



# connection

## The Commonwealth's Developmental Disabilities Council

### What's Inside:

Budget Update ..... p.2

From the Chair ..... p.3

Partnership for People with  
Disabilities ..... p.6

Program Performance Report  
Highlights ..... p.7

Tech for Transition ..... p.8

Partners in Policymaking...p.8

Youth Leadership Forum ...p.9

Meetings ..... p.11

GA Activity Book ..... p.12

## General Assembly Concludes: Variety of Bills Affect Individuals with Disabilities

*By Heidi Lawyer*

The information below is not comprehensive or all inclusive of all of the actions taken that that may affect individuals with disabilities, families, and providers. See links at the end to view legislation.

**HB 74** reduces the time limit for reporting suspected child abuse or neglect by mandated reporters from 72 hours to as soon as possible but not longer than 24 hours after having reason to suspect a reportable

offense of child abuse or neglect. The bill also provides that in cases in which the initial report of suspected abuse or neglect is made by a mandated reporter to the person in charge of the institution/department in which the mandated reporter works, as provided in current law, the person who receives the report shall notify the initial reporter when the suspected abuse or neglect is reported to the local department or state hotline, inform the reporter of the name of the individual receiving the report, and forward any communications or information about action taken to the person who made the initial report.

**HB 79** provides authority for the the Virginia Disability Commission to establish work groups to assist the Commission in carrying out its powers and duties. The bill also repeals the sunset provision for the Commission, which is set to expire July 1, 2012. The bill incorporates HB 1229 which requires the Secretary of Health and Human Resources to convene a work group composed of various stakeholders to develop a plan for addressing housing and transportation needs of Virginians with disabilities.

**HB 382** provides that a school division may transfer assistive technology devices purchased by the division for a child with a disability to (i) a different school division to which the child transfers, (ii) to a state agency that provides services to a child with a disability upon the child's graduation or when a school division ceases to provide special education services for the student, or (iii) to the parents of a child with a disability, or the child with a disability if the child with a disability is age 18 or older and has capacity to enter into a contract.

*[Note: iii was the result of a Governor's amendment to the bill.]*



*Continues on page 4*

## Board

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Donna Gilles, Partnership for People with Disabilities (Virginia's UCEDD)\*  
Ray Hopkins, Department of the Blind and Vision Impaired\*

\* Agency Designees



## Budget Update

On April 18, 2012, the Virginia General Assembly passed the Commonwealth's two year budget. The Joint Conference Report on which the vote was based provides information on key budget actions related to Health and Human Resources. Note that this report lists denotes changes to the originally proposed budget. If an item was not amended through this Conference Report, it remains as presented in the Governor's introduced budget. The Conference Reports can be found at <http://hac.virginia.gov> or <http://sfc.virginia.gov>.

**The following are Key Health and Human Resources amendments to the SFY 2013-2014 Introduced Budget (not all inclusive). Only General Fund (GF) dollars are noted and cover the 2 yr. biennium. In many instances GF is matched by federal or other non-general funds (NGF). This information is contained in the Conference Report.**

- ✓ \$4.8 million to preserve the health care safety net;
- ✓ \$6.0 million to continue long-term care Medicaid eligibility for 1,500 individuals who are elderly and/or have disabilities;
- ✓ \$11.6 million to add 225 Medicaid ID waiver slots and \$1.6 million to add 80 DD waiver slots;
- ✓ \$69.0 million for Medicaid payments to nursing homes and hospitals to help offset inflation cost;
- ✓ \$10.8 million to increase Medicaid personal care and congregate care rates;
- ✓ \$549,000 to increase rate for Medicaid Part C Early Intervention Targeted case management;
- ✓ \$2 million to maintain the cap on Medicaid personal care hours at 56 hours per week for certain waiver programs, rather than reducing hours to 48 per week as included in the introduced budget;
- ✓ \$175,506 to partially restore funding to Centers for Independent Living;
- ✓ \$466,632 to partially restore funding for community-based brain injury services to the Dept. of Rehabilitative Services (DRS);
- ✓ \$140,000 to partially restore funding for personal assistance services provided for individuals with physical disabilities through DRS;
- ✓ \$800,000 to restore long-term and extended employment support services for individuals with physical disabilities (DRS);
- ✓ \$3.3 million to expand children's mental health services;
- ✓ \$2.5 million General Funds to Area Agencies on Aging to offset the loss of federal resources for services to elderly Virginians. ■

## From the Chair

By Christy Crowther

Since I first heard about the Virginia Board for People with Disabilities, much has changed. Technology like iPads and YouTube didn't exist, and I was terrified of voicing my thoughts (or speaking into microphones) at Board meetings.

