

## Strong Center for Developmental Disabilities

### 5-Year Plan 2019-2024

<b>Function Area: Interdisciplinary Pre-Service Preparation and Continuing Education</b>	
GOAL: To provide exemplary pre-service preparation to and educational opportunities to people with disabilities, their families, school and agency staff, and leadership at the University and in the community.	
Emphasis Area: Education	
Objectives	Activities
<p>E1: People with intellectual and developmental disabilities will be maximally included in their educational environments and in their transition into the adult world with the appropriate supports and services.</p>	<p>E1a: Interdisciplinary training of pre-service providers, including Institute for IDD trainees, in the importance of inclusive educational environments.  <u>Year 1:</u> Train 15 new trainees in a wide variety of disciplines  <u>Years 2-5:</u> Train a minimum of 15 new trainees each year</p> <p>E1b: Provide training on inclusive education environments and school cultures to school building administrators using an ECHO model.  <u>Year 1:</u> Develop and provide ECHO model training to 15 administrators in the Rochester City School District on developing an inclusive culture, in collaboration with the Warner School of Education  <u>Year 2:</u> Provide an ECHO model training on inclusive schools to suburban and rural school administrators, while continuing with training to Rochester City School District, 30 each year until the market is saturated</p>
<p>E2: Provide education and support to preservice trainees and community education providers for people with IDD</p>	<p>E2a: Provide intermediate term distance clinical training via ECHO model to at least 10 personnel <b>per year</b> on evidence-based practices in ASDs to improve assessment and intervention for improving behavioral health outcomes.</p> <p>E2b: Provide continuing education training to 50 school and community professionals <b>per year</b> on evidence-based practices in ASD to improve assessment and intervention for improving behavioral health outcomes.</p>
<p>E3: Provide education and support to health professionals to increase awareness about the Family Experience Program</p>	<p>E3a: Develop a community planning activity bringing together families and health professionals to create ways to increase diversity in the Family Experience for health care students, residents, and Institute for IDD postdocs and students.  <u>Year 1:</u> Develop activity and pilot with 5 families and 3-5 health professionals  <u>Years 2-5:</u> Provide the activity 5 times throughout Upstate New York</p> <p>E3b: Expand residency programs/disciplines at the Medical Center participating in the Family Experience.  <u>Year 1:</u> Run 2 new programs</p>

	<u>Years 2-5</u> : Run 1 additional program
Emphasis Area: Employment	
Objectives	Activities
E4: Provide interdisciplinary pre-service preparation and continuing education to current and future professionals in the area of employment for individuals with developmental disabilities leading to increased integrated, competitive employment options	<p>E4a: Pilot training and supporting businesses in the hiring and retention of individuals with intellectual and developmental disabilities. This will include trainings to business related to effective natural supports to shift some of the emphasis of the support system to the business community as opposed to provider agencies.  <u>Year 1</u>: Develop curriculum for businesses and pilot to 1 business; evaluate  <u>Years 2-5</u>: Provide training and support to 3-5 businesses per year</p> <p>E4b: Pilot an ECHO for job coaches across the region, particularly related to supporting individuals with challenging behaviors.  <u>Year 1</u>: Needs assessment and development of a curriculum; recruitment  <u>Year 2</u>: Pilot ECHO with up to 10 job coaches  <u>Years 3-5</u>: Present ECHO to 10-15 job coaches  <i>*Need identified by self-advocates and families</i></p> <p>E4c: Provide preservice training to 15-18 UR LEND fellows <b>per year</b> and 3-6 Institute for IDD trainees <b>per year</b> on the importance of integrated, competitive employment for people with disabilities, their role in the domain of employment, and the necessity of an Employment First policy in New York State.</p> <p>E4d: Provide training in best practices related to preparation for transition to employment to school districts  <u>Years 1-5</u>: 10 presentations/trainings per year  <i>*To be conducted in collaboration with disability self-advocates and leaders</i></p> <p>E4e: Explore relationship with local business schools, including the University of Rochester’s Simon Business School to provide inclusion training to undergraduate and graduate business students who will go on to employ individuals with disabilities.</p> <p>E4f: Provide self-advocacy and leadership trainings related to employment for individuals with disabilities.  <u>Year 1</u>: Develop and pilot training with 5 self-advocates  <u>Years 2-5</u>: Hold 3 trainings per year  <i>*To be conducted in collaboration with disability self-advocates and leaders</i></p>
Emphasis Area: Health	
Objectives	Activities
E5: Provide interdisciplinary pre-service preparation and continuing education on health to future and current	<p>E5a: Provide continuing education to providers to improve women’s health.  <u>Year 1</u>: Identify and collaborate with key stakeholders/OB-GYN providers providing care to women with IDD; conduct provider needs assessment for women with IDD utilizing OB-GYN services; develop curriculum  <u>Year 2</u>: Pilot curriculum with 5 OB-GYN providers</p>

