

Intellectual Disabilities in Community

Activities 2013

Inception Report

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➤ General Information

1. **Country** – Jamaica

2. **Area (sq. km)** – 10,991 km² (4, 244 sq miles)

3. **Life expectancy (2012)**

Males – 71.5 years

Females – 75 years

4. **Infant mortality rate (2012)**

Total – 14.3 deaths/1,000 live births

Male – 14.87 deaths/1,000 live births

Female – 13.69 deaths/1,000 live births

5. **Maternal mortality rate (2010)**

110 deaths/1,000 live births

6. **Literacy rate (2003)**

Total Population – 87.9%

Male: 84.1 %

Female: 91.6 %

7. **Population (July 2012)**

Total – 2,889,189

Manchester (District) – 192,155

Age Group (10 yrs) -277,767

Income level – middle class

8. Education System (Number of schools and students in each district)

The education system is divided and subdivided into school departments based on the educational training and development of students. This type of division and sub-division are located within the fourteen (14) parishes of Jamaica. The introductory and developmental stage is as follows:

- **Early Childhood Schools**
 - Infant, Primary, Primary All-Age and Primary & Junior High
- **Primary Schools**
 - Primary, Primary All-Age and Primary & Junior High
- **Special Schools**

Parishes in Jamaica are divided into three (3) Counties. The **Cornwall County** includes Hanover, Westmoreland, St. Elizabeth, St. James and Trelawny. The number of schools represented in this County are:

- Early Childhood Schools – 39
- Primary Schools – 238
- Special Schools – 1

The parishes within the **Middlesex County** include Clarendon, Manchester, St. Ann, St. Catherine and St. Mary. The number of schools are as follows:

- Early Childhood Schools – 57
- Primary Schools – 315
- Special Schools – 4

Parishes within **Surrey County** include Kingston & St. Andrew, Portland and St. Thomas. The number of schools are:

- Early Childhood Schools – 39
- Primary Schools – 189
- Special Schools – 5

9. Health System (Number of hospitals in each district)

The health system is divided into two (2) division, Public and Private division and this based on the specified services that are required. These divisions are located within the rural and urban areas of Jamaica. They are numbered as followed:

- **Urban Area**

Public - 22	Private - 7
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- **Rural Area**

Public- 10	Private- 0
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10. Major Industry (Number of people working for each industry)

Labour force by occupation:

Agriculture – 17 %

Industry – 19 %

Services – 64 %

11. Employment rate - Oct. 2012

Total – 86.3 - Male – 89.8
Female – 82.1

➤ Intellectual Disability

1) Laws concerned with persons with Intellectual Disabilities

A policy was developed by the Government of Jamaica and Disability Sector under the National Policy for persons with disabilities. This policy enables persons with disabilities to achieve equality opportunities. The policy was tabled in parliament in September 2000. The policy is yet to be passed.

2) Financial Assistance for persons with Intellectual Disabilities

There is no official programme for persons with intellectual disabilities. Financial assistance can be obtained through a national programme known as the Programme of Advancement through Health and Education (PATHE). This program was designed for a number of target groups including persons with disabilities. Assistance received is dependent on specific criteria relating eligibility to school attendance and health care.

3) Services including CBR available for persons with Intellectual Disabilities

Community Based Rehabilitation Services (CBR) – CBR services are largely inclusive in nature, serving different disability groups they seek to develop and include persons with disabilities into the social and economic mainstream of the society; and is dedicated to providing services that will enable them and their families to enjoy equal rights, and an improved quality of life.

Community Rehabilitation Jamaica)formerly 3D Projects/Rural Services for children with disabilities) - this programme is responsible for three(3) major areas of disability- sensory, learning, and motor- and three crucial areas of rehabilitation: social, educational and economic. 3D Projects are Jamaica's first fully established community based rehabilitation programme. Based in the parish of St. Catherine, there is a network of rural community groups comprising parents of disabled children and disabled persons in the parishes of Manchester, St. Thomas, St. Mary and Portland.

- **Other Services:**

Early Stimulation Project (A Program of the Jamaica Council for the Disabled) - a home based delivery system which involves parent intervention in the education of pre-school children with disabilities.

Clarendon Group for the Disabled (CGD) - a private voluntary organization provide persons with a wide range of disabilities, with special attention to children 0-6 years.

Jamaican Association on Intellectual Disabilities (JAID) – an association that is geared towards developing persons with intellectual and developmental disabilities .They work along with government and non- government organizations.