Over the years, I've overcome many obstacles—including being fiercely intimidated by the accomplishments of my fellow Board members. I'm not as shy as I used to be, or quite as mystified by the intricacies of Virginia's disability services system.



Senator Henry L. Marsh III and Christy Crowther at the Partners in Policymaking "Capitol Day" last year.

As I leave the Board in June 2012, I'm proud to have been part of historic change. When the Alliance [For Community] formed back in November 2008 to oppose Virginia's plan to rebuild state training centers and ask that money instead be directed to community housing, we had doubts as to whether our

vision of a community-based system of supports would be achieved. But with our many advocacy partners, including so many people with disabilities and their families, these efforts have started coming to fruition. And efforts towards changing the system are even more important in light of the recent Department of Justice investigation and proposed settlement agreement with the Commonwealth of VA. It's exciting because like the Board, I believe people with even the most significant disabilities can (and do) live successfully outside of institutions with the proper supports.

I have enjoyed working with advocates, professionals, and fellow Board members to influence policies that will affect Virginians with developmental and other disabilities. It has been a privilege to be part of the changes in housing, transportation, and employment that support community-based services. Developed during the last eight years, the Board's *Benchmarks* provide a framework we need to think about when public policy is made in Virginia.

There is no such thing as one size fits all, and changes in supports like respite and attendant care, plus the status of waiting lists for home and community-based waivers, are not as rapid or large as people with disabilities would like. Budget cuts to human services could come at the expense of independence, yet huge strides are being made in the system—and I am glad to have served some small role during these changes.

It is my hope that future generations of people with disabilities will enjoy greater freedoms and acceptance in their local communities. Parents who thought their child (who happens to have a disability) might not have a future are being influenced by Partners in Policymaking. The curriculum in Virginia's public schools is changing to include Disability History and Awareness Month because of a group of dedicated Youth Leadership Forum graduates and their commitment. Medicaid waiver mentors trained under a Board grant are helping Virginians with disabilities access services.

My tenure is up, but the work is not done. Changes that affect individuals' lives on a day-to-day basis are important, but big changes—such as those that impact the disability service system—take longer. Together, all these pieces lead to the Board's vision: Virginians with developmental and other disabilities direct their own lives and choose how they live, learn, work, and play. Together, we can make a difference by supporting the work of the Board. ■

## Social Media Sites



Recently, the Virginia Board for People with Disabilities launched a Facebook page ([on.fb.me/VBPD\\_FB](http://on.fb.me/VBPD_FB)) and a YouTube channel ([www.bit.ly/VBPD\\_playlist](http://www.bit.ly/VBPD_playlist)). New content will be added regularly, so be sure to "like" us on Facebook.



## General Assembly Concludes

*Continued from page 1*

**HB 192** adds a section numbered 37.2-709.1, relating to state operated facilities requiring that the director of each state hospital and training center notify the authorized representative of a consumer, or other person identified by the consumer, when the consumer is involved in a critical incident—defined as serious bodily injury or loss of consciousness requiring medical treatment.

**HB 270** requires the Department for the Aging adopt, as part of its public guardianship and conservator program, person-centered practice procedures that (i) focus on the preferences and needs of the individual receiving public guardianship services and (ii) empower and support the individual receiving public guardianship services, to the extent feasible, in defining the direction for his life and promoting self-determination and community involvement.

**HB 289/SB 454** allows localities by ordinance to grant four hours free parking to vehicles exhibiting disabled parking indicia in some places while not granting such free parking in other places.

**HB 325** relating to public school personnel requires that each school board ensure that aides assigned to work with a teacher who has primary oversight of students with autism spectrum disorder demonstrate competency in student behavioral management within 60 days of assignment to such responsibility. The bill also requires the Board of Education to provide standards that school divisions may use to establish a measure for the demonstration of competency in student behavior management.



Photo credit: Flickr user Steve A. Johnson

**HB 367** requires the Board of Education to annually publish disciplinary offense and outcome data by race, ethnicity, gender, and disability for each public school in the Commonwealth on The Department of Education's website.