<p>professionals in the area of developmental disabilities to provide the skills and knowledge to enhance the health of people with developmental disabilities across the life span</p>	<p><u>Years 3-5</u>: Train 5 – 10 additional OB- GYN providers throughout region  <i><b>*To be conducted in collaboration with disability self-advocates and families</b></i></p> <p>E5b: Provide continuing education to Behavioral/Mental Health service providers for people with IDD via an ECHO model.  <u>Year 1</u>: Identify &amp; collaborate with mental health providers concerned with behavioral management of individuals with IDD; conduct and analyze needs assessment; develop curriculum  <u>Year 2</u>: Train 10 mental health providers  <u>Years 3-5</u>: Train 10 – 15 additional mental health providers  <i><b>*To be conducted in collaboration with disability self-advocates and families</b></i></p> <p>E5c: Provide preservice training to at least 15 LEND fellows chosen from among 13 disciplines and 4-6 Institute for IDD trainees <b>each year</b> on provision and coordination of health services for children with neurodevelopmental disabilities.</p> <p>E5d: Provide specific preservice training in diagnosis and health treatments for ASDs to at least 15 long-term trainees chosen from among 13 disciplines <b>each year</b>.</p> <p>E5e: Provide training to at least 3 advanced post-residency fellows in Developmental-Behavioral Pediatrics over course of grant period.</p> <p>E5f: Provide clinical training to 40 interdisciplinary intermediate-term trainees, including Institute for IDD trainees, <b>each year</b> in health and mental health care, and functional skill maintenance of individuals with IDD across the lifespan.</p> <p>E5g: Provide at least 1 continuing education activity <b>per year</b> to community health care providers to enhance health care transitions, maintain health and function, and increase the quality of health care provided to individuals with IDD across the lifespan.  <i><b>*To be conducted in collaboration with disability self-advocates and families</b></i></p> <p>E5h: Provide lectures or short-term training to at least 30 medical students <b>per year</b> to increase basic skills of providers without IDD specialization in screening for developmental disabilities and in ongoing health care of individuals with IDD across the lifespan.</p>
<p>E6: Improve services for people with IDD to reduce health disparities</p>	<p>E6a: Provide continuing education to Spanish Language Medical Interpreters to increase awareness of and address common problems such as communication and language differences that often exist in relationships between providers and Latinx individuals with IDD and their families.  <u>Year 1</u>: Train 10 interpreters  <u>Years 2-5</u>: Train 5-19 interpreters per year  <i><b>*To be conducted in collaboration with disability self-advocates and families</b></i></p>