(4) Number of services and those beneficiaries in each district (province)

Parish	Service	Beneficiaries
St. James & Westmoreland	Community Rehabilitation Jamaica)formerly 3D Projects/Rural Services for children with disabilities)	Multiply disabilities
Clarendon	Clarendon Group for the Disabled (CGD)	Multiply disabilities
Kingston	Early Stimulation Project (A Program of the Jamaica Council for the Disabled)	Multiply disabilities
	JACLD (Jamaica Association for Children with Learning Disabilities)	Learning Disabilities
	Promise Learning Centre	Learning disabilities & Autism
	Jamaican Association on Intellectual Disabilities (JAID)	Intellectual disabilities

➤ Outline of Organization

1. Background

The Jamaican Association on Intellectual Disabilities (JAID) (formerly the Jamaican Association on Mental Retardation – JAMR) is a non-governmental organization which was founded in 1956 by Randolph Lopez, a parent of a child with Down Syndrome. Since that time the Association has been providing leadership in the field of Intellectual Disabilities and is today the oldest and largest interdisciplinary organization of professionals and volunteers concerned about Intellectual Disabilities and other Developmental Disabilities. It is a non-governmental agency that enjoys a partnership with the Government of some of its programs. It is a national body with branches across the island and enjoys a solid track record in its field of operation.

- **Vision**

To be the national unifying organization in creating communities where Persons with intellectual and other developmental disabilities (PWIDD) are empowered and fully integrated.

- **Mission**

To provide services that will positively transform the lives of all persons with intellectual and other developmental disabilities in the society.

The Jamaican Association on Intellectual Disabilities (JAID) work along with education, advocacy and research to improve the quality of life of children and adults with intellectual disabilities and their families and work to prevent the causes and the effects of intellectual disabilities.

2. Major programs, covered areas, covered population, **number of beneficiaries**

- **Services are provided through the following programs:**

- a. Schools of Special Education
- b. Early Intervention Programme
- c. Parents and Professionals in Partnership (PProP)
- d. Adult Continuing Education Programme
- e. Primary Intervention Programme
- f. Resource Programme

- **Programs**

Special Education -this is a programme of Special Education that seeks to unleash the full potential of each student. Its motto is “**Learning for Life**”. The programme was founded in 1956 by the JAID and since 1974 has been jointly operated by the Ministry of Education and the Jamaican Association on Intellectual Disabilities.

The school provides Special Education for children with Intellectual Disabilities ages ranging from 4-20 through a network of twenty-eight (28) schools island wide.

Early Intervention - this programme provides stimulation for children with intellectual disabilities and other developmental disabilities from birth to six years of age. It prepares them for appropriate school placement. A collaborative project of the JAID and the German organization, Christoffel Blinden Mission (CBM). It currently operates in Llandilo, Westmoreland and Lucea and are centre-based as well as home-based.

Parents and Professionals in Partnership (PProP) - the parent support group and JAID were established in 1994 to offer the following:

- Parent training and advocacy
- Parent support network
- Parent and professional interaction

Adult Continuing Education Programme - this vocational-based training programme for young adults with severe intellectual disabilities was started in 1989. In addition to vocational skills development, significant emphasis is placed on social and recreational skills.

Primary Intervention Programme (PIP) – this is an intervention program geared towards primary schools children at risk for academic failure. It is supported by JAID and the Ministry of Education. PIP special educators train, consult, and mentor regular educators to improve their students' performance.

Resource Programme - this programme provides intensive individualized remedial instruction in language arts and mathematics for at-risk primary and secondary school students. It is currently available in:

- Llandilo School of Special Education (Savannah- La- Mar, Westmoreland)

Teachers target areas of weakness, enhance strengths, and build independence in specific learning strategies and study skills.

3. Your position and duty

In the Jamaican Association on Intellectual Disabilities (JAID) organization my position and duty is to aid in the development and transition program of persons with intellectual disabilities serving within the position of a transition officer.

4. Community Development program which include Intellectual Disability issues as one of the activities:

Work Experience Support in the Community of Mandeville

As the transition officer the duty is to involve the school, parents and the wider society to assist and create opportunities for Persons with Disabilities (PWID). This involves individuals that are trained in a specified skill area to become independent or employed citizens of the country after they have completed their training. Individuals are trained in a specified skill area based on their love and mobility of developing a skill.

As apart of the transition process individuals are monitored based on their skill area and how mobile they are within that area. Skill areas that I have monitored include Agriculture, Housekeeping, Computer, Woodwork and Sewing.

During the working experience process individuals are given three (3) weeks to put into practice their training.

The some of the wider community involvement in the working experience included Northern Caribbean University (NCU) (Manchester)) which assisted with the woodwork skill area, The Micro C.A.R.E Centre located at Ridgemount United Church (Manchester) which assisted with the computer skill area, Rita Fashion & Design (Manchester) operated by an independent business owner assisted with sewing skills. The remaining skill areas were monitored on the school grounds of Woodlawn School of Special Education where individuals were placed within the office and agriculture department.

The joint support from the wider community within the parish of Manchester have opened opportunities for individuals with PWID as a result after completing their working experience individuals have an opportunity of employment. One (1) of the many employment success entries include an individual who was based at The Micro C.A.R.E Centre located at Ridgemount United Church (Manchester) for working experience. He is presently employed at the Northern Caribbean University (NCU)(Manchester) within the Hiram S. Walter Resource Centre.