**HB 496** provides that community services boards shall, as part of the discharge planning process for each individual released from a state hospital or training center, inform the consumer or legally authorized representative that the individual may choose to return to the county or city in which he/she resided prior to admission or to any other county or city in the Commonwealth. The bill provides that the community services board serving the county or city in which the individual chooses to live is responsible for arranging transportation for the individual upon request.

**HB 552/SB 387** replaces the terms "mental retardation" and "mental deficiency" with the term "intellectual disability" when referring to the diagnosis of, and with the term "developmental" when referring to services for, individuals with intellectual disabilities; replaces the terms "mentally retarded," "mentally deficient," and "mentally defective" with the term "individual with intellectual disability"; replaces the terms "consumer," "patient," and "resident" with the term "individual receiving services" when used in connection with mental health or developmental services; updates the Code to reflect proper terminology for state hospitals for individuals with mental illness and state training centers for individuals with intellectual disabilities; defines the terms "behavioral health services," "developmental services," "individual receiving services," "intellectual disability," and "mental health services"; and revises the definition of "training center."

**HB 971** adds the following crimes to various barrier crimes statutes: abduction, extortion, and felony violations of protective orders. People who have been convicted of or are the subject of pending charges of one of those crimes will not be able to work in a licensed nursing home, home care organization, or hospice and cannot work, volunteer, or provide services on a regular basis at a children's residential facility that is regulated or operated by the Department of Behavioral Health and Developmental Services, certain structured residential programs for juveniles, or children's

*Continues on page 5*

# General Assembly Concludes

*Continued from page 4*

residential facilities regulated or operated by the Department of Social Services, Education, or Military Affairs. Persons convicted of such crimes cannot be approved by a child-placing agency as adoptive or foster parents and cannot be adult foster care home providers or providers of home-based adult services. In addition, they cannot work at certain schools, assisted living facilities, adult day care centers, child welfare agencies, or family day homes.

**HB 1061/SB 489** directs the Board of Education to modify the credits necessary for a student to earn a standard or an advanced studies diploma. The advanced studies diploma shall be the recommended diploma for students pursuing baccalaureate study. The standard diploma shall include a concentration in career and technical education and a requirement to earn a career and technical education credential. Standard or advanced studies diplomas will require the successful completion of one virtual course. The modified standard diploma is eliminated, but the Board shall make provisions in regulation for students with disabilities to earn a standard diploma. The Board shall promulgate regulations to implement the provisions of this act to be effective within 280 days of its enactment.



Photo credit: Flickr user JOE-3PO

**HB 1106** amends the Code relating to licensure of behavioral analysts and assistant behavior analysts, giving the Board of Medicine authority to license behavior analysts and assistant behavior analysts. The bill also requires the Board to promulgate emergency regulations within 280 days of enactment and contains an emergency clause.

**HB 1230** transitions the Virginia Office for Protection and Advocacy (VOPA) from its current status as an independent state agency to a private non-profit. The bill requires the VOPA Director and the Board for Protection and Advocacy to establish a nonprofit organization to provide advocacy, legal, and ombudsman services to persons with disabilities in compliance with state and federal law no later than December 1, 2013, and eliminates the Virginia Office for Protection and Advocacy as of January 1, 2014. The bill also provides that employees of the Virginia Office for Protection and Advocacy who transition to employment with the nonprofit organization shall not be subject to the provisions of the Workforce Transition Act.

**HB 1291/SB 678, HJ 49/SJ 66** approving the Governor's Executive Branch reorganization plan has many components. Among items of interest within the Health and Human Resources Secretariat, the plan Create a new agency consisting of the Department for the Aging and the Department of Rehabilitative Services [Note: originally, the Department for the Deaf and Hard of Hearing was included in the consolidation, and in a House version of the bill, the Department for the Blind and Vision Impaired was added to the proposed consolidation. Both of these two agencies were taken out of the consolidation in the final version passed by the General Assembly.] The bill also requires that the new agency collaborate with the Department of Social Services on planning and provision of adult services, adult protective services, and auxiliary grants.

**SB 523** provides for the Department of Minority Business Enterprise to certify employment service organizations. Under the bill, "employment services organization" is defined as an organization that provides community-based employment services to individuals with disabilities that is an approved Commission on Accreditation of Rehabilitation Facilities (CARF) accredited vendor of the Department of Rehabilitative Services.