Emphasis Area: Recreation	
Objectives	Activities
<p>E7: Provide interdisciplinary pre-service preparation and continuing education to current and future professionals in the area of recreation and insure leading to increased inclusive recreation opportunities</p>	<p>E7a: Train camp counselors at the Greater Rochester YMCA’s in supporting children and youth with IDD in their recreation programming. This will include 6 sites throughout the Rochester and surrounding region and will involve training 400 counselors. Training will include an established curriculum, ongoing technical assistance, and the provision of a mobile sensory kit.  <u>Year 1</u>: Develop and pilot training with 1 YMCA  <u>Years 2-5</u>: Provide trainings to 5 YMCA’s per year</p> <p>E7b: Present at the 2019-2024 New York State Recreation Summits on community inclusion in recreation and leisure settings. Providing strategies and tools for recreation professionals on how to support individuals with IDD in their programs.</p> <p>E7c: Provide inclusion training to the Niagara County Swimming clubs on supporting individuals with IDD within swim programs and teams. In addition to in person training, technical assistance will be provided to coaches through a free webinar. Additional technical assistance and ongoing support as needed and requested by Niagara Swimming.  <u>Year 1</u>: In person training on inclusion to swimming clubs  <u>Years 2-5</u>: Continued in person training (2 per year) and consultation to swimming clubs</p> <p>E7d: Provide training to the Rochester City Department of Recreation and Youth Services. Train 25 camp counselors <b>per year</b> on supporting children and youth with IDD within their recreational camps. Utilize the inclusive curriculum and provide ongoing support.  <i><b>*To be conducted in collaboration with disability self-advocates and families</b></i></p> <p>E7e: Provide technical assistance to the Monroe County children and youth librarians on enhancing inclusion options at the library. Ongoing TA may involve providing additional trainings, running make and take visual support workshops, or correspondence by email or phone.  <i><b>*To be conducted in collaboration with disability self-advocates and families</b></i></p> <p>E7f: Continue to offer up to 5 free trainings <b>per year</b> to organizations on increasing access to inclusive recreation opportunities for individuals with disabilities. This is accomplished through a structured curriculum we developed that addresses administrative, programmatic, and individual-level strategies to facilitate inclusion.</p> <p>E7g: Provide <b>ongoing</b> technical assistance to Rochester City School District on planning an inclusive and accessible playground as well as designing an inclusive sensory garden.</p>

<b>Function Area: Community Services</b>	
<b>GOAL:</b> Provide Community Services and Education to promote self-direction, healthy living, inclusive communities, and self-advocacy in a culturally and linguistically competent manner.	
Emphasis Area: Education	
Objectives	Activities
<p>C1: People with intellectual and developmental disabilities will be maximally included in their educational environments and in their transition into the adult world with the appropriate supports and services.</p>	<p>C1a: The Community Consultation program will consult with additional schools and after school programs on the inclusion of students with autism and behavioral difficulties.  <u>Year 1:</u> Will increase contracts by 10%  <u>Years 2-5:</u> Will increase contracts by 5% each year</p> <p>C1b: We will consult with school districts, especially Rochester City Schools, to move initial transition planning to middle school years.  <u>Year 1:</u> Will move transition planning to 8<sup>th</sup> grade for districts with whom we have a contract  <u>Years 2-5:</u> By year 5 districts will have moved initial transition planning to 6<sup>th</sup> grade</p> <p>C1c: The Rochester Regional Center for ASD will provide ongoing trainings throughout the year to regional educators and administrators and community members on supporting students with ASD and related disabilities. Trainings will focus on evidence-based strategies to support the behavioral, social, emotional, and academic well-being of students with IDD.  <u>Year 1:</u> Provide 5-10 trainings  <u>Years 2-5:</u> Provide 10-15 trainings annually  <b><i>*To be conducted in collaboration with disability self-advocates and families</i></b></p> <p>C1d: Given concerns about teacher burnout in special education, we will provide regular trainings to educators on mindfulness and compassion fatigue, with the goal of both reducing burnout and encouraging authentic interactions between educators and students with IDD.  <u>Year 1:</u> Provide 3 trainings to at least 3 school districts  <u>Years 2-5:</u> Provide 5-10 trainings annually, to at least 5 school districts  <b><i>*To be conducted in collaboration with teachers</i></b></p> <p>C1e: Continue to provide training in best practices related to preparation for transition to gainful, post-secondary opportunities to relevant stakeholders, including school district staff, BOCES, families, state officials and provider agencies.  <u>Year 1:</u> Provide trainings to 100 people  <u>Years 2-5:</u> Provide trainings to 100 people annually</p>
Emphasis Area: Employment	
Objectives	Activities
<p>C2: Provide services and supports to increase competitive, integrated</p>	<p>C2a: Serve as the NYS Project SEARCH Coordinator, providing technical assistance and support to existing programs and prospective programs. Explore how adult Project SEARCH can support the state's greater efforts to</p>

