

## Center on Disabilities and Human Development

### Annual Report

July 1, 2008 through June 30, 2009

### **Introduction**

The information contained in this report reflects activities conducted through the Center on Disabilities and Human Development (CDHD) at the University of Idaho from July 1, 2008 to June 30, 2009. Our progress is reported across eight goals with corresponding annual objectives, as outlined in the five year plan, developed across four core functions: 1) Interdisciplinary Pre-service and Continuing Education; 2) Community Service that includes training, technical assistance, and direct services; 3) Research; and 4) Information Dissemination. Each goal and corresponding objective is aligned with one or more areas of emphasis as identified in the DD Act of 2000 (Quality Assurance, Education and Early Intervention, Child Care, Health, Employment, Housing, Transportation, Recreation, and Other Services). Based on 11 areas of need identified through our strategic planning with statewide stakeholders and our advisory board, six of the nine DD Act areas of emphasis are incorporated into CDHD activities.

### ***Overview of CDHD and Accomplishments***

The Idaho UCEDD is administered under the College of Education. The core grant provides the infrastructure through which we carry out the five year plan. The core supports the Director, an Associate Director (in Boise office) and four Core Function Directors: 1) Interdisciplinary Training, 2) Evaluation and Research, 3) Community Services, and 4)

Communication and Dissemination. Additionally, the core supports a National Information and Reporting System Coordinator (NIRS), a Positive Behavioral Supports Coordinator (training initiative), a Clinical Services Director, and several support staff. Each appointed faculty member on the core also directs other projects supported through various funding streams. Personnel on the core grant as well as other funded projects assist to achieve goals outlined in our five year plan and to leverage additional funding. Our total funding this year was \$6,613,251 of which \$6,093,251 was leveraged. Visit our website for an overview of CDHD projects and activities <http://www.idahocdh.org/>.

During fiscal year 2009 the CDHD operated 21 projects. Each project supports one or more goal areas. We house 76 employees, 25 trainees, four work study students and, 13 America Reads students. The center operates three regional assistive technology centers and seven regional child care resources and referral centers. Our main office is in Moscow, Idaho close to the University of Idaho; our satellite office is in Boise at the UI Boise Center. The CDHD disseminated 77 products to 140,166 people; provided 778 people with direct service; and provided training and technical assistance to over 62,274 people. We impacted 431 university-based classroom students through interdisciplinary pre-service and continuing education courses. In total, the CDHD reached 203,733 people in FY09.

### ***Collaboration and Partnerships***

To assume a leadership role in the state of Idaho and to assist in achieving our five year plan, CDHD employees participate on numerous boards, councils, and advisory committees. Much of our activities are conducted in collaboration and partnership with other entities (i.e., Idaho Council on Developmental Disabilities, Idaho Protection and Advocacy (Co-Ad), Idaho

State Independent Living Council, Idaho Parents Unlimited, Idaho Division of Vocational Rehabilitation, Idaho Association for the Education of Young Children, Idaho Office on Aging, Idaho State Department of Education, and Idaho Department of Health and Welfare). Currently, the CDHD is represented on 11 statewide councils, boards, task-force groups, or advisory committees. These include: 1) the Consortium Idahoans with Disabilities, 2) the Consortium for the Preparation of Early Childhood Professionals, 3) the Idaho Council on Developmental Disabilities, 4) the Idaho Division of Vocational Rehabilitation Advisory Committee, 5) the Idaho Child Care Program Advisory Committee, 6) the Idaho Interagency Council on Secondary Transition, 7) the Idaho Special Education Advisory Panel, 8) the Idaho Assistive Technology Task Force, the Idaho Early Childhood Inclusion Task Force, 9) the Idaho Medicaid Redesign Committee, and 10) the State Improvement Grant--Learning Community and Evaluation Committees.

The CDHD hosts another six statewide advisory boards that include: 1) the Assistive Technology Advisory Board, 2) Children with Deaf/ Blindness Advisory Board, 3) the Family Support Policy Council, 4) the CDHD Community Advisory Committee, 5) the Even Start Advisory Board, and 6) the Positive Behavioral Supports Advisory Committee. Faculty at the CDHD participate in College of Education department faculty meetings and in University committees, these include: 1) the Child Development and Education Committee, and 2) the University Outreach and Engagement Committee, 3) the Interdisciplinary Coordinating Committee, 4) The College of Education Futures Committee, and 5) University Core Undergraduate Education Committee. The College of Education provides the academic home to seven faculty members and the College of Agriculture, Department of Family and Consumer Sciences is the academic home for one faculty member. Seven faculty members with primary

appointments at the CDHD either chair or serve on approximately 15 masters and seven doctoral committees. Nationally, CDHD personnel serve on two AUCD committees and on the National Steering Committee for RESNA. Dr. Wappett is the Vice Chair of the Training Directors Committee. The CDHD director, Dr. Fodor, is serving a second year on the AUCD Board of Directors as a "Member at-Large" and was recently appointed as Secretary to the Board of Directors.

### ***Highlights***

As a matter of distinction, our IdahoSTARS child care resource, referral, and professional development project received national recognition for being one among just a few states to promote and reward child care facilities that serve children with disabilities and other special health care needs. The IdahoSTARS website has added inclusion support pages and received over 500 visits since it was posted just four months ago. Numerous providers attended training related to supporting children with disabilities in child care settings and members of the IdahoSTARS staff provide technical assistance to providers developing inclusive child care programs.

This year the center was fortunate to receive a technical assistance visit supported through ADD and the AUCD technical assistance project. In total, four reviewers came to Idaho in the snowy blistery month of March to help facilitate discussions with the University of Idaho administration pertaining to the relevance of the UCEDD system in general and specifically of the CDHD. There were several specific objectives associated with the visit. The outcome of the technical assistance was overwhelmingly positive. First, the University has arranged for the CDHD to move on campus into an accessible building. The space will easily accommodate all

current projects with room to expand overtime. We anticipate moving by November 1, 2009. Next, conversations with leadership stimulated a change in faculty status at the center, and initiated important discussions regarding definitions of "major programs" (still under discussion). The site visit gave center personnel the opportunity to problem-solve with outside visitors who provided much appreciated insights and recommendations for improvement in our overall functioning as a university-based facility.