**SJ 127** encourages the Secretary of Health and Human Resources and the Superintendent of Public Instruction to adopt and implement Employment First practices in providing and coordinating services to Virginians with disabilities. ■

## Partnership for People with Disabilities



**Our work is interdisciplinary, spans the state, covers issues addressing all ages, and focuses on developmental disabilities.**

Greetings from the Partnership for People with Disabilities! My name is Donna Gilles, and I am pleased to take this opportunity to introduce myself and the Partnership to readers. I assumed the position of Executive Director on February 10, 2012 after serving as Interim

Executive Director for seven months. Prior to this appointment, I served as the Associate Director of Operations at the Partnership for almost four years. For those of you who are not sure of what the Partnership is, you may know us by the various projects we have under our umbrella. You may be a family member or a person with a disability who has received important information from us through our technical assistance, referral and resource projects like the Center for Family Involvement. You may be a parent, educator, or a service provider who has been to one or more of our trainings from our Abuse and Neglect, Deaf-Blind Project, Positive Behavior Support, Early Intervention, TTAC, and Wounded Warrior projects. You may be a student or faculty member at VCU, U of R, UVA, Radford, Norfolk State, GMU, Longwood, or several community colleges across the Commonwealth, who has benefitted from our teaching, mentorship, and collaboration through the Virginia LEND (Leadership Education in Neurodevelopmental Disabilities), the severe disabilities and autism teacher preparation project, or our community college paraprofessional training project.

Our mission is to “partner with people with disabilities and others to build communities where all people can live, learn, work, and play together.” Our work is interdisciplinary, spans the state, covers issues addressing all ages, and focuses on developmental disabilities. We are funded by state and federal agencies and have received private funding in the past. In the coming months we will begin the process of reorganizing our infrastructure to help us work more effectively and more efficiently over the next five years, and to make the Partnership known as a key facilitator of many good things that are happening across Virginia for people with disabilities, their families, and the people who work with them.

To learn more about our various projects, go to our website at [www.partnership.vcu.edu](http://www.partnership.vcu.edu).



## Virginia Board for People with Disabilities

### Did You Know?

As a result of VBPD FY'09 and FY'10 initiatives...

- ✓ More than \$2.9 million in federal DD Act allocations leveraged more than \$424,000 in additional resources to support projects in education, employment, formal and informal community supports, housing, transportation, and quality assurance.
- ✓ Over 200 advocates were active, 104 people were trained in leadership and advocacy, and \$58,132 was leveraged.
- ✓ 137 individuals with disabilities benefited from expanded transportation services and 56 state and local policies and programs were created or improved.
- ✓ 77 adults with disabilities have jobs of their choice; 29 businesses/employers hired people with disabilities; 592 people were trained about employment of people with disabilities and \$100,577 was leveraged.
- ✓ More than 1,500 individuals were trained in formal/informal community supports, such as access to Medicaid waivers; \$181,610 was leveraged.
- ✓ More than 200 policymakers were educated about disability issues.

## Highlights – What the Board Did Last Year

Each year the Virginia Board for People with Disabilities (VBPD or “the Board”) produces a report on the results of its grant projects, policy efforts, advocacy training, and other activities during the federal fiscal year (Oct.1, 2010–Sept. 30, 2011 = FFY’11), to the U.S. Administration on Developmental Disabilities, its funding source. The full report, called the Program Performance Report or PPR, and the 2011 Highlights are available at [www.vaboard.org/reports.htm](http://www.vaboard.org/reports.htm).

Briefly, the report gives a breakdown of how VBPD used its funds and what the Board did to effect change as well as expand capacity in the disability services system.

Specific grant projects outlined in the report were effort to improve access to services. The Medicaid Waiver Training and Information grant trained 761 individuals—new community based “Medicaid Mentors,” family members, providers, and individuals with disabilities—via community workshops across the state coupled with webinars. Another important outcome was expansion of available “Medicaid Mentors” statewide who can assist individuals and families to more readily access long-term supports. Mentor assistance and support resulted in 39 individuals receiving personal care or respite services under a Medicaid Waiver.