<p>employment of people with intellectual and developmental disabilities</p>	<p>transition adults out of more segregated settings into competitive, integrated employment.</p> <p>C2b: Continue to support and provide technical assistance to NYS’s ACCES-VR and OPWDD in their effort to move sheltered workshop employees to competitive employment by providing technical assistance, as requested.</p> <p>C2c: Expand the Employment Discovery Network pilot, a program that supports young adults to prepare for and acquire competitive integrated employment opportunities.  <u>Year 1</u>: Develop 3 new sites  <u>Years 2-5</u>: Develop 2 new sites per year  <b><i>*To be conducted in collaboration with disability self-advocates and families</i></b></p> <p>C2d: Serve in a leadership capacity in a taskforce designed to decrease poverty and increase inclusive, competitive employment for people with disabilities living in the city of Rochester. This initiative will partner with the Rochester Monroe Anti-Poverty Initiative (RMAPI), the Chamber of Commerce, local schools, provider and state agencies.</p> <p>C2e: Support agencies’ efforts to implement customized employment, particularly for individuals with challenging behaviors and individuals dually diagnosed with IDD and mental health.  <u>Year 1</u>: Conduct and analyze needs assessment regarding customized employment with DD agencies, people with disabilities, and businesses  <u>Year 2</u>: Develop local training curriculum on customized employment  <u>Years 3-5</u>: Conduct trainings and provide consultation to 5 agencies and 5 businesses per year  <b><i>*To be conducted in collaboration with disability self-advocates and families</i></b></p> <p>C2f: Pilot a workplace development proposal that focuses on training and supporting businesses in the hiring and retention of individuals with intellectual and developmental disabilities. This will include trainings to businesses related to effective natural supports to shift some of the emphasis of the support system to the business community instead of provider agencies.  <u>Year 1</u>: Develop and pilot the program with 1-2 businesses  <u>Years 2-5</u>: Expand program to 3 new businesses a year</p>
<p>Emphasis Area: Health :</p>	
<p>Objectives</p>	<p>Activities</p>
<p>C3: Caregivers of individuals with intellectual and developmental disabilities will be supported in their physical and emotional well-being.</p>	<p>C3a: Annual mindfulness-based intervention will be provided to caregivers of individuals with IDD through participation in brief (4-8 session programs).  <i>*Need identified through family advocates</i>  <u>Year 1</u>: Run 2 mindfulness groups with 30 caregivers of people with IDD.  <u>Years 2-5</u>: Run 3-4 mindfulness groups annually, with a cohort of 15 caregivers per group  <b><i>*To be conducted in collaboration with families and caregivers</i></b></p>

C4: Promote best practices aimed to increase family engagement outcomes in the early intervention program	C4a: Early intervention providers, county officials, and parents will receive training on family-centered practices identified by learning collaboratives as part of the State Systemic Improvement Plan. <u>Year 1:</u> Hold 10 webinar training sessions for early intervention providers, county officials, and parents
C5: Improve community services to be responsive and accessible to the needs of people with IDD	C5a: Provide at least two community education activities <b>per year</b> directed to individuals with IDD and their circles of support to increase health literacy and self-management of health and wellness. <b><i>*To be conducted in collaboration with disability self-advocates and families</i></b> C5b: Provide interdisciplinary clinical diagnostic and support services to approximately 4000 children and youth with IDD each year.
C6: Improve services for people with IDD and their families to reduce health disparities	C6a: Provide education and support to health care providers to increase knowledge and importance of family experiences through initiating meetings with families and health care providers. <u>Years 1-5:</u> Conduct 3 meetings per year <b><i>*To be conducted in collaboration with families</i></b>
Emphasis Area: Recreation	
Objectives	Activities
C7: Provide services and supports to increase inclusive recreation and leisure opportunities for people with intellectual and developmental disabilities	C7a: Provide 20 mobile sensory kits to YMCA camp programs throughout Greater Rochester in <b>Year 1</b> . The sensory kits will include items that engage touch, sight, sound, and smell, and support the sensory needs of children and youth in recreational contexts.  C7b: Provide 10 mobile sensory kits to the City of Rochester Department of Recreation and Youth Services, to support the sensory needs of children and youth in their summer camp programs in <b>Year 1</b> . Replace as needed.  C7c: Participate in the implementation of a citywide neighborhood play day <b>each year</b> , by providing supports on including individuals with IDD. This effort is led by HealthiKids, part of Common Ground Health, a regional health systems agency.  C7d: Develop training for family and caregiver advocates on engaging with recreation providers and organizations and advocating for inclusion within those spaces. Training will be led by parent partners who have experience with advocating in recreational spaces and can share lessons learned. <u>Year 1:</u> Develop training and pilot with our CAC parents <u>Years 2-5:</u> Provide 3 trainings per year