The Idaho Assistive Technology Technical Assistance Project, the Positive Behavioral Supports Technical Assistance project, the Autism Supports project, and the Project for Children and Youth with Deaf Blindness provided training and technical assistance to hundreds of school personnel, parents, care providers, and others in areas of critical need in our schools. Idaho is a large rural state with poor roads, especially in winter months, and these technical assistance efforts generally keep our staff and statewide coaches on the road and in the air five days a week for nine months. Their efforts and expertise are greatly appreciated. Finally, the "Tools for Life" conference supported through numerous state partners including the Idaho Council on Developmental Disabilities and coordinated by staff of the Idaho Assistive Technology Project continues to be our annual gala event that celebrates youth, self-advocacy, spirited discussions, fun, frolic, and training opportunities on a number of subjects related to transition of youth into adult life. Over 200 students from across Idaho traveled over 400 miles of road by bus to attend the conference again this year. The conference remains a highlighted experience that keeps us all excited to continue our work to support people with disabilities in Idaho to live self-determined lives. The Person-Centered Planning grant funded through the Center for Medicaid Service and operated in conjunction with the Idaho Council on Developmental Disabilities is also helping to support transition efforts and advocacy for self-determined lives.

## Goal 1

The purpose of goal one is to infuse content that supports the lives of people with disabilities and their families into courses across disciplines for pre-service and continuing education students. The content is specific to areas identified in our five year strategic plan and relevant to all ages but most specific to adolescents and adults. There are two corresponding objectives that support goal one and address annual outcomes.

**Objective 1.1** activities surpassed the annual target by delivering four courses to 74 students during fiscal year 2009. Two courses were taught for the University core discovery series. The first, "Monsters We Make" (Core 105/155), is a year-long discovery course on ethics and how we treat individuals and groups who are different from societal norms. This course provides an introduction to basic ethical theory, bioethics, the social contract, civil rights, and critical thinking about society and differences. A total of 24 undergraduate students participated. The second course, "What is Normal" (Core 122/172), is also a year-long discovery class that investigates the constructs of ability, disability, abnormality and normality. Thirty-nine students participated.

Two disability study courses were taught, 11 students participated. The online course introduces students to disability studies as it applies to the field of education and provides a critical social theory perspective on how education reproduces and reifies social categories of differences. The directed studies course for two students was an ethical exploration in the field of disability studies and rehabilitation services.

**Objective 1.2** remains in progress. One online course was developed for statewide delivery and a certificate program proposal along with a "notice of intent" (NOI) is being

processed through the Department of Curriculum and Instruction in the College of Education.

No further action has been taken on this objective.

## **Goal 2**

The intent of goal two is to embed content related to improving child outcomes specific to the five year strategic plan into existing UI courses and to increase field-based competence by offering certificates of completion for in-service personnel statewide. There are three corresponding objectives that address annual outcomes.

**Objective 2.1** surpassed the annual target with a total of 18 activities and 198 students participating. The Assistive Technology Technical Assistance Project, funded through the Idaho State Department of Education, delivered three lectures introducing assistive technology with 40 pre-service education students at Lewis Clark State College and with seven pre-service students at the University of Idaho, Fall 2008 and Spring 2009. The Idaho Assistive Technology Project embedded content into two other University of Idaho courses on assistive technology services and community resources with demonstration and practice opportunities that impacted 45 students. Additional courses taught at the UI included SPED 542 a course on families, communities and culture related to disabilities with 10 graduate students participating; SPED 504, a doctoral seminar on research-based instructional strategies in special education with six students participating; and SPED 597, a field-based practicum course for one masters level student. Thirteen "America Reads" students were placed in local elementary schools to assist at-risks students and students on IEPs with reading instruction. A CDHD staff member and the Interdisciplinary Training Coordinator supervise these students in their practice. An additional four students participated in the general work study program at the CDHD working with faculty

and staff on various projects. Also, the CDHD hosted 25 additional trainees/interns this past year. The Interdisciplinary Training Coordinator assists all students participating in CDHD activities to set up a study plan that incorporates content to improve outcomes for children with disabilities and their families. CDHD faculty supported nine students through directed studies courses and one faculty supported two students through dissertation projects.

Doctoral and masters level students are also supported through CDHD faculty. One faculty member is major professor to 5 doctoral students and five masters level students. Additionally, all faculty serve on both doctoral and master level committees across campus. The CDHD clinical services program (i.e., University of Idaho Child and Youth Study Center) supported 10 doctoral and masters students in clinical practice and ULEND activities. The clinic provides assessment and intervention services for children with autism and other developmental disabilities, operates a reading diagnostic and tutoring center, conducts school-based assessments for IEP and behavioral planning, and serves at-risk and adjudicated youth through a counseling program. Students participated in group supervision and didactic training on relevant psychological topics (e.g., diversity, counseling skills, diagnoses, assessment, and empirically validated interventions). Three faculty and one masters level staff person supervised students in their daily practice and three community members participated in the ULEND program offered by Utah State University in collaboration with the CDHD and the University of Idaho. Weekly training sessions are held via compressed video with all Utah LEND participants. LEND trainees develop individual projects throughout the year and present their findings at a collective end of the year gathering with all trainees across four states.

**Objective 2.2** also surpassed the annual target. CDHD faculty taught two UI early childhood courses to a total of 176 students. The courses were: 1) FCS 105, Introduction to

Individual and Family Development and inclusive practices for children with disabilities; and 2) FCS 234, Infant and Early Childhood Development, embedding typical and atypical development, intentional strategies for supporting development of all children, with embedded content on the prevention of child abuse and neglect.

