

Consumer Advisory Council Orientation Manual

Section I: WIND Consumer Advisory Council overview

WELCOME

Wyoming Institute for Disabilities (WIND) values the ideas of people with disabilities and their families in our work. We want to create programs and information that are relevant, meaningful, and easy to access. The CAC is important because this group gives ideas to WIND about how to make our programs better. Supporters and families are an important resource for our work.

The WIND CAC members advise the director of WIND, programs, and strategies to best reach and serve individuals with disabilities, families, and professionals in Wyoming. The CAC provides an opportunity for members to voice interests and views on issues related to disability services, training, research, and information. Members help connect WIND services and activities to the community.

The CAC is made up of individuals with developmental disabilities, family members, and representatives from state and community agencies, educators, and policy makers. Individuals with disabilities and family members make up 50 percent of the CAC.

WIND values the input of people with disabilities and their families in our work. We strive to deliver programs and information that are relevant, meaningful, and accessible. The CAC is important because of the input the group provides to WIND from the viewpoint of advocates and families. The CAC is an important resource for our work.

WIND will support members to participate in CAC meetings by:

- Reimbursing travel expenses for meetings
- Providing an accessible meeting space, materials, accommodations, and personal assistants, as required, so all members can participate
- Creating an environment that encourages an opportunity to enhance leadership skills
- Sharing information about the activities of WIND and WIND's partners in Wyoming

Members of the WIND CAC submit an application to the WIND CAC coordinator. Applications are available on the CAC website at www.uwyo.edu/wind/cac. Printed applications can be mailed through contacting windcac@uwyo.edu or call (307) 766-2935.

Applications can be submitted at any time and will be kept on file for consideration when openings on the CAC become available.

DUTIES OF CAC MEMBERS

To be a member of the CAC, a person must:

- Go to two meetings a year in-person
- Participate in two video or phone meetings a year
- Help get more self-advocates/advocates at WIND

- Join WIND project advisory committees
- Share resources, ideas, and networks
- Represent WIND at local and area events
- Share information about WIND's work

CAC BYLAWS

Consumer Advisory Committee (CAC)

BYLAWS

Adopted March 6, 1996

Revised April 8, 2003

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Revised June 15, 2015

Article I: Name

The name of this group shall be: "WIND University Center of Excellence in Developmental Disabilities (UCEDD) Consumer Advisory Committee" (hereafter referred to as CAC). This committee is the officially designated "consumer advisory committee" established in accordance with the Developmental Disabilities Assistance and Bill of Rights Act of 2000.

Article II: Purpose

- A. The CAC is a forum for consumers and their family members, developmental disability network partners, and representatives of organizations to articulate their interest, views and priorities as they relate to the mission of the UCEDD. The UCEDD recognizes and values consumer feedback and guidance regarding its pre-service preparation and continuing education, community services, research, and information dissemination activities.
- B. The CAC may engage in any activities it deems desirable to provide that guidance and feedback including, but not limited to:
 - i. Consulting with the UCEDD Executive Director regarding the development of the UCEDD's five (5) year plan.

- ii. Reviewing and commenting annually on WIND's progress in meeting the projected goals contained in the five (5) year plan,
 - iii. Making recommendations to the WIND Executive Director regarding any proposed revisions to the five (5) year plan.
 - iv. Participating in the development, review and dissemination of research findings, products and publications.
 - v. Acting as advocates for individuals with disabilities through the planning, evaluating and influencing activities of the CAC;
 - vi. Performing designated duties within the CAC; and
 - vii. Assuming personal responsibility for promoting the purposes of WIND/UCEDD in their individual communities.
- b. Representing the UCEDD at community events.

Article III: Membership

- A. The ten (10) voting members of the CAC will come from the following categories:
- Individuals with developmental disabilities and related disabilities
 - Family members of individuals with developmental disabilities
 - A representative of the Wyoming Governor's Council on Developmental Disabilities
 - A representative of Protection and Advocacy System, Inc.
 - A representative of Wyoming's statewide self-advocacy organization
 - Representatives of organizations engaged in the support of people with disabilities, relevant state agencies, and other community groups concerned with the welfare of people with developmental disabilities and their families.
- B. Seven of the ten committee members will be persons with developmental disabilities and family members of such individuals.
- C. Members of the CAC are appointed by the WIND UCEDD's Executive Director after ratification by the voting membership of the CAC.
- D. The CAC Chairperson will be elected by the voting membership of the CAC and shall be a person with a developmental disability or family member of

such individuals. The Chairperson will serve a two (2) year term that is renewable for an additional two (2) year term if approved by the voting membership of the CAC.