**Function Area: Research**

**GOAL:** Conduct federally and independently-funded research studies and program evaluations to ensure dissemination of evidence-based information and interventions and to gain new knowledge related to best supporting individuals with IDD from diverse backgrounds.

**Emphasis Area: Education**

Objectives	Activities
<p>R1: Conduct research and evaluation to enhance the inclusive educational opportunities for people with intellectual and developmental disabilities</p>	<p>R1a: Conclude NIH R01 examining 10-year outcomes of 153 children enrolled in early intensive behavioral intervention, as well as predictors of long-term cognitive, academic, and adaptive outcomes. Data will enhance our understanding of the efficacy of early intervention (EI) services and therefore has the potential to affect NYS policies related to EI service access (approx. 20,000 children in Western New York). <u>Year 1:</u> Completion of data collection and data cleaning <u>Years 2-5:</u> Data analysis, interpretation, and publication submission. Dissemination of findings through national conferences and community meetings. <b><i>*Conducted in shared leadership with Institute for IDD faculty</i></b></p> <p>R1b: Continue HRSA/MCHB-funded Autism Intervention Research Network on Behavioral Health (AIR-B), currently in the fourth year of a 5-year cycle. This community-based participatory model evaluates community interventions to increase service access and school transitions for 240 children with ASD. If the programs are successful, they may be disseminated to over 30 school districts in Western New York, in addition to national dissemination through our California and Pennsylvania State collaborators. <b><i>*Includes community research partnership that contributes to planning, implementation, and dissemination</i></b> <u>Year 1:</u> Data analysis/interpretation and publication submission <u>Years 2-5:</u> Development, submission, and implementation of new network cycle (to be submitted in 2020)</p> <p>R1c: Initiate new research study: NIH R01 under review to evaluate relative benefits of adult versus child-led interventions to increase communication in 140 children with ASD, as well as learning trajectories and identification of ideal treatment intensity for those who do not respond quickly. <u>Year 1:</u> Study startup and intervention refinement <u>Years 2-5:</u> Data collection, data analysis, and dissemination of results</p> <p>R1d: Initiate new research study: Institute for Education Sciences award under review to fund expansion of a network-wide, modular intervention for supporting 120 students with ASD in public school classrooms and their teachers (n=60), in an effort to increase time in general education. This project has the capacity to be disseminated within up to 10 regional school districts, in addition to districts in our partner regions (i.e., South Florida and Boston). <b><i>*Intervention developed via community-based participatory model, with feedback from community stakeholders</i></b> <u>Year 1:</u> Study startup and development of research partnerships <u>Years 2-5:</u> Recruitment, data collection, data analysis, and dissemination of results</p>



