

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

**Monday, March 10, 2014**

**Prince George's County, MD**

The Commission for Effective Community Inclusion of Individuals with Intellectual and Developmental Disabilities met on Monday, March 10, 2014 in Prince George's County, MD at 10:00 a.m. A quorum was present throughout the meeting.

**Members participating:**

Cleary, Joseph (Jay)  
Cox, Brian  
Curtis, Thomas  
Davis, Scott  
Embert, Dwayne  
Failla, George (representing Secretary Raggio)  
Hedrick, Jim  
Hovermale, Lisa  
Imparato, Andy  
Keyser, Scott  
Oliveira, Rae  
Pierson, Joanna  
Rapp, Chuck  
Shriver, Timothy  
Sparks, Theresa  
Weir, Sara  
Wheeler, Erica

**Agenda 1. Welcome.**

Commission Chair Timothy Shriver welcomed Commission members and thanked them for coming. He recommended a NYT article on *The 'Boys' In the Bunk House* <http://www.nytimes.com/interactive/2014/03/09/us/the-boys-in-the-bunkhouse.html?hp& r=0> as a stark reminder of the work that still needs to be done.

**Agenda 2. Highlights of Listening Tour**

Alisa Macht, Executive Officer of the Commission, provided an overview of the Listening Tour and other comments submitted by the public (see **Appendix A**).

**Agenda 3. Strategic Choices**

The Commission discussed the Community Inclusion Model and voiced opinions on whether or how to address each of the sectors set forth in the model. Suggestions included: prioritizing the sectors; focusing on law enforcement only, initially, and then building on it; and, establishing a committee for each “circle.” Capitalizing on the upcoming “Olmstead Day” anniversary to promote a more inclusive and welcoming Maryland by sector was also mentioned. Members discussed coordinating activities with the Maryland Department on Disabilities. The action item is for Tim Shriver and Cathy Raggio to discuss avenues for pursuing how to work collaboratively and how to ask each sector to help create a safe, understood and included environment for people with intellectual and developmental disabilities across Maryland.

**Agenda 4.    Training Objectives**

Jennifer Beskid, Acting Director for Training and Research of the Police and Correctional Training Commissions (PCTC) reviewed the draft objectives developed by the Training Subcommittee. (see **Appendix B**). The Commission recommendations of including people with intellectual and developmental disabilities as trainers and creating opportunities for relationship building between law enforcement officers and people with intellectual and developmental disabilities are strongly supported by all members of the Training Subcommittee, but may be beyond the scope of what PCTC can mandate without policy support. Therefore, the Policy Subcommittee plans to review what actions it will need to recommend to ensure that these criteria are included in the training

**Agenda 5.    Future Meetings**

The Commission will schedule its next two meetings for April and May, dates and locations to be provided on the Commission’s web page of [www.goccp.maryland](http://www.goccp.maryland)

**Agenda 6.    Adjourn**

The meeting adjourned at 12:00 p.m.

## **APPENDIX A**

### **LISTENING TOUR HIGHLIGHTS**

- Training people with I/DD about what to expect from first responders is also important
- Provide opportunities for interactions (on-site trainings, community policing, open houses)
- People with I/DD as victims
- Understanding behaviors is more important than making a diagnosis
- Understanding how to respond to the behaviors, and when it's ok to deviate from standard operating procedures
- Individuals with I/DD as trainers
- Mandate training, consistent message
- Overall awareness training and cultural sensitivity
- Support for community inclusion model (courts, schools, hospitals)
- Alerting law enforcement/dispatch of people in community with I/DD (911 flagging program, etc.)
- Commitment for change from the top/buy-in from first responders
- Hidden disabilities
- Families as a resource
- Internship opportunities for people with I/DD to work with law enforcement (Montgomery County)
- Inclusion of diabetes and epilepsy recognition
- Extra Current Trends Training (Bruce?), start small, specialized training
- "Catch up" veteran officers
- Bringing in non- law enforcement trainers makes a positive difference (skilled trainers, current content)
- WMATA works
- Law enforcement want the training
- Policies on off-duty security work
- Silver Alert

**APPENDIX B  
DRAFT TRAINING OBJECTIVES**

<b>Goal:</b>	<b>Train Law Enforcement Officers how to respond to a situation that involves an individual or individuals with Intellectual and Developmental Disabilities (I/DD).</b>
<b>Terminal Objective I</b>	<b>Gain an understanding of SAFE from/for the following perspectives:</b>
	<b>a. People with intellectual and developmental disabilities.</b>
	<b>b. The officer.</b>
	<b>c. The environment.</b>
<b>Enabling Objectives</b>	1. Explain why it is important for law enforcement officers to be aware of people with intellectual and developmental disabilities (I/DD).
	2. Explain what is meant by hidden disability.
	3. Identify factors to consider when responding to a person with I/DD.
	4. Describe general behavioral indicators associated with persons with I/DD.
	5. Assess the situation and describe appropriate interventions that are intended to ensure a safe outcome for all.
	6. List strategies for effectively communicating with a person with I/DD.
	7. Describe circumstances that may require a law enforcement officer to respond to an individual or individuals with I/DD and who may be a/an (or a combination of any two or all three):
	a. Offender
	b. Victim
	c. Witness
	d. Other (e.g. Lost or Citizen Complaint)
	8. Describe non-verbal distractions that may impact the initial and ongoing interaction between the officer and people with I/DD.
	9. Discuss an officer's ability to use his/her discretion when utilizing: the individual department's standard operating procedures (including appropriate use of force), conflict resolution techniques, and de-escalation strategies when responding to persons with I/DD.
	10. Explain the need for ethical leadership during contacts with people with I/DD.
<b>Terminal Objective II</b>	<b>Demonstrate what is meant by UNDERSTOOD from the following perspectives:</b>
	<b>a. People with intellectual and developmental disabilities.</b>
	<b>b. The officer.</b>
	<b>c. The environment.</b>
<b>Enabling</b>	1. Explain the differences between someone who has an I/DD and someone

<b>Objectives</b>	who experiences mental illness.
	2. Describe dual diagnosis involving an individual who experiences mental illness and has I/DD.
	3. Demonstrate effective communication and response techniques when encountering an individual with I/DD.
	4. Practice conflict resolution and de-escalation techniques for people with I/DD.
	5. Provide examples of how people with intellectual and developmentally disabilities may acknowledge understanding when in reality he/she has a completely different understanding than the officer is attempting to relay.
	a. Language Processing
	b. Sensory Processing
	6. Discuss the impact that the misunderstanding described in the previous Objective has on the officer's interaction with the person who is intellectually and developmentally disabled.
	7. Understand the impact of an officer's attitude and actions toward people with intellectual and developmental disabilities on the community.
	8. Recognize when outside help (parent, caregiver, community resource) is necessary.
<b>Terminal Objective III</b>	<b>Explain how INCLUSION can be achieved by the following:</b>
	<b>a. People with intellectual and developmental disabilities.</b>
	<b>b. The officer.</b>
	<b>c. The environment.</b>
<b>Enabling Objectives</b>	1. Identify resources available to assist when responding to a person with I/DD.
	2. Discuss the prevalence of various intellectual and developmental disabilities and the need to reduce stigma.
	3. Explain the resources that are available for officers responding to people with intellectual and developmental disabilities.
	4. Describe the benefits to officers that result from effective collaboration with community resources.
	5. Demonstrate the importance of collecting information and collaborating with agencies.
	6. Describe the value of developing relationships with people who have an intellectual/developmental disability for:
	a. Officers
	b. People with I/DD
	c. Environment