- E. Members' length of service shall be set at three (3) years with the option of leaving at that time or continuing for another three (3) year cycle.
- F. The UCEDD will strive to have a CAC which reflects the disability, ethnic and geographic diversity of our state.

Article IV: Termination of Membership

- A. Any CAC member who misses three consecutive meetings without sufficient reason may be dismissed by a majority vote of CAC members.
- B. Dismissal for other cause may be declared by a majority of CAC members.

Article V: Officers

- A. The duties of the CAC Chairperson shall include, but not be limited to:
 - a. Preparing meeting agendas with the CAC Coordinator.
 - b. Conducting meetings in accordance with these bylaws.
 - c. Representing the UCEDD on the Association of University Centers on Disabilities (AUCD) Consumer Council (COCA).
 - d. Attending appropriate WIND/UCEDD meetings to represent CAC issues and concerns.
- B. The duties of the CAC Coordinator shall include, but not be limited to:
 - a. Preparing meeting agendas with the CAC Chairperson.
 - b. Preparing minutes of the meetings.
 - c. Distributing agendas and minutes and making them available in alternative formats as necessary.
 - d. Arranging for a meeting location and participating in meetings.
 - e. Serving as liaison between CAC and the UCEDD and therefore will not be a voting member of the CAC.
 - f. Serving as the UCEDD representative to AUCD in UCEDD consumer matters.

Article VI: Accessibility

- A. All materials pertinent to CAC business will be made available in alternative formats as necessary.
- B. Meetings will be held in locations which are accessible to CAC members.
- C. The UCEDD will provide personal facilitators for individual CAC members as necessary.

Article VII: Meetings

- A. The CAC shall meet at least two times per year and at other times as needed. Special meetings may be called at any time by the CAC Chairperson and/or the CAC Coordinator as long as all members are notified.
- B. Two face-to-face meetings will be scheduled each year in locations convenient to the CAC membership. Additional teleconference meetings will be scheduled as needed.
- C. A quorum shall be defined as consisting of six (6) voting members of the CAC.

Article VIII: Agenda

- A. An agenda shall be prepared by the CAC Chairperson and the CAC Coordinator and will be distributed at least two (2) weeks prior to the regularly scheduled meeting.
- B. Agenda items and supporting documents may be submitted by any CAC member.
- C. Any CAC member may invite guests to the meetings with prior approval of the CAC Chairperson and/or CAC Coordinator. Guests may be permitted a specified time period to make a presentation to the CAC.

Article IX: Committees

- A. There will be no Standing Committees of the CAC. Ad hoc committees may be formed as needed for specific purposes.
- B. CAC members are encouraged to serve on other UCEDD Committees; for example, UCEDD project-specific advisory boards.

Article X: Parliamentary Authority

- A. Robert's Rules of Order shall apply to the conduct of all procedures requiring a vote of the members to resolve and will apply to all other appropriate matters not addressed herein.
- B. Guests shall not have voting privileges.

Article XI: Member Expenses

- A. Expenses incurred while attending CAC meetings and/or conducting required CAC business will be reimbursed by WIND/UCEDD (e.g., transportation, lodging, food, etc.) consistent with federal and University requirements.

- B. Expenses for services needed to attend and to participate in CAC activities will also be covered (e.g., attendant care, personal facilitators, child care, etc.) consistent with federal and university requirements.
- C. A stipend will be allowed if salary is lost through attending CAC consistent with federal and university requirements.

Article XII: Amendments

- A. Amendments to these bylaws shall require an affirmative vote of 2/3 of the sitting CAC members.

Section II: About Wyoming Institute for Disabilities (WIND)

ABOUT WIND

WIND, the Wyoming Institute for Disabilities, is Wyoming's University Center for Excellence in Developmental Disabilities Education, Research, and Service (UCEDD). WIND is located at the University of Wyoming, College of Health Sciences. For over 20 years, WIND has worked with people with disabilities, family members, the state and local government, organizations, and the community. Our goal is to enhance the lives of people with disabilities in Wyoming.

