



DISABILITY LEADERSHIP INSTITUTE

MAKE A DIFFERENCE IN YOUR COMMUNITY!

This innovative program is open to adults with developmental disabilities and family members of children with developmental disabilities who want to be effective leaders and advocates for the rights of people with disabilities. Institute participants learn about the principles of community inclusion and self-determination, current programs and state-of-the-art approaches to service delivery, policymaking processes at the local, state and federal levels, and issues of concern to the disability community.

The goal of the program is to give individuals the knowledge, skills and connections to be active participants in the development and oversight of public policies that affect people with disabilities. Institute participants meet and talk with national and state officials and leaders, learn how to influence public policy at all levels of government, and receive guidance and assistance from staff in their projects for the Institute.

What is included in the Institute?

Participants attend 6 two-day training sessions during Year One of the program, and complete reading and homework assignments between sessions. For Year Two of the program, participants complete individual projects of their choice and design that allow them to use knowledge and advocacy skills learned in the first year.

What topics will be addressed?

- ◆ History and culture of the Disability Rights Movement
- ◆ Principles of self-determination and community inclusion
- ◆ Policy development at the local, State and Federal Levels
- ◆ Effective participation in meetings and other advocacy efforts
- ◆ Programs, policies and current issues important to children and adults with disabilities and their families related to:
 - Health Care
 - Education
 - Employment
 - Housing
 - Assistive Technology
 - Transportation
 - Recreation
 - Individualized Services/Supports

Weekend Sessions

Disability Leadership Institute participants will attend six two-day sessions. Five sessions will be held on Saturday & Sunday and one will be held on Friday & Saturday. The dates of these sessions will be provided to participants with their notification of acceptance into the program.

Sessions are open to Leadership Institute Participants only.
Attendance is mandatory at all sessions.

Who should apply?

We are seeking a diverse group of highly-motivated and enthusiastic men and women to participate in the next Disability Leadership Institute. A limited number of participants will be selected, with an emphasis on representation from all regions in Maine. Preference will be given to:

- ◆ Adults with developmental disabilities
- ◆ Parents of minor children with developmental disabilities
- ◆ Parents of adults with developmental disabilities who are unable to advocate for themselves, due to their disability(ies)

The Developmental Disabilities Council will cover lodging and meal costs for the weekend sessions, and reimburse participants for travel. Respite and attendant care costs may be covered as well, depending on individual need and available funds.

Participants are expected to:

- ◆ Attend all scheduled Leadership Institute sessions and events.
- ◆ Complete homework assignments between sessions.
- ◆ Remain involved in advocacy and complete an independent project in Year Two of the program.
- ◆ Sign a contract agreeing to meet all program requirements.



■ For additional information or to request an application in an alternate format, please contact: ■

■ Erin Howes ■

■ Maine Developmental Disabilities Council ■

■ 225 Western Avenue, Augusta, Maine 04330 ■

■ (207) 287-4213 or 1-800-244-3990 ■

■ ehowes@maineddc.org ■



Developmental Disabilities Definition

A "developmental disability" is a severe chronic disability of an individual that:

- Is attributable to a mental or physical impairment or combination of mental and physical impairments
- Is manifested before the individual attains age 22
- Is likely to continue indefinitely
- Results in substantial functional limitations in 3 or more of the following areas of major life activity:
 - a) self-care;
 - b) receptive and expressive language;
 - c) learning;
 - d) mobility;
 - e) self-direction;
 - f) capacity for independent living;
 - g) economic self-sufficiency

- Reflects the individual's need for a combination and sequence of special, interdisciplinary, or generic services, individualized supports, or other forms of assistance that are of lifelong or extended duration and are individually planned and coordinated.

An individual from birth to age 9, who has a substantial developmental delay or specific congenital or acquired condition, may be considered to have a developmental disability without meeting 3 or more of the criteria described above if the individual, without services and supports, has a high probability of meeting those criteria later in life.

Source: Developmental Disabilities Assistance and Bill of Rights Act of 2000 (P.L. 106-402)