A grant to SeniorNavigator facilitated expansion of community-based centers (Senior Navigator centers) to serve people with disabilities (becoming Virginia Navigator centers). New centers were created in high need areas of the Commonwealth. More than 1,000 individuals were trained in accessing community supports in the state system, and nearly 200,000 members of the general public were reached by educational articles, online training, press releases, and other methods.

Another area of emphasis for the Board is transportation and housing. A grant to increase the use of the Transportation and Housing Alliance (THA) Toolkit allowed further training on integrated planning for communities. The localities of Norfolk, VA and Franklin, VA improved access for citizens with disabilities and developed transportation services due to use of the THA toolkit.

A unique grant project for the Board was development of Our Special Harbour Sprayground in Fairfax County. This fully accessible, zero-depth water sprayground generated high attendance numbers (more than 66,700 in its first three month season) and considerable media coverage, including articles in the *Washington Post*. This Sprayground expanded inclusive recreation services for individuals with disabilities and those without disabilities in a low income area.

The Board’s advocacy work is intertwined with its systems change and capacity building initiatives. All of these efforts actively support policies and practices that promote self-determination and inclusion in the community, including the workforce, for individuals with developmental disabilities. Advocacy training through the Partners in Policymaking program continued, and over the last 15 years almost 400 individuals with developmental disabilities (or parents of young children with developmental disabilities) have graduated from this intensive training.

Additional outcomes from other grant projects, policy efforts, and advocacy are detailed in the highlights report and in the complete PPR. ■

### Program Performance Report

2011 Highlights



## Technology For Transition: Making The Connection

*By Teri Barker-Morgan*

The theme of the 2012 Virginia Transition Forum, which took place in Roanoke from March 12-14, was Technology For Transition: Making The Connection. Today, technology is more relevant than ever. It is shaping how we live, learn, work, and play. Technology enables full participation and equal access to information, resources, and social connections. The possibilities are plenty and, just like “new apps” popping up every day, limitless. New to the Transition Forum this year, time was built into the schedule for Forum participants to visit exhibits and the Assistive Technology Fair—called an AT Buffet—with the latest in Assistive Technology devices and software.

As an exhibitor at the Transition Forum, the Virginia Board for People with Disabilities had the opportunity to share information, resources and materials with 900+ Forum attendees. The Board, in particular, wanted everyone in attendance to have information about the Virginia Youth Leadership Forum (YLF) and the opportunity to apply. Included in every Transition Forum participant bag was a YLF recruitment flyer. Exhibit staff spoke to countless educators, parents, students and professionals about the YLF week and experiences of past participants.

The involvement of YLF alumni as speakers at the Forum demonstrated the power of the YLF experience—youth leaders in action sharing their voices. Youth session titles included: Relating to Students: Right Way Versus Wrong Way; Getting and Sharing the News: Learning About My Disability; and, Changing Perceptions—Youth Leaders Tell How. In education, and the disability services system, person centered thinking and individualized planning is accepted as best practice. It is impressive to witness today’s youth as they change attitudes, change systems, and direct their own future.



*Partner in Policymaking Brittany Chadwick receives feedback after delivering her testimony.*



*“Capitol Day” panelists Heidi Lawyer, Tom Driscoll, and Lee Price contemplate Partner testimonies.*

## PIP Updates

By Rachel Loria

It has been an exciting few months for Partners in Policymaking (PIP)! The January, February and March sessions included information on Independent Living Centers, Project SEARCH—an innovative employment model—and special education law from Pete Wright. Partners listened attentively to Cyndi Pitonyak and Christine Gilley as they learned about inclusive education in Montgomery County public schools.

Participants also heard from speakers who represented Virginia Advocates United Leading Together (VAULT); Virginia's Developmental Disabilities network (The VA Board, the Partnership for People with Disabilities and the Virginia Office for Protection and Advocacy); and the Department Of Rehabilitative Services. Partners were engaged in a conversation about the Department of Justice Settlement Agreement facilitated by Jaime Liban, Executive Director of the ARC of Virginia, and were encouraged to become involved in implementation activities.

The tradition of PIP Capitol Day continued as part of the April session activities. In preparation for Capitol Day's mock legislative committee meeting Partners were reminded of the power they hold as constituents and the responsibility they have to educate legislators and policymakers on issues important to them.