	<p>R1e: Conduct new 5-year grant from Department of Defense (awarded 2018) to compare standard early intervention strategies with a modular intervention focused on social-communication skills in 130 young children with ASD, aged 18 months-5 years. Results have the potential to significantly affect state and federal policy recommendations for early intervention and applied behavior analysis, as this project will provide important information on both intervention <i>type</i> and ideal intervention <i>dose</i>.</p> <p><u>Year 1:</u> Study startup and intervention development  <u>Years 2-5:</u> Data collection, data analysis, and dissemination of results.  Develop and disseminate associated recommendations and advocate for policy shifts, if indicated by the findings</p> <p>R1f: Conduct new NIH-funded grant (awarded 2018) evaluating the use of pragmatic language in 25 adults with ASD and 25 without ASD, which has the potential to inform the creation of an automated software tool for analyzing everyday spoken language, and to drive autism-specific language interventions.</p> <p><u>Year 1:</u> Study startup and data collection  <u>Years 2-5:</u> Data collection, data analysis, and dissemination of results</p>
Emphasis Area: Employment	
Objectives	Activities
<p>R2: Conduct research and evaluation to enhance the integrated, competitive employment of people with intellectual and developmental disabilities</p>	<p>R2a: Support Project SEARCH data collection and reporting systems across NYS. Analyze longitudinal outcomes of Project SEARCH in partnership with NYS NYESS, while simultaneously supporting analysis of data collected through Cincinnati Children’s Hospital’s new database. In addition, explore a new study of family expectations and involvement and the association to outcomes in Project SEARCH.</p> <p><u>Year 1:</u> Conduct annual Project SEARCH evaluation  <u>Years 2-5:</u> Continue annual evaluations and develop 2-3 community reports</p> <p>R2b: Systematically evaluate new and ongoing pre-vocational programs (e.g., Job Club) implemented for individuals with IDD in two classrooms within our largest school district. Measure outcomes including: employment self-efficacy, employment knowledge, job readiness, family contact with community resources, parent employment expectations.  <b><i>*To be conducted in collaboration with disability self-advocates and leaders</i></b>  <u>Year 1:</u> Finalize and pilot outcome measures and evaluation metrics  <u>Years 2-5:</u> Conduct annual evaluations on Employment Discovery Network Activities, including annual evaluations that are cohort dependent</p> <p>R2c: Conduct systematic evaluations on trainings provided to support businesses in the recruitment, hiring, and retention of individuals with disabilities.  <b><i>*To be conducted in collaboration with disability self-advocates</i></b>  <u>Year 1:</u> Conduct evaluation on two employment trainings  <u>Years 2-5:</u> Conduct annual evaluations on 3-4 trainings</p> <p>R2d: Conduct needs assessment with at least 50 higher education educators/administrators, transition-age adults with IDD, and family members to identify needs, barriers, and facilitators to successful participation in post-secondary educational opportunities.</p>

	<p><b><i>*Need identified via self- and family advocates</i></b>  <u>Year 1:</u> Conduct needs assessment  <u>Years 2-5:</u> Prepare publication; use findings to inform development of an ECHO on inclusion in secondary education environments</p>
Emphasis Area: Health	
Objectives	Activities
R3: Conduct at least 5 research studies/evaluations per year to enhance the physical and behavioral health of people with IDD throughout the lifespan	<p>R3a: Continue Western NY study geo-mapping of sources of primary health and oral health care for people with IDD across lifespan. Extracted dataset for analysis of all individuals with IDD across the lifespan served by University of Rochester Medical Center; analyzing data for preventive health care markers, disparities in health care delivery, and 30-day readmission data.</p> <p>R3b: Execute planned expansion for the health literacy program for adolescents with ASD. The pilot is completed (publications under review), and a new grant submission is under review.  <b><i>*Intervention developed with input from individuals with ASD</i></b>  <u>Year 1:</u> Secure funding and study startup  <u>Years 2-5:</u> Recruitment, data collection, analysis, and publication</p> <p>R3c: Complete ongoing, extramurally-funded research study on obesity prevalence in ASD and <u>publish at least one peer-reviewed article in 2019</u>  <u>Year 1:</u> Publish at least one peer-reviewed article  <u>Years 2-5:</u> Develop study-based recommendations and disseminate within the community</p> <p>R3d: Secure federal funding to support medical provider training for OB-GYN offices on providing appropriate gynecological and prenatal care for adult women with disabilities; research outcomes will include evaluation of training impact on provider self-efficacy, clinical comfort, and disability knowledge.  <b><i>*Need identified via self-advocates; to be conducted in partnership with self- and family advocates</i></b>  <u>Year 1:</u> Develop and submit grant application to NIH/HRSA  <u>Years 2-5:</u> Study recruitment, data collection, analysis, and publication</p>
R4: Evaluate caregiver stress programs and their impact on family physical and emotional well-being	<p>R4a: Complete ongoing data analysis of study evaluating bio-behavioral effects of mind-body interventions for caregivers of individuals with ASD.  <u>Year 1:</u> Submit one peer-reviewed publication  <u>Years 2-5:</u> Plan and submit for federal funding to expand program</p> <p>R4b: Conduct systematic, quantitative evaluation of mindfulness programs on caregiver stress and well-being (n=15 per cohort).  <b><i>*Conducted in collaboration with family advocates, from identification of need to implementation</i></b>  <u>Year 1:</u> Conduct evaluation on two mindfulness cohorts  <u>Years 2-5:</u> Conduct annual evaluations on 3-4 mindfulness cohorts</p> <p>R4c: Secure funding for evaluation of the contribution of race-related stress on caregiving stress in 100 mothers of individuals with ASD.  <b><i>*Need identified through family advocates</i></b></p>