WIND envisions a Wyoming where all people can participate in their community. We are committed to the needs and values of all citizens with disabilities, especially developmental disabilities.

A UCEDD is a University Center for Excellence in Developmental Disabilities Education, Research, and Service. Since 1963, UCEDDs have worked for all Americans, including Americans with disabilities, to join fully in their communities. Right now, there are 67 UCEDDs. There is at least one in every US state. They give information on disabilities to the community and university. UCEDDs have played key roles in every major disability initiative over the past 40 years.

ABOUT AUCD

What is AUCD?

The Association of University Centers on Disabilities (AUCD) is a membership organization that supports and promotes a national network of university-based interdisciplinary programs.

Network members consist of:

- 67 University Centers for Excellence in Developmental Disabilities (UCEDD), receiving core funding from the Administration on Intellectual and Developmental Disabilities (AIDD)
- 43 Leadership Education in Neurodevelopmental Disabilities (LEND) Programs receiving core funding from the Maternal and Child Health Bureau (MCHB)

- 15 Intellectual and Developmental Disability Research Centers (IDDRC), receiving core funding from the Eunice Kennedy Shriver National Institute for Child Health and Development (NICHD)

These programs serve and are located in every U.S. state and territory and are all part of universities or medical centers. They serve as a bridge between the university and the community, bringing together the resources of both to achieve meaningful change.

AUCD supports this national network through:

- Leadership on major social problems affecting all people living with developmental or other disabilities or special health needs
- Advocacy with Congress and executive branch agencies that fund and regulate programs used by people with disabilities
- Networking and partnering with other national organizations to advance the network's national agendas
- Promoting communication within the network and with other groups by collecting, organizing, and disseminating data on network activities and accomplishments
- Technical assistance provision on a broad range of topics

What does AUCD do?

Through its members, AUCD is a resource for local, state, national, and international agencies, organizations, and policy makers concerned about people living with developmental and other disabilities and their families. Members engage in a range of interdisciplinary activities including:

- Exemplary services for children, adults, and families
- Academic training
- Basic and applied research
- Training and technical assistance to schools, communities, and all levels of government
- Policy advocacy
- Program evaluation
- Dissemination of best practices and new information
- AUCD programs also train the next generation of leaders in disability-related research, training, service delivery, and policy advocacy to insure that this essential work continues.

How does AUCD do it?

All of our member programs have unique strengths that they share with each other and the greater disability community. Some of our members are exemplary educators. They train professional leaders, individuals with disabilities, and family members in areas such as early care and education, primary health care, special education, and innovative housing and employment programs. Other members excel in basic and applied research, model demonstration programs, systemic reform, and policy analysis. Because these programs work collaboratively, innovations from one program can be rapidly implemented in communities throughout the country—thus affecting more lives than any one program could touch.

By working together, programs engage in significant research that informs national policy and best practices. The network emphasizes national and international implementation of innovations in disability-related education, health care, and supports and services. It offers leadership on major social problems affecting all people with disabilities or special health needs.

Who Directs AUCD?

AUCD is governed by an elected Board of Directors that includes member program professionals and leaders, people with disabilities, and family members. AUCD's organizational and program priorities are guided by a long-range plan developed and regularly updated by this Board of Directors.

(AUCD Bylaws)

What is a Developmental Disability?

As defined by the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (Public Law 106-402), the term "Developmental Disability" means a severe, chronic disability of an individual that:

1. is attributable to a mental or physical impairment or a combination of mental and physical impairments;
2. is manifested before the individual attains the age of 22;
3. is likely to continue indefinitely;
4. results in substantial functional limitations in 3 or more of the following areas of major life activity: self-care, receptive and expressive living, and economic self-sufficiency; and
5. reflects the individual's need for a combination and sequence of special, interdisciplinary, or generic services, individualized support, or other forms of assistance that are of lifelong or extended duration and are individually planned and coordinated.