**Objective 2.3** to develop and deliver one specialized certificate of completion program is in progress. This year two courses were taught with three in-service professionals (Curriculum and Assessment for Students with Severe Disabilities I and II). Up to 10 new students have registered for the fall courses, which increased the cohort to 13. Additionally, we are now in the process of developing a second certificate of completion program in Autism Supports. This project is funded through the Idaho State Department of Education. Last year we submitted a personnel prep grant application to the US Department of Education to help support the program, but were not funded. We are planning to resubmit this fall. The advisory committee for this project continues to meet and support the endeavor.

### **Goal 3**

Goal three addresses the need to increase the capacity of providers, family members, self-advocates and the community at-large to engage in research-based practices that support the self-determined lives of people with disabilities and their families. There are three corresponding objectives with identified annual outcomes.

**Objective 3.1**, to provide training with up to 600 state partners, providers, family members and self-advocates related to quality of life issues surpassed the target through nine activities, impacting 1,391 people.

The CDHD, in partnership with a private provider agency "Community Partnerships of Idaho" and other state agencies (e.g., SILC, DD Council, Co-Ad, IPUL, and ISDE) co-sponsored an annual conference for direct service personnel. Over 600 people were in attendance at the conference. The CDHD continues to be the fiscal agent for the conference and participates on the planning committee.

Another conference supported through our Idaho Assistive Technology Project (IATP) was a joint endeavor between the State Independent Living Council and Idaho Parents Unlimited, titled "We are Family." The conference supported at least 300 people. The AT project staff presented at the conference and provided training about CDHD activities through displays and handouts (listed under goal 8 for dissemination).

The IATP hosted a 2-day training expo in October 2008 and May 2009 with 75 people impacted. The expos featured a wide variety of speakers and topics pertaining to the IATP, AT AgrAbility and AT Reutilization projects. One of our regional AT offices (ICAT) hosted two additional AgrAbility trainings on "Dealing with Chronic Pain." One hundred and fifteen people attended. In partnership with the Idaho Council on Developmental Disabilities, CDHD staff provided training to 105 people from various agencies to recruit potential person-centered planning specialist to work with transition age students and their families to lead self-directed lives. The Person-Centered Planning Program is funded through the Center for Medicaid Services and is a joint project between the DD Council and the CDHD. A three day face-to-face training for 13 identified Person Centered Planning (PCP) Specialists took place in Boise, Idaho in late Spring 2009. The training consisted of hands-on usage of PCP tools such as Maps, Path, and ELP. Prior to the face-to-face training, the 13 selected PCP specialists also participated in an intensive

online course that provided an introduction to person-centered planning, the history of the evolution of PCP and the philosophical underpinnings.

The CDHD also hosted actress/comedian, Geri Jewell who also has a disability, to speak with students and faculty at the University of Idaho. Ms. Jewell spoke about life with a disability, quality of life, and principles of inclusion. She spoke in two courses and one open evening seminar with 170 people in attendance.

**Objective 3.2** activities included CDHD's participation in 9 statewide advisory committees that promote policy and systems changes to improve the quality of life of people with disabilities and that support self-determination, freedom of choice, inclusion and access to assistive technology and family supports. Four of the advisory committees are sponsored by CDHD projects. In total, 191 people participated across all advisory committee activities. Additionally, faculty and other staff participate in University of Idaho Committees, the AUCD Board of Directors, with representatives on AUCD CORE, Community Outreach, and NTDC. Over 100 additional people participate on these committees and forums. A list of each state advisory committee follows:

1. The AT AgrAbility Advisory Committee met two times with representatives from the disability and agriculture communities. The purpose of the advisory committee is to provide oversight to the AgrAbility project at the UI. AgrAbility technology helps support farmers injured or disabled due to farming accidents. The project is directed in collaboration with the College of Agriculture and the CDHD Assistive Technology Project.
2. The CDHD-led Assistive Technology Advisory Committee met three times and the board now consists of 11 members.

3. The Idaho Interagency Council on Secondary Transition (ICST) met bi-monthly in Boise. A staff person from the Assistive Technology Project represents the CDHD on that council. The ICST is largely responsible for planning the annual "Tools for Life" conference sponsored jointly by the CDHD, the DD Council, and the Idaho State Department of Education, among others. The ICST also supports the youth leadership activities in the state and has established a statewide cohort of secondary transition mentors working in local high schools. A total of 32 people representing multiple state agencies and disability advocates participate at each meeting.
4. A staff person from Assistive Technology also participated this year in a DD Council supported Youth Leadership Forum planning committee. The planning committee largely functions to implement a statewide youth leadership summer institute – a week long leadership, citizenship, and career development program for high school juniors and seniors with disabilities. Twenty nine people from multiple agencies participate on the committee.
5. The CDHD Community Advisory Committee (CAC) met three times in FY09. The CAC provides feedback on products, course development (e.g., disability studies program), and activities related to goal areas. The committee also monitors progress on goal activities and provides input on state and national issues. This year the CAC represents 11 members. Two additional parents attended the last meeting in May and submitted their applications to participate on the committee.
6. The CDHD-led a Family Support Policy Council met one time this year with 20 statewide members attending.

7. CDHD staff members participate in the Idaho Council for Developmental Disabilities during four statewide meetings with 23 members. Additionally, this past year the CDHD was also represented on the council's policy committee.
8. A staff member of the Idaho Family Support 360 project attended the Consortium for Idahoans with Disabilities (CID) meetings, with 20 people participating from agencies across the state including the DD Council, Co-Ad, SILC, and Parents Unlimited, among a host of others.
9. A student intern from the CDHD participated in Idaho's Self-Advocacy Leadership Network (SALN) and is a member of the Board of Directors. SALN is a free-standing private non-profit group with 42 members that advocates for freedom of choice, self-determination, and independence. They are supported through the Council on Developmental Disabilities, Co-Ad, and the CDHD.

Finally, the Interdisciplinary Training Coordinator participated with the University Core General Education (UCGE) committee. The primary role is to oversee the general education of all students at UI, to bring the disabilities studies perspective to the table, and to assure that existing and proposed courses address issues of disability as an aspect of diversity.