	<p><u>Year 1:</u> Complete NIH resubmission process</p> <p><u>Years 2-5:</u> Engage in data collection and analysis</p>
<p>Emphasis Area: Recreation</p>	
<p>Objectives</p>	<p>Activities</p>
<p>R5: Conduct research and evaluation in the area of inclusive recreation and leisure options for people with intellectual and developmental disabilities</p>	<p>R5a: Conduct a community-wide needs assessment in partnership with Rochester Accessible Adventures, to better understand the types of programs and opportunities that people with IDD, their family members, and their friends are looking for within the community.</p> <p>R5b: Through the collaboration with the Greater Rochester YMCA, measure key outcomes of the training project, including: 1) camp counselor knowledge of disability and inclusion; 2) camp counselor self-efficacy related to supporting individuals with IDD and creating inclusive environments; 3) parent/caregiver perceptions of disability-related climate; and 4) increased service of children with disabilities in camp programming. These outcomes will be measured through a disability knowledge survey, a self-efficacy survey, parent/caregiver focus groups, and participation data collected through the YMCA.</p> <p>R5c: Provide ongoing inclusivity assessments for community organizations offering recreation opportunities (n=5 annually); results will contribute to a state-wide database on the accessibility of recreation agencies.</p> <p><u>Year 1:</u> Conduct 3 evaluations on recreation trainings</p> <p><u>Years 2-5:</u> Conduct 5 annual evaluations on recreation trainings</p> <p>R5d: Systematically evaluate impact of inclusive recreation trainings (n=3 annually) on agency provider skills and self-efficacy in providing inclusive recreation opportunities.</p> <p><u>Year 1:</u> Conduct 3 evaluations with recreation providers</p> <p><u>Years 2-5:</u> Conduct 5 annual evaluations with recreation providers</p>

Function Area: Information Dissemination

**GOAL:** Disseminate culturally competent information, provide advocacy, and promote policies in the service of community inclusion in all of its facets, self-direction, and healthy lives to people with disabilities, their families and communities, agencies, legislators, and others affecting the lives of people with disabilities.

Emphasis Area: Education

Objectives	Activities
<p>D1: Engage parents in the process of high expectations and future dreams for their children</p>	<p>D1a: Develop and disseminate information to parents/families on having high and realistic expectations of their children with IDD.  <u>Year 1:</u> Develop 1 webinar series and printed materials for parents/families helping them to set realistic expectations for their children, which would include inclusion in their schools, communities, and the work force  <u>Years 2-5:</u> Continue developing materials based on family needs</p> <p>D1b: Develop and implement materials for parents to help them engage their children in the IEP process.  <u>Year 1:</u> Develop a local student-led IEP process utilizing the approach developed by our sister UCEDD at WIHD and implement in two different school districts  <u>Year 2:</u> Provide materials for parents to help support them through the student-led IEP process  <u>Years 3-5:</u> Support 2 new districts with appropriate materials a year to more effectively use student led IEP/CSE meetings</p> <p>D1c: For each research project, a layperson’s research brief will be created, based upon study findings, and then disseminated throughout our regional communities. This will be accomplished through products such as infographics, brief visual summaries, and webinars.  <u>Year 1:</u> Develop and disseminate two community research briefs and host two webinars  <u>Year 2:</u> Develop and disseminate 1-2 annual briefs and 1-2 annual webinars, based upon the number of completed studies</p>
<p>D2: Equitably disseminate evidence-based information, services, and supports for people with IDD to communities</p>	<p>D2a: Through ongoing relationships with community organizations and schools, (including disability and non-disability service agencies) results of SCDD-conducted research and research conducted across the broader network will be shared with community stakeholders during meetings, workgroups, and other table discussions. Links, briefs, and other products will be shared electronically and via social media, when appropriate.  <u>Years 1-5:</u> Conduct a minimum of 5 sharing opportunities per year</p>