When applied to infants and children, "developmental disability" encompasses individuals from birth to age 9, inclusive, who have a substantial developmental delay or specific congenital or acquired condition and may be considered to have a developmental disability without meeting 3 or more of the criteria above if the individuals, without services and supports, have a high probability of meeting those criteria later in life.

HISTORY OF COCA

The AUCD Board of Directors has created a number of Councils and Committees. Each are made up of experts in the field to help the Board address developing trends and issues, and to simplify communication across the AUCD network. The Council on Community Advocacy, or COCA, is made up of individuals with disabilities and family members from each University Center across the AUCD network.

The Council on Consumer Affairs first met in the fall of 1994. The Council was formed as a result of AUCD's realizing the importance of receiving constant consumer feedback. Start-up activities were funded by the Administration on Developmental Disabilities, through a Project of National Significance entitled "Leadership and Choices." Support was provided by Bruce Eddy of AUCD and Carl Calkins of the University of Missouri/Kansas City, Missouri's UCEDD.

The Council leadership structure includes several inner committees and two co-chairs. 1998 By-Laws stipulate that one co-chair must be an individual with a disability, and the other be a family member of an individual with a disability. The three-year, off-set co-chair positions carry with them a slot on AUCD's Board of Directors.

Full Council membership consists of one representative of each UCEDD, designated by that UCEDD's director. The Council continues to strive to meet its long-term goal of full membership.

WIND'S PARTNERS

Wyoming Governor's Council on Developmental Disabilities

The Wyoming Governor's Council on Developmental Disabilities' (WGCDD) mission is to help people with developmental disabilities and their families participate in life fully. This means having access community services. It also means supports for each individual and other forms of assistance that promote independence.

Protection and Advocacy

Wyoming's Protection & Advocacy System, Inc. (P&A) is the official organization to enforce laws because of the DD Act. These laws protect the civil rights of people with disabilities from harm. P&A's services are separate from any agency. P&A services include the giving of information, technical help, training and representation. P&A can follow legal action on behalf of individuals with disabilities.

The Developmental Disabilities Program of P&A may:

- Study complaints;
- Tell individuals with developmental disabilities about their civil rights and how to get them;
- Represent individuals with developmental disabilities in meetings, discussion sessions, and legal actions;
- Give advice for other sources of help;
- Provide training for people with developmental disabilities, their families, and supporters.

CURRENT WIND INITIATIVES AND PROJECTS

Current WIND Staff

Affiliated and Collaborating Faculty

University of Wyoming
Marty Agran, Ph.D.

Professor
Special Education

Steven F. Barrett, Ph.D.
Professor
Electrical and Computer Engineering

Michelle L. Buchanan, Ph.D.
Professor
Elementary and Early Childhood

Catherine Phillips Carrico, Ph.D.
Clinical Assistant Professor
WYGEC Deputy Director

Christine McKibbin, Ph.D.
Director, Wyoming Geriatric Education
Center
Associate Professor, Psychology
Department

University of Alaska

Karen Ward, Ph.D.
UCEDD Director
Center for Human Development, University
Center of Excellence in Developmental
Disabilities

Julie Atkinson
Research Professional
Center for Human Development, University
Center of Excellence in Developmental
Disabilities

University of Colorado Denver School of Medicine

Kristen Kaiser, M.A.
Instructor and Parent Liaison
JFK Partners, University Center of
Excellence in Developmental Disabilities

University of New Mexico

Cathy Binger, Ph.D.
Assistant Professor
Speech and Language Pathology

Sanjeev Arora, M.D.
Project ECHO Director
Department of Internal Medicine, UNM
School of Medicine

Section III: DEVELOPMENTAL DISABILITIES ACT

SUMMARY OF THE DD ACT - [hyperlink](#)

The purpose of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (the DD Act) is to assure that individuals with developmental disabilities and their families participate in the creating of, and have access to, needed community services, supports, and other forms of assistance. It helps self-determination, independence, productivity, and integration and inclusion in all parts of community life. This law created many smart programs to continue this assistance. These programs include:

1. State Councils on Developmental Disabilities
2. Protection and Advocacy systems
3. University Centers for Excellence in Developmental Disabilities Education, Research and Service

4. Projects of National Significance

Section IV: COMMITTEE AND ADVOCACY RESOURCES

HOW TO SERVE ON A COMMITTEE

Benefits of Committees to Organizations

Committees are a useful ways to organize projects. They allow us to use the special talents of employees. This creates something better than what we could each do alone. Committees are particularly usefully when a difficult problem needs to be solved and we need a lot creativity.