**Objective 3.3** activities surpassed the target by providing technical assistance with 2,995 family members, providers, self-advocates, and other agency personnel. Technical assistance activities pertinent to this goal were performed by the Assistive Technology Project, Behavior Consultation for Adults, the Family Support 360 Project, and the National Service Inclusion Project. In addition, the core directly supported two activities related to objective 3.3. Specific activities are discussed by project below.

*Idaho Assistive Technology Project (IATP).* IATP staff members responded to 271 information and assistance calls throughout the year on a range of topics (e.g., understanding assessment information, locating and using AT equipment and devices, identifying local supports and vendors). The regional resource centers conducted 236 technical assistance and referral services, 1,501 lending library items were distributed, and 454 device demonstration services were performed. A total of 1,094 people were served.

*Behavior Consultation (BC).* BC is a service for adults either transitioning into community supports or who are at-risk for losing their community placement. This year, four consultants provided technical assistance to 24 adults with developmental disabilities and a total of 335 family and community members and agency personnel on issues related specifically to the success of each adult living and working in the community and other general behavioral topics. Behavior consultation is based on the principles of positive behavioral supports and focuses on two goals: 1) to provide technical assistance to community teams to support adults who display challenging behaviors; and 2) to work one-on-one with adults to help facilitate their personal skills development.

*Family Support 360.* The Family Support Coordinators promoted the philosophy of family support and the efforts of the resource centers by providing technical assistance at 74 community meetings and events with 874 attending. Further, they provided information and referral services to 191 people throughout the year.

The core supported two technical assistance activities this past year related to goal three. First, to encourage adults with disabilities to actively participate in community events, the CDHD recruited artists to participate in the local "Art Walk." Staff and students at the University of Idaho assisted 25 artists to select art entries, frame and hung the art and write a

description of each piece and each artist. In total 43 pieces were displayed. Over 100 community townspeople participated in the gala event. Most of the artwork sold the first night of showing and all pieces are displayed on the CDHD website.

The CDHD sponsored the development of "Hope Gardens" – an accessible community garden plot for people with disabilities and the elderly. A series of planning meetings and several work days produced the raised beds, accessible sprinkler system, and walkway. A total of 15 University of Idaho students participated along with 4 other staff.

#### **Goal 4**

**Objective 4.1** activities conducted through multiple CDHD projects generated 131 training events across target areas that impacted 12,110 people, far surpassing the annual target of 1,000 people.

The Assistive Technology Technical Assistance Project (ATTA), funded by the Idaho State Department of Education hosted the "Tools for Life" conference with 472 people attending, 167 of which were youth with disabilities from high schools across the state. Additional participants included school personnel, agency professionals, family members, transition coaches, and numerous vendors. All Idaho College's attended and displayed information about their respective campuses and provided awareness of disability support services available on each campus. The Tools for Life conference is an energetic, well received training forum that addresses preparation of youth for adult life. Adolescence and adults alike learn with and from each other. There are several sessions at the conference delivered by youth speakers. The Self-Advocacy Leadership Network (SALN) presented at the conference along with several other CDHD staff members. "Tools for Life" has become a collaborative annual event supported by

several organizations including the DD Council among others as previously stated. The conference provides the only opportunity in our state for high school students with disabilities to travel, stay in a hotel, meet and greet other youth from across the state, and act like teenagers act everywhere. It is an event worth attending.

In addition to Tools for Life, the ATTA project conducted five school-based in-service trainings around the state impacting 65 people on computer access using alternative keyboards (Intellikeys; access to curriculum using picture assisted materials created with Boardmaker and Writing with Symbols); age appropriate materials for secondary students with significant disabilities; and assistive technology for students with learning disabilities. ATTA also hosted the annual two-day Assistive Technology Practitioner (ATP) training with 20 people participating. The ATP training assists new practitioners to pass the required RESNA exam. The ATTA project presented at three conferences: 1) Idaho CEC on age appropriate materials for students with significant disabilities; 2) at the College of Education, University of Idaho Celebration of Teaching Conference on assistive technology for educators; and 3) at the "We are Families" Conference. In total 50 people participated.

Finally, ATTA provided 21 web-based training opportunities with 209 people participating on a variety of topics such as appropriate materials for secondary students with significant disabilities, assistive technology for learning disabilities, picture communication using Boardmaker, augmentative and alternative communications, engineering the environment for augmentative communication, help for struggling writers, Slater Software, on picture assisted literacy, demonstrating and comparing speech/voice recognition software, among others.

The Autism Supports Project hosted five trainings and one online course with a total of 161 school-based personnel. The trainings topics included information on Aspergers and

modifying the curriculum, general instructional strategies, and orientation information about autism.

Through CDHD core support CDHD staff members offered 16 professional development courses with a total of 158 students participating. Additionally, one staff member presented at three Conferences: 1) AERA, with preliminary data from an Idaho inclusion study with 80 participants; 2) a poster session on AUCD conference with approximately 150 participants; and 3) The Globalization and Education Conference on "Untying the technocratic fetters: helping first year college students recover their humanity" with 50 participants.

Even Start is a family literacy program serving at-risk families with young children. The purpose of the program is to promote literacy, school readiness, and to strengthen child/parent bonds. Twenty three parents attended ESL classes in preparation for GED testing. Even Start staff provided individualized parent instruction during 84 home visits to 20 families and delivered training across 24 sessions for 14 parents in a group setting. The lessons focused on child development and parenting skills. Additionally, 19 parents and other community members participated in a computer literacy course.