Emphasis Area: Employment

Objectives	Activities
<p>D3: Provide information dissemination and advocacy to support increased employment outcomes for people</p>	<p>D3a: Be actively involved in efforts to develop an Employment First policy and legislation for New York State, and implement the Governor’s E1 report and recommendations.</p>

with IDD in New York State	<p>D3b: Provide statewide education, information and referral services to help individuals, families, and other stakeholders understand changes in state systems that impact employment.  <u>Years 1-5</u>: Conduct a minimum of 5 presentations per year  <i>*Based on needs identified through focus groups and surveys</i></p> <p>D3c: Advocate for high expectations related to employment potential of people with intellectual and developmental disabilities across stakeholder groups (state officials, businesses, families, schools, provider agencies).</p> <p>D3d: Advocate at the state and federal level to design creative and culturally responsive employment services for people with IDD. This will include continued advocacy as the state DD agency transforms their employment services and supports.</p>
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**Emphasis Area: Health**

Objectives	Activities
D4: Serve as a clearinghouse and resource for current research and evidence-based practices to NYSDOH and families on emerging evidence and research on family engagement in early intervention	<p>D4a: Disseminate updated resource guide of evidence-based practices to increase family outcomes based on new research and feedback from State Systemic Improvement Plan learning collaboratives.  <u>Year 1</u>: Disseminate resource guide.  <u>Years 2-5</u>: Update and disseminate resource guide.</p> <p>D4b: Disseminate information on Medically Underserved Population designation of people with IDD to policy makers, and a legislative toolkit to advocates to aid in discussions with policy makers  <u>Years 1-5</u>: Disseminate and periodically update with fresh state and national data</p> <p>D4c: Develop and disseminate manualized curriculum for Spanish language interpreters to aid in work with individuals with IDD and their families.  <u>Year 1</u>: Develop curriculum  <u>Year 2</u>: Disseminate curriculum</p> <p>D4d: Develop and disseminate materials related to women’s health to individuals with IDD and to women’s health care providers.  <u>Year 1</u>: Conduct regional needs assessments of individuals, families, and providers  <u>Year 2</u>: Develop and field test materials  <u>Years 3-5</u>: Disseminate materials in conjunction with preservice, continuing, and community education and technical assistance activities</p>

**Emphasis Area: Recreation**

Objectives	Activities
D5: Provide information dissemination and advocacy to support increased inclusive recreation and leisure	D5a: Disseminate the Inclusive Recreation Video Campaign that was developed in 2018. Continued outreach will include ongoing shares on social media and through listservs, as well as displaying the videos during recreation presentations at conferences and community events at least <b>5 times per year</b> .

<p>opportunities for people with Intellectual and Developmental Disabilities</p>	<p>D5b: Develop a collaborative network of interfaith leaders and community members to brainstorm how to better serve individuals with IDD in regards to their faith and spiritual lives. The Greater Rochester Faith Inclusion Network (GRO-FIN) will focus on inclusion advocacy and will bring together diverse community leaders and members to better understand the state of the region and how we can address barriers to community inclusion in this area.</p> <p><u>Year 1</u>: Develop collaborative</p> <p><u>Years 2-5</u>: Sustain collaborative goals via 5 meetings per year</p> <p>D5c: Disseminate one informational sheet <b>per year</b> on the importance of recreation and leisure opportunities for all individuals. It will explore the physical, mental, and social benefits of engaging in recreation, and will also cover resources available in the community.</p>
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