



CENTER ON **DISABILITIES** AND  
**HUMAN DEVELOPMENT**

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**University of Idaho**

College of Education, Health and Human Sciences

Interdisciplinary Training Program  
**Trainee Manual**

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## Contents

What is the Center on Disabilities and Human Development?.....	3
What does it mean to be a Trainee at CDHD?.....	3
Trainee Requirements and Expectations.....	4
Interdisciplinary Training Director. ....	4
Interdisciplinary Training Coordinator. ....	4
Training Plan (to be completed with the training coordinator).....	4
Interdisciplinary Professional Development Log.....	4
Calendar. ....	5
Self-Reflective Essay. ....	5
Self-Assessment Tool. ....	<b>Error! Bookmark not defined.</b>
Follow-up: One, five, and 10 years after you exit CDHD (NIRS).....	5
Supervisor .....	5
Timesheets. ....	6
Absence from Work. ....	6
Change of Schedule Procedure. ....	6
Office Etiquette and Dress Code.....	6
Travel Guidelines.....	6
Who’s Who at the Center.....	7
We are driven by our Mission and Vision .....	7
Community Advisory Committee (CAC).....	7
We house 9 projects.....	8
Interdisciplinary Training Program Policy Statement.....	11

## Appendix

Training Plan Template

Interdisciplinary Professional Development Log

Important Dates

Returning Trainee Application

NIRS Trainee Form – FY2017

People First Language

## **What is the Center on Disabilities and Human Development?**

The Center on Disabilities and Human Development, also known as CDHD, is a University Center for Excellence in Developmental Disabilities Research, Education and Service, commonly referred to as a UCEDD. The Developmental Disabilities Assistance and Bill of Rights Act of 2000 (DD Act) requires each state to have a UCEDD, and we are Idaho's UCEDD.

The purpose of a UCEDD is to positively impact the lives of people with disabilities through:

- Interdisciplinary Training
- Outreach & Service
- Technical Assistance
- Research

Therefore, we serve as a link between the University (research) and the community (technical assistance & training) by informing individuals with disabilities, family members, service providers and general public about best practices and current research. There are 67 UCEDDs across our nation. Some states have more than one UCEDD, we are Idaho's one and only. Together all 67 UCEDDs belong to one network, the Association of University Centers on Disabilities (AUCD). AUCD provides technical assistance and training to the UCEDDs to ensure we are able to provide and produce high quality research and best practices.

UCEDDs work closely with two other entities within their state, Councils on Developmental Disabilities (DD Councils) and the Protection and Advocacy Agencies (P&A's). Together these three agencies form a triad or what we call the DD Network in each state. The Councils on Developmental Disabilities work closely with our legislatures and policy makers. The Council is under the discretion of our state governor. The Protection and Advocacy Agency (lawyers) is the legal arm in each state that is charged to protect and advocate for individuals and their families with developmental disabilities.

The Center on Disabilities and Human Development, Idaho's UCEDD, houses 9 projects that serve Idahoans from birth through aging. CDHD's projects vary in size; serving statewide to serving the Moscow community, impacting on average over 200,000 people.

## **What does it mean to be a Trainee at CDHD?**

The CDHD Interdisciplinary Training Program, of which you are now part of as a Trainee, is designed to produce future leaders and advocates who will have an impact in the world. You will gain first-hand experience with the current issues facing individuals and families who experience all types of disabilities. You are joining a national network of future leaders and advocates through your experience at CDHD. There are over 2,000 trainees across the nation that you now have the opportunity to network with. This network has the potential to advance your professional career, wherever you choose to go, once you achieve your academic goals.

## **Trainee Requirements and Expectations**

You have a unique opportunity, as a trainee, to work alongside project staff and state leaders here at CDHD. Through your experiences here we expect you to gain knowledge and a deep appreciation of how the world of disabilities will cross the path of your discipline. In order to establish this competency we require each trainee to fulfill 40 hours of interdisciplinary professional development activities over two semesters, 20 hours each semester. To achieve the 20 hours each semester you will be required to attend all three group trainings, meet with the Interdisciplinary Training Coordinator three times over each semester, develop and maintain a training plan, and participate in additional outreach activities provided by the Center's staff. Each semester you will be provided a calendar with events in which to participate. These events will range from volunteering for artAbility to assisting with the coordination of the Courageous Kids Climbing event. It will be your responsibility to log and track your hours. If you are unable to complete these hours each semester you will not be asked to return the following semester.

**Interdisciplinary Training Director.** The Interdisciplinary Training Director oversees all aspects of the training program including providing supervision to the doctoral students and all other students participating in the program for credit. In addition the Director provides clinical opportunities through observation of assessments, scoring psychological tests, and attending individualized education program (IEP) meetings.

**Interdisciplinary Training Coordinator.** The Interdisciplinary Training Coordinator's purpose is to assist you with your training plan and to ensure that you have adequate opportunities to complete the requirements of the Interdisciplinary Training Program.