The Project for Children and Youth with Deaf Blindness (PCYDB) offered five training events this past year with 396 participants. One event was a summer training entitled "The Emotional Heart of the Child: Why Self-Regulation Matters So Much", presented by David Brown, an educational specialist of the California Deaf-Blind Services Project. Four webinars were presented entitled: 1) Getting Creative: Developing Hands on Literacy Materials for Students with Severe Disabilities, presented by MaryAnn Demchak; 2) Just Give Him a Whale: Using Passions, Areas of Expertise and Strengths to Support Students with Severe Disabilities including Autism, presented by Paula Kluth; 3) Teaching Literacy Skills to Students with Severe

Cognitive Disabilities: Making it Accessible, presented by June Downing; and 4) On the Edge: The Impact of Stress on Children with Severe Multiple Disabilities, presented by Catherine Nelson. All PCYDB trainings are also sponsored by the Idaho State Department of Education. The IdahoSTARS project – Idaho’s Child Care Resources, Referral, and Professional Development program – hosted numerous trainings, webinars, conference presentations and self-study courses this past year. Nine webinars were delivered with 82 participants on supporting children with special needs in child care settings. The specific topics included: 1) Early Development and the Brain, 2) Principles of Positive Discipline, and 3) the Psychosocial-Aspects of Children with Disabilities. Thirty additional trainings were offered around the state related to supporting children with special needs. A total of 338 providers participated in the special needs training series. The topics included supporting children with physical disabilities; becoming a part of the IEP; IFSP; diabetes care in child care and school settings; behavioral interventions for children with autism and understanding autism; High Scope Active Learning; how to support overly active children; understanding children and the way they develop, learn, and grow; enhancing services to infants and toddlers with disabilities; and strategies to promote inclusion. Six separate training events on inclusion strategies were also delivered which included four conference presentations impacting 297 people. A total of 638 additional trainings were delivered on other topics related to the developing child, health and safety, curriculum and instruction, enhancing the physical environment etc., with a total of 6,693 child care providers participating. Finally, numerous child care orientation trainings were presented through the state with 1,849 potential providers attending.

The CDHD has completed its seventh year operating the Idaho Training Cooperative (ITC), which is responsible for the training and certification of all Developmental Specialists

(DS) and Intensive Behavioral Interventionist (IBI) working with children in the state of Idaho. These are Medicaid billable services. The ITC conducted two trainer sessions this past year to provide instruction and gain input from the newly formed IBI instructor cadre. A total of five state trainers are responsible for all IBI courses across the state. Seven classes were taught between January and June 2009. A four-part webinar training series was conducted for the supervisors of IBI Student Projects with 52 providers attending. A total of 52 providers are certified to teach the Developmental Specialist courses. These are conducted through private provider agencies with oversight from the ITC staff. Currently, there are 921 IBI providers of which 69 were certified in FY09. A total of 156 students participated in IBI trainings during FY09. The DS for Children statistics show 480 providers of which 42 were certified in FY09. A total of 41 students participated in DS for Children trainings during FY09.

The Positive Behavioral Supports Project, funded through the Idaho Department of Education, is responsible to assist school-based teams to implement tier 3 level supports for children with challenging behaviors and tier 1 and tier 2 supports school-wide. In July 2008, 28 school-based teachers and administrators attended a three-day training on School-wide Supports. This was followed by two additional training events with 26 and 12 participants respectively. Two informational webinars were presented on School-wide Support Strategies with 15 participants. A webinar on the "Check in and Check out" program was delivered with nine state level coaches. Three additional trainings were conducted within individual districts with 136 people participating. In June 2009, 40 school personnel (10 teams) attended the 2nd annual school-wide supports summer institute. Currently, there are over 15 schools implementing school-wide positive behavioral supports.

Finally, the Teacher Certification Program, also funded through the Idaho State Department of Education, offered a webinar series on presymbolic/early symbolic communication with 147 participants. Additionally, our clinical services staff provided training to seven people on working with at-risk youth.

**Objective 4.2** activities included CDHD's participation in 10 statewide, local and national advisory councils to promote policy and systems changes related to improving outcomes for children and youth in specific target areas as defined by the five year plan. Three of the advisory committees are hosted by CDHD projects. Over 160 people are involved in these committees.

Two CDHD faculty members participated in the Children's Medicaid Redesign Workgroup newly established this year. The redesign efforts stem from a proposal that was submitted to the Division of Medicaid in November 2006 by the Idaho Training Cooperative Advisory Committee. The purpose of the redesign workgroup is to create a more flexible high quality system of supports and services for children with disabilities in Idaho and their families. Over 20 people participated.

A member of the IdahoSTARS team attended the state Idaho Child Care Advisory Panel (ICCP) four times a year with 25 members attending. Two members of the CDHD sat on the state inclusion team with 15 other participants. The team met quarterly through phone conference to develop and implement an inclusion plan for care and education settings across the state. IdahoSTARS plays a key role in providing on-going training and technical assistance on inclusion in child care settings. Additionally, members of the IdahoSTARS project participate in a local early childhood workgroup that met quarterly, with 12 people participating and served on the University's Early Childhood Development and Education workgroup.

The CDHD participated in the Consortium for Early Childhood Professionals a statewide group consisting of University faculty from six institutions of higher education, Head Start, and the Idaho Department of Health and Welfare. Approximately 20 members attended this biannual meeting.

One CDHD staff member represented the center on the Special Education Advisory Panel (SEAP). SEAP provides consultation and direction to the Idaho State Department of Education. Members include family and community members and professionals. SEAP meets 12 times a year at monthly meetings.

The seven member advisory group for the Children and Youth with Deaf Blindness (PCYDB) conducted business via phone conference and email communication. The Director of the PCYDB also participated on the Idaho State Deaf Blind Advisory Board with 10 members. In addition she participated on the National Consortium on Deaf Blindness (NCDB). Even Start staff members participated on the Adult Literacy Council of the Palouse, First Book, and the Human Needs Council. These councils are local partners and collaborator who serve low-income families and youth. Twenty three people participated.

The Teacher Certificate Program hosted an Advisory Committee consisting of parents, educators, and higher education faculty from three institutions. This 17 member group met one time during the past year. A sub-committee met twice to assist with curriculum development and strategic planning.