Continued effort is put in place to embark on seeking further support within the wider community of Manchester for persons with intellectual disability.

5. Situation of persons with Intellectual Disabilities

- **Diagnosis (professional responsible for diagnosis)**

Early detection is primarily done by parents who has knowledge of developmental and awareness of individual doctors. Currently there are approximately six (6) agencies that offer inclusive early intervention programmes across the island. They are:

- The Early Stimulation Programme
- McCam Child Development Centre
- Rural Services for Children with Disabilities
- Clarendon Group for the Disabled
- Community Rehabilitation Jamaica)formerly 3D Projects/Rural Services for children with disabilities)

The Early Stimulation Programme is operated by the Government and the other agencies by NGOs. These programmes are centre as well as home based.

At the age of 6yrs a formal assessment procedure is done to diagnose the intellectual disability. Persons involved in diagnosing children with intellectual disability include a Doctor, Clinical Psychologist, Therapist (Occupational, Speech, Physical, Social Worker and a Nurse.

- **Education (Special Education and/or Integrated Education)**

Students with ID are placed within special education programmes across the island. Eighty-seven percent (87%) of the children attending schools islandwide are enrolled in the Schools of Special Education operated by Jamaica Association on Intellectual Disabilities (JAID), in collaboration with the Ministry of Education. The remaining thirteen percent (13%) attend small private schools and units operated by the Ministry of Education.

- **Vocational training and Job Opportunity**

Persons with intellectual disabilities participate in vocational training, which is apart of their school curriculum in the school programme in which they are enrolled.

Inclusive training for school leavers with various disabilities include Abilities Foundation, a programme being offered in collaboration with HEART TRUST/ National Training Agency, Jamaica Federation for Lifelong Learning (JFLL) and workshops operated by the government across the island. The only programme exclusively for adults with ID is operated by the JAID, which focuses mainly on Art & Craft.

- **Support Organizations:**

- a) **Governmental agencies**

- b) **Number of NGOs concerned with Persons with Intellectual Disabilities**

The Non-governmental agencies that fully provide services to people with Intellectual Disabilities are:

- Jamaican Association on Intellectual Disabilities (JAID)
- Special Olympics
- Community Rehabilitation Jamaica)formerly 3D Projects/Rural Services for children with disabilities)
- Mustard Seed Community

There are over ten (10) other agencies that provide a wide-range of services across the island. Some the agencies are as follows :

Government	NGOs
Early detection and diagnosis	Early detection and diagnosis and intervention
Education support (remuneration of staff, subvention for recurrent expenditure)	Special Education Intervention
Monitoring and evaluation of special education programmes	Family Support services (care and support)
Provision of information and advice	Public Education
Introduction of policy for persons with disabilities	Advocacy
Introduction of legislation to facilitate access	Vocational Skills Training
	Employment Opportunities
	Social and Recreational Programmes

6. Based on the information above, what are the issues to solve to conduct effective support for person with Intellectual Disabilities?

The major areas that must be identified and corrected before persons with ID in Jamaica can benefit from the support needed to assist with the integration within the wider community include:

- **Early Identification and Limited Personnel/Specialist Skills**

It has now become an awareness within our country of the many individuals that has passed through our education system with intellectual disabilities and steps are now being put in place to limit the production of neglected ID individuals. However, the lack of professional aid and skills is a setback as there still remain ID individuals that are more in number than professionals for the availability to identify, diagnose and make intervention. As a result a parent/ guardian money and time are wasted as proper aid is not available.

- **Public Awareness and Acceptance of persons with ID**

Due to the involvement of ID individuals in various competitions and sports the awareness of ID individuals are now detectable, as the business community and government agencies/ ministries are presently assisting with the awareness of ID individuals. Unfortunately more is needed as the concept of many Jamaicans seeks to stigmatize ID individuals as inferior or outcast. The acceptance of ID individuals still needs to be worked on in order for ID individuals to become a part of society development and acceptance.

- **Parent Support Programmes**

With the exception of JAID's annual Parent Council Meetings, there is a shortage of workshops and seminars geared to assisting parents/guardians to better understand ID individuals. As a result ID individuals are at a disadvantage as some parents are in denial of the signs/symptoms that are associated with ID individuals, therefore they live in denial and help is denied. Also lack of finance, knowledge on behavioral management and specified prescribed medications is a result of parents becoming frustrated in monitoring their child and are not motivated to seek assistance in encouraging their child to excel in the wider community.

- **Employment Opportunities for persons with ID**

Employment Opportunities are becoming more available to ID individuals; however, more is still needed to be done to accept ID individuals as part of society. Public awareness plays an important role in this limited area, for the reason that when ID individuals have garnered what they have been taught within their educational upbringing the opportunity is not available for them to excel in their skill areas to become independent individuals. Therefore they become demotivated, a frustration to parents/guardians as they are left to become dependent individuals.