Benefits of Committees to Committee Members

Committees create chances for individuals to develop knowledge and skills in different areas than usual. They also provide a chance for staff to get to know employees in other parts of the organization.

To Be An Effective Committee Member:

- Always keep a positive attitude. Remember that you were selected for this job because your skills and talents are needed for this project.
- Know the purpose of the committee. If the committee goals are not clear to you, ask for more information. Other people probably have the same questions as you. Knowing the purpose will help you be productive.
- Attend meetings and be on time. It is your job to show up for meetings and to be on time. This is necessary for the committee to be successful.
- If you can't attend a meeting, find out what you should do. Who should you tell that you will be gone? Should you send a substitute? How can you find out what you missed?
- Offer to help out. Because everyone is busy, helping out makes things easier for everyone.
- Always do your part of the work on time. Missed deadlines creates major problems for committees. It slows down the process and creates anger among the members.
- Work with someone who has a skill you would like to learn more about. Sometimes committees need to form small groups to finish tasks. During this time work with other members to help you learn more. Also, be willing to share what you know with others.
- Volunteer to try something new. There are many roles that need to be filled. Try volunteering for a role that will help you develop new skills.
- Share your ideas with others. You have been asked to be on a committee because your ideas are special. Speak up and be heard.
- Be respectful when other committee members are speaking. Everyone should get the chance to share their ideas.

ROBERTS RULES OF ORDER

Guidelines

- Have the right to speak by being the first to stand when the person speaking has finished. You must be recognized by the Chair before speaking.
- Discussion cannot begin until the Chair has stated the motion or resolution and asks "are you ready for the question?" If no one rises, the chair calls for the vote.
- Before the motion is stated by the Chair, members may suggest changes of the motion. The mover can change as he pleases, or even remove the motion without agreement of the seconder. If mover alters, the seconder can remove the second.
- The "immediately awaiting question" is the last question stated by the Chair. Motion/Resolution - Amendment - Motion to Wait.
- The member moving the "immediately awaiting question" is allowed to be first to the floor.
- No member can speak twice on the same issue until everyone else who wants to speak has spoken to it once.
- All comments must be said to the Chair. Comments must be polite in language and behavior - avoid all personalities, never say others by name or causes.
- The agenda and all committee reports are just ideas. When presented to the assembly and the question is stated, discussion begins and changes happen.

The Rules

- **Point of Privilege:** Noise, personal comfort, etc. - may interrupt only if needed.
- **Parliamentary Inquiry:** Ask as to the correct motion - to complete a desired result, or raise a point of order.
- **Point of Information:** Generally applies to information wanted from the speaker: "I should like to ask the (speaker) a question."
- **Orders of the Day (Agenda):** A call to follow the agenda (a time away from the agenda requires Suspending the Rules)
- **Point of Order:** Breaking of the rules, or incorrect behavior when speaking. Must be raised immediately after the error is made.
- **Main Motion:** Brings new business (the next item on the agenda) before the meeting.
- **Divide the Question:** Divides a motion into two or more separate motions (must be able to stand on their own).
- **Consider by Paragraph:** Approval of paper is held until all paragraphs are discussed and edited and the entire paper is acceptable. After all paragraphs are considered, the entire paper is then open to change, and paragraphs may be further edited. Any Introduction cannot be looked at until discussion on the body of the paper has stopped.
- **Amend:** Putting in or taking out words or paragraphs, or replacing whole paragraphs or resolutions.