**Objective 4.3** activities surpassed the target by providing 73 technical assistance activities with 46,551 family members, youth, and in-service personnel to improve care and educational outcomes for children and youth. Technical assistance activities pertinent to this goal will be presented per project.

*Idaho Assistive Technology Project (IATP).* IATP distributed stipends to 250 students to attend the tools for life conference.

*Assistive Technology Technical Assistance (ATTA).* The ATTA project provided technical assistance to school-based IEP teams and conducted AT assessments. The purpose of the TA is to assist team members to choose the appropriate tools and technology that best support student access to the environment and facilitate learning. The school-based technical assistance process is conducted by RESNA certified Assistive Technology Practitioners. A total of 499 school-based team members participated.

*Autism Supports.* The Autism Support project is a consultation service that provides on-site technical assistance to school-based teams on strategies that promote success for children and youth on the autism spectrum. Technical assistance was provided to 44 school-based teams by four consultants impacting 654 people.

*Even Start.* Even Start is a family literacy program serving at-risk families with young children. To promote literacy, school readiness, and to strengthen child/parent bonds, Even Start worked with local schools to distribute free books to 265 families. In preparation for school-readiness, Even Start provided a) early literacy assessments with 21 young children served in the program and b) technical assistance with parents to address education, developmental, and social needs of their children.

*Project for Children and Youth with Deaf Blindness (PCYDB).* The PCYDB program served 83 children this year. The project director visits children and their families in their homes providing technical assistance to parents and service providers regarding communication system development and learning strategies, vision assessment/consultation, transition to school environments, and to assist with calming behavior strategies. The project also conducted

technical assistance in school settings that included initial and follow-up visits to meet with professionals on the above mentioned topics as well as to discuss relevant IEP goals. A total of 124 people received technical assistance in the schools. Additionally, the project provides technical assistance by distributing information in fact sheet format and educational child find letters. Topics include: communication, transition, cortical visual impairment, touch, the sense of smell, cochlear implants, among others. A total of 506 people received technical assistance through this process of information dissemination. The PCYDB also lends out instructional videos, books, switches, and toys to parents, caregivers, teachers and paraprofessionals. A total of 31 people requested items from the lending library.

*IdahoSTARS.* The IdahoSTARS project has a number of functions that help support child care providers to enhance their skills and knowledge about child development, research-based care and education principles, and strategies for working with children with disabilities or who are at-risk. These functions include a lending library available in all seven regional CCR&R offices, parent referrals, on-site technical assistance, and participation in the professional development career lattice system. The professional development system provides resources, training, education, scholarships, and incentives. In total these activities impacted 5,628 parents and providers. A total of 2,336 providers are now enrolled in the professional development system in Idaho and there are 133 approved trainers who help facilitate the professional development of child care providers across the state. Site visits across the region assist to improve the quality of care for children with disabilities as well as typically developing children involved in each center or home program. Twenty four child care providers received technical assistance on including children with disabilities.

*Idaho Training Clearinghouse.* The Idaho Training Clearinghouse, a website listing all current special education related trainings across the state, funded by the Idaho State Department of Education, links special educators and parents of students with disabilities with training opportunities across multiple agencies and parent groups (home page visited 12,732 in FY09). Additionally, the Clearinghouse gathers evaluative feedback on the usefulness and impact of trainings to inform future planning for in-service delivery in the state and supports distance education by creating online tools to foster learning communities of trainers and participants across the state. Currently, the Clearinghouse hosts eight electronic learning communities. These free and publically accessible electronic communities provide technical assistance, guidance, materials, and interactions to individuals across the state, as well as, opportunities for public forums and feedback. Registration to become a member is voluntary and it is not necessary to become a member to engage in the site. The Alternative Assessment electronic learning community (ELC) currently hosts 354 registered members. The Assistive Technology ELC has seven registered members and was visited 1,050 times. The New Continuous Improvement Monitoring System (CIMS) hosts 170 registered members and has logged 3,786 visits. The Dispute Resolution ELC was visited 349 times and has 31 registered members. The Parent School Success (PASS) ELC was visited 2,358 times with 33 registered members. The Response to Intervention ELC was visited 1,865 times with 55 registered members. The Secondary Transition Electronic ELC was visited 1,171 times with 55 registered members. The Early Childhood Outcomes (ECO) electronic learning community has 15 registered members and was visited 1,316 times.

The Idaho Clearinghouse also posted facilitated and maintained online trainings and webinars. In FY09 there were 56 statewide trainings and webinars attended by 1,908 people.

Additionally, there were 167 ISDE-related trainings posted to an online calendar that were accessed by 4,472 people. Following each training event, there is a one to two day post training online evaluation and a six week post training evaluation that is sent via email to the training participants. This year the project sent 1,907 two days post evaluation emails for 57 trainings. At the six week follow-up, the Clearinghouse staff sent 1,658 emails for 50 trainings. The Clearinghouse also created an online video fact sheet on presymbolic communication that is posted on the parent electronic learning community site, which was accessed 459 times.

*Idaho Training Cooperative.* The training cooperative provided technical assistance to providers, parents, and professionals from other agencies regarding access to training, materials and other issues, certification process, on becoming a trainer, accessing the website, identifying providers who are delivering the Developmental Therapy and Intensive Behavioral Intervention services, etc. Email and phone TA impacted 372 people this past year.

*Positive Behavioral Support (PBS).* The PBS project provided on-site technical assistance to school-based teams to conduct functional assessments, develop and implement effective behavior plans, and strategies to create positive classroom and school environments that maximize student learning. In FY09, Individual Support consultants provided on-site technical assistance to 102 school-based teams in school districts across the state with 1,569 team members participating. Individual Supports is a consultation service for school teams working with students needing tier 3 intensive intervention supports. Eleven schools across Idaho engaged the entire school staff in planning and implementing strategies to positively affect school and classroom climates at all three tiers of intervention. In total, 484 school personnel and family members participated over the course of the year in the school-wide PBS process.