On Saturday, April 14, in the early morning, our class members loaded a bus and went to the Capitol to get real life experience in sharing their issues, concerns and recommendations. One by one, Partners stood at the podium facing committee members and, with eloquence and confidence, shared their testimony. The variety of topics that they spoke to ranged from the importance of Medicaid Waiver services to inclusive education and seclusion and restraint in public schools. Committee members expressed

*Continues on page 10*

## Youth Activism Accelerates!

By Kara White

Youth Leadership Forums (YLF) across the country are gearing up for YLF 2012. Between the first week in June and the third week of July, sixteen states are holding a 2012 YLF. Members of the Association of Youth Leadership Forums (AYLF) offer guidance to states beginning a YLF program and share ideas, activities, resources, and speaker information.

As result of Virginia's membership and participation in AYLF's monthly teleconference calls, Virginia YLF alumni have become active on committees and boards they learned of through the shared networking of AYLF. Mary McAdam, 2004 alumni, is one of two youth representatives of the AYLF committee; Justin George and Joseph Barnett, 2011 alumni, are members of the National Youth Leadership Network (NYLN); and Matthew Shapiro, 2007 alumni, is a young adult representative of Division of Career Development and Transition (DCDT).

The AYLF has invited speakers from NYLN and DCDT to discuss possible collaborative conferences that would create opportunities for more youth to expand their horizons, network, and stay engaged. ■

### Hosting Youth Leadership Forum in 2012



Alabama      Florida      Massachusetts      Ohio  
Arkansas      Iowa      Missouri      Oklahoma  
California      Kansas      Montana      South Dakota  
Connecticut      Maryland      North Carolina      Virginia

## PIP Testimony of Katja Kox-Fishe

**“Our children with autism are fully capable of providing for themselves and becoming functional members of society if provided the evidence-based education that they deserve and NEED.”**

Good afternoon, my name is Katja Kox-Fishe. I am a proud Army wife and live in Williamsburg. My state Delegate is Mrs. Brenda Pogge and my state Senator is Mr. John Miller. I am here to talk to you about mandating training in autism best teaching practices for all prospective and current teachers.

When my son was 3, he was not really speaking yet and he had many uncontrollable behaviors. Despite early intervention services he made no progress. What we were doing was not working for him. The answer came with the autism diagnosis. All the research pointed to Applied Behavioral Analysis, also known as ABA, as one of the scientifically proven strategies for kids with autism. So I learned how to do ABA and it was like night and day. It taught me how I could reach my son and teach him, something I had not succeeded in before. My son is now on grade level in a first grade inclusion classroom with some special education supports. He is able to have conversations and has not had a meltdown in years. He has made gains we could not dare hope for and which I can only credit to ABA.

Our children with autism can learn and can learn with their peers but only if each adult that teaches them knows HOW to teach them. But despite volumes of documentation and research, autism evidence-based

strategies like ABA are in general not being utilized in the schools nor fully understood by teachers and administrators. It should not be left to the responsibility of each individual teacher to voluntarily seek out an autism best practices course. This is an issue that we are all stakeholders in. I am therefore asking to mandate educational institutions to incorporate an autism best teaching practices course of study in the teacher preparation curricula and to mandate school boards to incorporate an autism best teaching practices course as part of the professional development for all teachers.

If best practices occur our children will have a greater potential to remain educated among their peer groups and at their grade level and to become independent adults. It will improve collaboration between parents and schools and should decrease private placements and due process lawsuits. It will give our teachers the tools to be more effective not just for students with autism but for students with different special needs and students without special needs.

We can therefore choose to be leaders in our fields and set a path that will be emulated by onlookers or we can chose to nestle back and wait to be informed of how we have to change to catch up with



*Katja Kox-Fishe answers questions after delivering her testimony.*

our peers' educational institutes. Our children with autism are fully capable of providing for themselves and becoming functional members of society if provided the evidence-based education that they deserve and NEED. Thank you so much for listening. ■

## PIP Capitol Day

*Continued from page 9*

their appreciation to Partners for sharing their stories and experiences followed by objective critiques and helpful hints for their future testimonies.