- **Withdraw/Modify Motion:** Applies only after a question is stated; mover can accept an change without having the floor
- **Commit /Refer/Recommit to Committee:** State the committee to take the question or solution; if no committee exists include size of committee desired and method of selecting the members (by vote or selection).
- **Extend Debate:** Applies only to the immediately pending question; extends until a certain time or for a certain period of time.
- **Limit Debate:** Closing debate at a certain time, or limiting to a certain period of time.
- **Postpone to a Certain Time:** State the time the motion or agenda item will be resumed.
- **Object to Consideration:** Objection must be stated before discussion or another motion is stated.
- **Lay on the Table:** Temporarily suspends further consideration/action on pending question; may be made after motion to close debate has carried or is pending.
- **Take from the Table:** Continues thought of item previously "laid on the table" - state the motion to take from the table.
- **Reconsider:** Can be made only by one on the dominant side who has changed position or view.
- **Postpone Indefinitely:** Kills the question/resolution for this session - exception: the motion to reconsider can be made this session.
- **Previous Question:** Closes debate if successful - may be moved to "Close Debate" if preferred.
- **Informal Consideration:** Move that the meeting go into "Committee of the Whole" - informal discussion as if in committee; this committee may limit number or length of speeches or close debate by other means by a 2/3 vote. All votes, however, are formal.
- **Appeal Decision of the Chair:** Appeal for the assembly to decide - must be made before other business is continued. NOT arguable if relates to behavior, violation of rules or order of business.
- **Suspend the Rules:** Allows a violation of the meeting's own rules (except Constitution). The object of the pause must be specified.

Section V: GLOSSARY OF TERMS AND ACRONYMS

A

AAIDD – American Association of Intellectual and Developmental Disabilities, whose mission is to advance the knowledge and skills of professionals in the fields of intellectual and developmental disabilities by exchanging information and ideas.

ADA – American’s with Disabilities Act. 1990 civil rights legislation to protect people with disabilities against discrimination from employment, public services, transportation and business communications.

ADD – Administration on Developmental Disabilities. Federal agency in Department of Health and Human Services charged to administer the DD Assistance and Bill of Rights Act.

ADHD – Attention Deficit Hyperactivity Disorder. Condition or syndrome through inappropriate behavior or impulsivity. Can result in a learn disorder.

ADL – Activities of Daily Living. Daily self-care activities including eating, dressing, bathing and toileting.

APD - Advanced Psychiatric Directive. Legal document developed in advance of involuntary psychiatric commitment that expresses one’s choices about treatment.

AT - Assistive Technology. An item, piece of equipment, or product system used to increase, maintain or improve the functional capabilities of children or adults with disabilities.

Autism – Developmental disability characterized by withdrawal from people, repetitive behaviors, and impaired communication.

C

CCMHA - Comprehensive Children’s Mental Health Act. Legislation requiring the development of a family and child focused children’s mental health system of supports.

Cerebral Palsy - A condition caused by damage to the central nervous system before, during, or within two years of birth. The disorder is non-progressive and results in various types and degrees of muscle weakness, muscle tone imbalance, and decrease in coordination.

Child Advocate - A parent or professional, paid or unpaid, to protect the rights and interests of a child and their family, and ensure access to eligible services is available.

Child Find - A state and local program mandated by the Individuals with Disabilities Act to identify children with or at risk of developmental delay and refer them to appropriate early intervention services.

CHIP - Children’s Health Insurance Program. A federal and state program which provides free or low cost health plans for children from birth to age 19.

CMS – Centers for Medicare and Medicaid Services (previously HCFA). Federal agency with the U.S. DHHS that administers the following: Medicare, Medicaid, State Children’s Health Insurance

Program (SCHIP), HIPAA (Health Insurance Portability and Accountability Act) and CLIA (Clinical Laboratory Improvement Amendments).

Cognitive Disabilities – Disabilities which effect problem solving, learning and use of language.

Communication Board or Device - An augmentative communication device consisting of a board on which letters, objects, and/or actions are represented.

Congenital - Referring to a condition present at birth that may be hereditary, may be the result of a problem during pregnancy, or may occur due to injury to the fetus prior to the time of birth.

D

Deafness - A partial or complete loss of hearing.

Developmental Delay - A condition marked by a difference between a child's actual development and the expected age of reaching developmental milestones.

Developmental Disability – A long term physical and/or mental disability that occurs before a person reaches the age of 22 and that results in substantial limitations in at least three of the following areas: self-care, language, learning, mobility, self-direction, capacity for independent living and economic self-sufficiency.

Developmentally Appropriate Practice - An educational program based on age-appropriate, developmental, and individual needs of each child, emphasizing learning as an interactive process.

Developmental Milestones - Skills that are recognized as a measurement of a child's functioning or development, and that are typically achieved at a certain age.