*Child and Youth Study Center (CYSC)*. The CYSC provides clinical service supports within the CDHD. The program is staffed with three clinical psychologists, one PhD level and one Masters level school psychologists. In addition to direct services, CYSC personnel provide support to community members and organizations on specific topics when requested. This past year staff members provided consultation to 10 physicians, speech and occupational therapist, and probation officers in the local area about individual child/youth cases. The CYSC staff members also provided technical assistance to a local charter school to develop treatment plans and assess the effectiveness of intervention strategies. They also provided trainings for students and assessment and referral services as needed for 28 out of 136 students that attend the charter school. A total of 15 teachers were impacted.

### **Goal 5**

Goal five addresses the need to establish high quality work environments and to increase job opportunities for people with disabilities in the state of Idaho. There are two corresponding annual objectives associated with goal 5.

**Objective 5.1** is designed to establish a network of state partners to advocate for and create opportunities for people with disabilities to find and keep gainful employment. We did not meet our target goal this year in this area. We projected that we would impact 70 people across four boards or councils oriented toward employment issues. Two principle staff members are participants on the Employment Resources for People with Disabilities (ERID) task force. ERID is comprised of 22 members representing 17 state and private employment and/or disability related agencies. Funding for this task force requires that the ERID and state

committees educate employers about the ADA and hiring people with disabilities. The ERID group did not convene this year but is scheduled to resume in FY10.

**Objective 5.2** activities were minimal this year. We continue to have on-going conversations with the Idaho Vocational Rehabilitation Agency and the Idaho State Department of Education to outline strategies to develop an employment pilot program.

### **Goal 6**

Goal six is designed to promote healthy integrated lifestyles for people with disabilities by delivering direct clinical and community based supports across target areas with children, youth, and adults with disabilities and family members; and by developing model demonstration programs on employment strategies. There are two objectives that address annual outcomes associated with goal 6.

**Objective 6.1** surpassed the target this year by providing direct services to 778 people. A total of 149 children and youth were served in the clinical services program and 629 were served in community based supports that involved 3,481 contacts over the course of the year. The Assistive Technology Project along with the UI AgrAbility project conducted seven assessments with participating farmers and ranchers in Idaho. The assessments were conducted by certified ATPs. The AT Reutilization program disseminated 260 AT items to consumers across the state. The AT low interest loan program, in collaboration with two banks, worked with 23 clients over the course of the year. A total of 12 loans were approved at \$73,679 and 11 guaranteed at \$25,379 for the purchase of AT devices.

The Assistive Technology Technical Assistance Project (ATTA) provided direct assessments with 69 school-age students. Again, all AT assessments are conducted by certified

ATPs and are conducted with school team members to help facilitate the capacity of personnel and parents working directly with the children they serve. All assessments are also student-centered.

There were a total of 42 students on the autism spectrum who received support in school settings from state level coaches, and 75 school-aged children were served through the Positive Behavioral Support Project.

Even Start provided home-based early childhood education services with 37 children and their parents enrolled the program. Direct services included interactive literacy activities between parents and children. The focus is to help parents engage with their children in language rich activities to promote positive parent/child interactions. The Even Start program adopted the Parents as Teachers model for home visiting.

The clinical services program (CYSC) provided direct clinical support to 149 children and their families. The activities include individual, family, and group counseling and assessment services (i.e., personality, emotional/behavioral, autism and cognitive). Group therapy focused on helping five youth who were diagnosed with Pervasive Developmental Disorder to increase their positive social interaction skills. The reading clinic served 18 children this past year.

The Family Support 360 program provided direct support to 46 families in one region of Idaho and leveraged \$15,699 in community supports. Families served through the project have a family member (typically children, youth and young adults) living at home. The family support coordinator creates service plans for each family based on identified needs. Community resources and/or family support stipends are used to help meet those targeted needs.

The Project for Children and Youth with Deaf Blindness served over 70 children and their families this past year. The project director conducted on-site visits with 28 children. Technical assistance was provided through phone, email communication, and online conferencing to help support the remaining children, their team, and family members. The Behavior Consultation Project provided direct support with 24 adults with developmental disabilities to develop behavioral competence at home, work, and in the community. Technical assistance was provided to community team members to assure that behavioral plans were developed in collaboration with key people in the adult person's life and to assure consistent implementation of the plans.

**Objective 6.2** activities have been limited. A model demonstration project is in development for individual with significant disabilities. This work is in conjunction with the PCYDB and the University of Montana Rural Institute. The project is on hold pending funding.

### **Goal 7**

The intent of goal seven is to inform policy and practice in the state and nation by developing research-based policy briefs and developing efficacy studies related to target areas identified in the five year plan. There are two corresponding objectives that address annual outcomes.

**Objective 7.1** activities included developing grant applications, reviewing literature, aggregating data to support written summaries, preparing articles, and writing curriculum materials. Two book manuscripts are in preparation. A manuscript on inclusion in Idaho schools has been submitted for publication and another on inclusion in Taiwan schools is in process. A personnel preparation grant to support teachers working with students with severe

disabilities and a Project of National Significance were submitted along with numerous other grants and contracts that were renewed. Numerous informational newsletters and fact sheets were created including a series of video fact sheet developed through the Project for Children and Youth with Deaf Blindness. A policy brief on alternatives to punishment and school-wide supports was developed and will be disseminated in FY10. Curriculum was developed on person-centered planning and to support the Teacher Certificate Program in Severe Disabilities.

**Objective 7.2** generated numerous annual/semi-annual progress reports that contained efficacy data. Each project reports to its funding source providing demonstrated efficacy of approaches and strategies. A research study on inclusion in Taiwan schools was completed and a manuscript is in preparation. A study on the perception of child care providers in Idaho is in progress and expected to be completed in October 2009.

### **Goal 8**

There were 82 activities reported in goal 8 with 77 products disseminated and 24 generated in FY09. Information was disseminated to 140,166 people. Products included websites, course materials, Artwalk calendars and note cards, brochures, summative reports, fact sheets, handbooks, manuscripts, monographs, e-brochures, and instructional manuals.

