

Strong Center for Developmental Disabilities

5-Year Plan 2019-2024

Function Area: Interdisciplinary Pre-Service Preparation and Continuing Education

	<u>Years 2-5</u> : Run 1 additional program
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professionals in the area of

Emphasis Area: Recreation

Objectives	Activities
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E7: Provide interdisciplinary pre-service preparation and continuing education to current and future professionals in the area of recreation aC 1 g77.4 620.64/((t)-13.6 (h)-9 (e)-10.7 (ar)-12.9 (e)-4.72 reont)6.2 (i)3(.4 544.8 124.2 12.6 ref*BT0.133 g

Function Area: Community Services

GOAL: Provide Community Services and Education to promote self-direction, healthy living, inclusive communities, and self-

<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 <i>*To be conducted in collaboration with disability self-advocates and families</i></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 <i>*To be conducted in collaboration with disability self-advocates and families</i></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>
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Emphasis Area: Health :

Objectives	Activities
<p>C3: Caregivers of individuals with intellectual and developmental disabilities will be supported in their physical and emotional well-being.</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 per year directed to individuals with IDD and their circles of support to increase health literacy and self-management of health and wellness. <i>*To be conducted in collaboration with disability self-advocates and families</i> 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 <i>*To be conducted in collaboration with families</i>
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 Year 1 . 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 Year 1 . Replace as needed. C7c: Participate in the implementation of a citywide neighborhood play day each year , 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
R1: Conduct research and evaluation to enhance the inclusive educational opportunities for people with intellectual and developmental disabilities	<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).</p> <p><u>Year 1:</u> Completion of data collection and data cleaning</p> <p><u>Years 2-5:</u> Data analysis, interpretation, and publication submission.</p> <p>Dissemination of findings through national conferences and community meetings.</p> <p><i>*Conducted in shared leadership with Institute for IDD faculty</i></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. <i>*Includes community research partnership that contributes to planning, implementation, and dissemination</i></p> <p>Year 1:</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

R2: Conduct research and evaluation to enhance the integrated, competitive employment of people with intellectual and developmental disabilities

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.

Year 1: Conduct annual Project SEARCH evaluation
Years 2-5: Continue annual evaluations and develop 2-3 community reports

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.
****To be conducted in collaboration with disability self-advocates and leaders***
Year 1: Finalize and pilot outcome measures and evaluation metrics
Years 2-5: Conduct annual evaluations on Employment Discovery Network Activities, including annual evaluations that are cohort dependent

R2c: Conduct systematic evaluations on trainings provided to support businesses in

	<p><i>*Need identified via self- and family advocates</i></p> <p><u>Year 1:</u> Conduct needs assessment</p> <p><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

	<p><u>Year 1:</u> Complete NIH resubmission process <u>Years 2-5:</u> Engage in data collection and analysis</p>
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Function Area: Information Dissemination

GOAL

opportunities for people with Intellectual and Developmental Disabilities

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

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