Disability - A limitation in a person's ability to perform an activity considered typical for her/his age and general circumstance.

Down Syndrome - A chromosomal disorder that results in variable degrees of developmental delay, medical problems, and cognitive disabilities.

DHHS - Department of Health and Human Services (Federal). The U.S. Government's principal agency for protecting the health of its citizens and providing essential social services, especially for those least able to help themselves.

DE - Department of Education (WY) – State agency charged with administering and monitoring state and federal education programs and policies.

E

Early Intervention – Applies to children of school age or younger, who have or are at risk of developing a disability or other special need that may affect their development.

EBD - Emotional or Behavioral Disorder. Condition characterized by mild to severe disruptive/acting out behaviors that are evident and persistent in different settings and environments.

Epilepsy - A condition characterized by recurrent seizures caused by abnormal electric activity in the brain.

F

Family Support Services - A statewide program that provides supports for the family to improve quality of life and care for an individual with a developmental disability in their home.

FAS - Fetal Alcohol Syndrome. A severe and definitive cluster of developmental difficulties arising from fetal exposure to alcohol. Can include delayed developmental milestones, moderate to severe cognitive disabilities, inappropriate social behavior, and behavioral issues.

FERPA - Family Educational Rights and Privacy Act. Entitles the parent to confidentiality of information, the ability to review and request amendments to the child's early intervention record, and the right to manage the release and receipt of information through informed written consent.

H

Head Start/Early Head Start - Federally funded comprehensive child development programs that serve children from birth to age 5. Each program must accommodate 10% of total enrollment of children with disabilities.

Hearing Impaired - Loss of hearing in one or both ears that can be recorded by an audiometric test. Degree of hearing loss is classified as mild, moderate or severe. Moderate to severe hearing loss affects an individual's speech and language abilities.

I

ICF/ID - Intermediate Care Facility/Intellectual Disability and related conditions. An optional Medicaid benefit program consisting of care and active services in group facilities with at least 4 beds.

ID/DD – Intellectual Disability/Developmental Disability. Refers to diverse group of severe, life long, chronic mental and physical conditions that affect language, learning, mobility and other functions occurring before age 22.

IDEIA - Individuals with Disabilities Education Improvement Act. The Federal law originally passed by Congress in 1975 as the Education of All Handicapped Children Act, P.L. 94-142. Established the legal right of all children to appropriate public education in the least restrictive environment.

ID/DD Home and Community Based Waiver Program – A federal and state program for individuals with mental retardation and/ or developmental disabilities designed to deliver services to individuals in their home and community surroundings as an alternative to receiving services in an Intermediate Care Facility (ICF).

IDT - Interdisciplinary Team. In behavioral health services, a planning team consisting of representatives from medical, behavioral health, advocacy and specialized therapy services who work with the consumer and family to develop an Individual Program Plan.

IEP - Individualized Education Program. This is a contract between the public school and the child with special needs and his/her family. Evaluations are completed prior to the child entering public school. The IEP states the child's present levels of functioning, the specific services to be provided, long range goals for the child, and specific objectives for the year.

IFSP - Individualized Family Service Plan. A written plan describing the infant's or toddler's current level of development, the family's strengths and needs related to the enhancement of their child's development, goals for the child and the other family members, and criteria, procedures, and timelines used to evaluate progress.

Inclusion - In education, it is the process by which children with disabilities and children without disabilities participate together in all activities. In adult community living, it includes the supports that allow people with disabilities to participate in community life, develop lasting and meaningful relationships, and choose where they live and work.

Intellectual Disability – “Intellectual disability is a disability characterized by significant limitations in both intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills. This disability originates before the age of 18” (American Association on Intellectual and Developmental Disabilities).

L

Lead Agency - State agency designated by the Governor to administer and implement a statewide, coordinated, multi-disciplinary, interagency, service delivery system for individuals with specialized support needs including disabilities.

Low Birth Weight - Infants born weighing less than 2 pounds.

LRE - Least Restrictive Environment. An educational placement that ensures that, to the maximum extent possible, children with special needs are educated with children not in need of special education services.