### **Measures of Collaboration**

Through joint and individual strategic planning efforts, the Idaho Council on Developmental Disabilities, Co-Ad (Idaho's Protection and Advocacy Organization), and the Center on Disabilities and Human Development (CDHD) identified the following priority areas in the state of Idaho:

1. Abuse and neglect of people with disabilities
2. Self-determination and self-advocacy
3. Family directed supports and services
4. Recruitment and retention of direct care providers
5. Transition to adult life and post secondary employment

All three sister agencies continued to promote and support the development of the Idaho Self-Advocacy Leadership Network (SALN). The SALN has achieved non-profit status and maintains membership on each of the three sister agency advisory committees. SALN is comprised of over 40 self-advocates statewide with an active board of directors.

The DD Council, Co-ad, and CDHD jointly support efforts to redesign the Children's Medicaid System (CMS) in Idaho. This effort was based on a proposal submitted to The Idaho Division of Medicaid in 2006, by a CDHD supported advisory group working on intensive and developmental intervention certifications.

The DD Council and CDHD are jointly promoting effective transitions to adult life through work on a CMS Person-Centered Planning Grant and the Secondary Transition Task Force that supports the Tools for Life Conference and other youth leadership activities. All three organizations continue to work jointly on all area of human rights and self-determination through policy, legislative, and educational activities.

The expected outcome of support for the Idaho Self-Advocacy Leadership Network is the generation of an independent, self-sustained adult advocacy group who promote the principles of self-determination through training, leadership, and mentoring. The SALN has developed an annual action plan that incorporates requested supports from the triad. Collaboratively, the CDHD, Co-Ad, and the DD Council along with SALN meet to review the action plan and

negotiate each organization's annual contributions. In fall of 2008, each organization assisted SALN members and support personnel to attend the national SABE conference.

Expected outcome for Medicaid Redesign is a flexible system of supports that is family-driven and child centered. A continuum of supports is proposed to maximize family choice that is generated through a person-centered planning approach.

Transition to desirable adult outcomes is a concern to all three sister agencies. The person-centered planning project, the Tools for Life Conference, and youth leadership in Idaho are all supported to create rewarding and self-directed life paths for people with disabilities once they leave K-12 institutions.

The CDHD provides support, technical assistance, and financial support to SALN, as does Co-Ad. The DD Council has taken a lead role in advising, coordinating, and funding activities with the SALN. All three groups are working jointly on the Children's Medicaid Redesign. CDHD staff members took the lead in designing the original proposal submitted to Medicaid in 2006 and continue to lead in the redesign effort. In transition to adult life, the DD Council provides financial support for the "Tools for Life" Conference and the CDHD provides the coordination. The CDHD designed the Person-Centered Planning Curriculum and delivered the training. The DD Council directs the project and provides coordination of the person-centered support personnel. Co-Ad and the DD Council take a lead role in advocating through legislation on policy related to self-determination and human rights. The CDHD faculty conducted the research and developed the Support Broker Curriculum used in the Self-Determination Waiver program for adult services in Idaho.

Identifying resources, both human and financial, continues to be an on-going concern especially in providing on-going support to the SALN. However the network is committed to principles of self-determination and self-advocacy.

The growth of SALN is inspirational. There are now over 40 members statewide and an active board of directors. SALN has achieved private non-profit status and the strength of their message grows almost daily. Self-advocacy is strong in Idaho and all three network organizations heed to the self-advocates' voices to "do nothing without them."

Through joint efforts with the DD Council and the CDHD among a host of other state players, the Tools for Life conference has also become a popular forum for self-advocates including the SALN. The conference is attended by more than 160 high school students with disabilities who are quickly assimilating the message that they have the right to make their own choices and that, indeed, their lives are their own to direct.

### **Optional Reporting Elements**

CDHD personnel participated on numerous non-DD Act funded state and university boards and councils resulting in many state funded projects and collaborative activities. The center also hosts several non-DD Act funded advisory committees. We work closely with the Idaho State Department of Education, the Idaho Department of Health and Welfare, Vocational Rehabilitation, and numerous others non-profit groups and advocacy organizations. The CDHD participates in the Consortium for Idahoans with Disabilities (CID), a 30-member group organized to improve the lives of people with disabilities through legislation and policy initiatives. We also work closely with Idaho Parents Unlimited and the State Independent Living Council. We are working in collaboration with the Living Independent Network Corporation

(LINC) to operate the Assistive Technology Reutilization project and with the Idaho Association for the Education of Young Children on the IdahoSTARS project (the child care network in Idaho).

Populations who benefit from these collaborations include: 1) children and adults with mental health diagnoses; 2) people with traumatic brain injury; 3) people who are disabled through the aging process; and 4) adults who are physically disabled. Through our clinical services program, our early childhood programs, and the Assistive Technology Project the number of people without developmental disabilities who benefit from the CDHD is likely to be 10,000 or more annually. The number of individuals with developmental disabilities who were affected by our collaborations with non-DD Act funded programs is well over 20,000.

<b>FY2009 ADD Funds Leveraged</b>		
<b>Total Funding Leveraged:</b>		
<b>SOURCE</b>	<b>FUNDS LEVERAGED</b>	<b>% of TOTAL LEVERAGED</b>
<b>Federal</b>	<b>\$1,131,505</b>	<b>19%</b>
ACF	\$250,000	
ED (US Department of Education)	\$682,505	
USDA	\$199,000	
<b>State</b>	<b>\$4,751,554</b>	<b>78%</b>
<b>Local</b>	<b>\$18,900</b>	<b>0%</b>
<b>Other</b>	<b>\$191,292</b>	<b>3%</b>
Fee for Services	\$27,447	
University	\$6,125	
Donations	\$25,372	
Other	\$132,348	
<b>Funding Leveraged:</b>	<b>\$6,093,251.</b>	
AUCD Core Funding	\$520,00	
<b>TOTAL FUNDING FY2009</b>	<b>\$6,613,251</b>	