The day ended with a Chamber Presentation in the House Chamber during which Partners learned about the legislative process and debated a mock bill on the House floor. Class members left the session feeling a deeply personal sense of accomplishment and excited for May's graduation. ■

## Meetings of Interest

04/24/2012

2012 DRS State Plan Public Hearing

Contact:

Elizabeth.Smith@drs.virginia.gov

04/25/2012

Virginia Office for Protection and Advocacy (VOPA)

Meeting of the Governing Board

Contact: (800) 552-3962

04/27/2012

Virginia Brain Injury Council Quarterly Meeting

Contact:

Kristie.Chamberlain@drs.virginia.gov

04/30/2012

Statewide Independent Living Quarterly Committee and Business Meetings (SILC)

Contact:

Rhonda.Jeter@drs.virginia.gov

05/01-03/2012

Virginia Independent Living Conference: Our Life, Our Rights

Contact:

<http://vadr.org/cbs/cilconf.htm>

05/02/2012

2012 DRS State Plan Public Hearing

Contact:

Elizabeth.Smith@drs.virginia.gov

05/08/2012

Community Integration Implementation Team

Contact:

Catherine.Harrison@drs.virginia.gov

05/10/2012

2012 DRS State Plan Public Hearing

Contact:

Elizabeth.Smith@drs.virginia.gov

06/04/2012

APSE Conference

Later Aging: For Persons Growing Older with Lifelong Disabilities

Contact:

drumhellere@rrsi.org

06/12/2012

Community Integration Advisory Commission

Contact:

Catherine.Harrison@drs.virginia.gov

06/14/2012

Assistive Technology Advisory Council

Contact:

Robert.Krollman@drs.virginia.gov

07/10/2012

Board for the Blind and Visually Impaired Quarterly Board Meeting

Contact: (804) 371-3110

07/25-26/2012

Statewide Independent Living Quarterly Committee Meetings (SILC)

Contact:

Rhonda.Jeter@drs.virginia.gov

07/26/2012

The VA Guardianship Assoc./VA Elder Rights Coalition Joint Conference on Adult Guardianship, Elder Rights, and Disability Services

Contact: (804) 226-4300

07/27/2012

Virginia Brain Injury Council Quarterly Meeting

Contact:

Kristie.Chamberlain@drs.virginia.gov

08/14/2012

Community Integration Advisory Commission

Contact:

Catherine.Harrison@drs.virginia.gov

08/21/2012

Community Integration Implementation Team

Contact:

Catherine.Harrison@drs.virginia.gov

09/13/2012

Assistive Technology Advisory Council

Contact:

Robert.Krollman@drs.virginia.gov

## Meetings of the Board

Meetings of the Virginia Board for People with Disabilities are open to the public. Please contact Sandra Smalls (804-786-9368 or Sandra.Smalls@vbpd.virginia.gov) if you wish to present public comment during the Full Board Meeting.

### Location

Wyndham Richmond Airport  
4700 South Laburnum Avenue  
Richmond, VA 23231  
(804) 226-4300

### Dates and Times

06/06/2012

8:30 a.m. Committee Meetings  
11:00 a.m. Full Board Meeting

09/12/2012

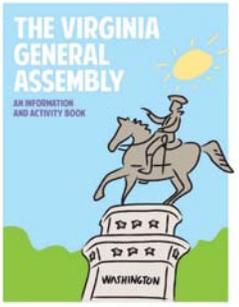
8:30 a.m. Committee Meetings  
11:00 a.m. Full Board Meeting

12/05/2012

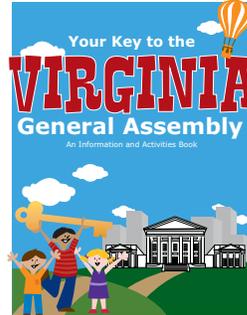
8:30 a.m. Committee Meetings  
11:00 a.m. Full Board Meeting

## It's Never Too Early to Begin Advocating

The Virginia General Assembly provides some useful materials for educating young people about the legislative process. Download these free PDFs at <http://tinyurl.com/GAactivitybooks>



*Your Key to the Virginia General Assembly* is an information and activities booklet for students in grades K-3. It provides an explanation of the General Assembly, official symbols and emblems to color, connect the dots, and various puzzles.



*Virginia General Assembly: An Information and Activities Book* is an information and activities booklet for students in grades 4-8. It provides an explanation of the General Assembly and how a bill becomes a law. ■

## Staff Information

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*Lynne Talley celebrating the opening of the Our Special Harbor Sprayground.*



*YLF 2011 graduate Joey Barnett practices networking with VBPD staff member Linda Redmond.*