M

Medicaid – Federally funded health insurance program for low- income individuals and eligible individuals with disabilities. Medicaid pays for general healthcare costs, social services, habilitative and rehabilitative services and some specialized medical services.

N

NICHCY - National Information Center for Children and Youth with Disabilities. Information dissemination resource concerning children with disabilities with focus on education law and rights for children and families. Funded by the federal Office of Special Education.

O

OMCFH - Office of Maternal, Child and Family Health. Administers multiple programs targeted to mothers, families and children including Birth to Three and Adolescent Health, Perinatal and Women’s Health and Early Childhood Health Projects.

“One Stop” - This concept came from the Workforce Investment Act. It is an employment service organization that provides a comprehensive range of services and supports to all persons, regardless of disability label. One stops must provide consistent core services (service coordination, entitlement information, etc.) They are affiliated with other related programs and share a network of communication and collaboration.

OSE - Office of Special Education. State education agency responsible for oversight of the State’s special education services for children from age 3 through 21.

OSERS – Office of Special Education and Rehabilitative Services. Agency of the federal Department of Education addressing educational needs of people of all ages. Comprised of the Office of the Secretary, Office of Special Education Programs (OSEP), National Institute on

Disability and Rehabilitative Research (NIDRR), and the Rehabilitative Services Administration (RSA).

P

PAS - Personal Assistance Services. Help provided to people with disabilities to assist them in tasks essential for daily living including bathing, dressing, eating and shopping.

PBS - Positive Behavior Support. Structured, collaborative assessment and behavior analysis process, within the context of person-centered values, to develop supportive interventions for individuals with challenging behavior.

PDD - Pervasive Developmental Disorder. A childhood condition in which there is a delay across all areas of development: speech and language, cognitive, fine and gross motor, social, emotional, and adaptive behaviors.

S

SAMHSA - Substance Abuse Mental Health Services Administration (DHHS). Provides funds and assistance to states on a variety of mental health and safety issues, including systems reform, prevention, substance abuse model programs, children and family services, co-occurring disorders, disaster response, homelessness, HIV/AIDS & Hepatitis treatment, older adult services and criminal & juvenile justice.

SCI - Spinal Cord Injury. Service Coordinator - This person's role is to coordinate assessments, IFSP planning, the evaluation and delivery of services listed on the IFSP, transition, advocacy, and help in the completion of necessary forms and paperwork.

SMI - Serious Mental Illness. Refers to a group of biochemical/ neurological conditions of the brain resulting in distorted perceptions, delusions, hallucinations, disordered/confused thinking, unstable emotions and behavior.

Social Worker - A specialist who is trained in the evaluation and treatment of child and family issues arising from family life circumstances.

SSA - Social Security Administration.

SSI - Supplemental Security Income. Federal entitlement program based on disability and income. Qualified persons receive monthly SSI payments.

T

TANF - Temporary Assistance for Needy Families. Federal program that replaced the AFDC (Aid to Families with Dependent Children) as part of welfare reform legislation in 1996.

TBI - Traumatic Brain Injury. Acquired injury to the brain caused primarily by external force (such as motor vehicle accident). A person with a TBI often requires both acute and long term care rehabilitation. TBI that occurs before age 22 may result in a developmental disability.

Transition – Planning and support for persons with disabilities that prepares them for successful integration into school (and pre-school), work and community living environments.

U

UCEDD - Center for Excellence in Disabilities. At the University of Wyoming it is the Wyoming Institute for Disabilities (WIND). Since 1963, UCEDD has been working to accomplish a shared vision that foresees a nation in which all Americans, including Americans with disabilities, participate fully in their communities. Independence, productivity, and community inclusion are key components of this vision. Currently, sixty-seven UCEDDs in every state and territory are located in a university setting.

W

WIOA - Workforce Innovation and Opportunity Act. Federal legislation seeking to strengthen and improve the nation's public workforce system and help get Americans, including youth and those with significant barriers to employment, into high-quality job and careers and help employers hire and retain skilled workers.

WDH – Wyoming Department of Health. Their mission is to promote, protect, and enhance the health of all Wyoming citizens.

WIL – Wyoming Independent Living. Provides for continually increasing opportunities for individuals with disabilities to live as independently as possible. To do so for all within the State of Wyoming through judicious and aggressive management of resources.