**Training Plan (to be completed with the training coordinator).** Your training plan should be individually driven and include goal oriented activities/themes that you will be able to achieve over a semester or year. You will meet with the coordinator three times each semester to review and update your training plan. A training plan template can be found on the CDHD website, under Resources. To assist you in the development of your training plan think about the following questions:

- What goals would you like to accomplish during this semester? Over the next year? In two years?
- How can CDHD assist you with these goals?
- Is there a certain project you would like to work with?

**Interdisciplinary Professional Development Log.** This tool will assist you in writing your self-reflective essay, assist in evaluating your training plan, and will track your hours of interdisciplinary professional development. Please maintain this log; it is

one of the required documents for your Returning Trainee Application. The Professional Development Log will be accessible on the CDHD website under Resources.

**Calendar.** A calendar of events, seminars, trainings, and community outreach opportunities will be provided to you at the beginning of each semester. The purpose of the calendar is to allow you time to schedule your 20 hours a semester of interdisciplinary professional development and to ensure that you have opportunities in which to participate. The calendar will be accessible on the CDHD website under Resources.

**Self-Reflective Essay.** At the end of each semester you will be required to write a self-reflective essay about your experience over the past semester to be submitted with a Returning Trainee Application. In order to assist you with this writing assignment keep note of each experience you have here at CDHD, consider your attitude or level of understanding of each subject prior to the experience and then note how you feel after the experience. How did the experience change your perspective, attitude or level of understanding? Discuss your strength and weaknesses; write critically about what you do well and what you do that could be improved. Think about where you were and where you are now. How did the experience stimulate personal growth? Write about how you will implement and use what you have learned in the future.

**Follow-up: One, five, and 10 years after you exit CDHD (NIRS).** The federal government has chosen the work we do with trainees to be our Government Performance and Results Act (GPRA) measurement. Since a major function of the Interdisciplinary Training Program at the Center is to develop future leaders and advocates and to ensure that you have a deep understanding of how the world of disabilities will cross the path of your discipline someday, we are asked to survey you at one, five, and 10 years after you leave CDHD. You will be asked to update your contact information annually and again before you leave the Center. We will be surveying you through the National Information and Reporting System (NIRS). NIRS is a collection of all our UCEDD's activities. Each project reports data into NIRS. Each UCEDD across the nation submits an annual report through NIRS.

## **Supervisor**

Remember you have a position at our center which is twofold; you are considered a research assistant with a definite schedule, tasks, and responsibilities to a project or to the center as a whole; and you are a UCEDD trainee with additional interdisciplinary training requirements. You should have a supervisor who you work with on a daily basis. If your schedule needs to be changed, please discuss with your supervisor and then follow-up with the interdisciplinary training coordinator. If you are unable to make it to work one day, you are responsible to give your supervisor notification.

**Timesheets.** If you are working as a research assistant you are responsible for your own timesheet. The University uses a paperless timesheet through VandalWeb. Timesheets need to be submitted online, every other week. The University is on a “lag pay” system which means you are paid two weeks after your timesheet is submitted. Please speak to your supervisor if you have questions about your timesheet.

**Absence from Work.** On occasion you may be sick or have an unforeseen circumstance that prevents you from coming to work. Please call the front office to leave a message, 208-885-6000, and email your supervisor directly to notify them of your absence.

**Change of Schedule Procedure.** We respect and honor that you are here to work, but you are students first. We understand that at times you may request a temporary change in schedule to accommodate projects and finals. Please work ahead and notify your supervisor.

**Office Etiquette and Dress Code.** Office etiquette at the Center on Disabilities and Human Development includes using People First Language. The words we use do matter, therefore we practice speaking about disabilities and individuals with disabilities in a positive way by referring to an individual first, then the disability. Please read and understand the People First Language brochure in the Appendix of this manual.

We are a University of Idaho department and although the University of Idaho does not have an official dress code, we have a dress regulation. Because this is a professional office building we ask that you dress “business casual.” We define “business casual” as modest dress, meaning; nice clean clothes which can be jeans, slacks, dresses, skirts, collared shirts. We ask that you refrain from clothes that have rips and holes, spaghetti straps, are too sheer, too short, too tight, or too low cut. Before you arrive here for work, we ask that you look into a mirror and make sure your undergarments are not exposed and that you are wearing an appropriate outfit for a professional setting. If you are meeting with clients, families, and other professionals, shorts, jeans, tattered garb, visible undergarments, skirts worn above the knee, and clothes with holes are not acceptable. The training director, coordinator, or your supervisor may contact you personally to avoid embarrassment if there is a need to alter your attire.

**Travel Guidelines.** As a trainee you may have the opportunity to attend trainings away from the Moscow community. If an occasion does arise to travel please expect the following:

- Prior to the trip being planned and with the approval of your immediate supervisor, negotiation of what project will cover travel expenses should be

discussed. Travel expenses may include transportation, lodging, per diem, and registration fee (as per the UI APM).

- During travel you will be paid your normally scheduled hours. Compensation over your normally scheduled hours will be negotiated with your supervisor.

## Who's Who at the Center

As you familiarize yourself with the center and the many projects housed here you will need to also familiarize yourself with some key staff that can assist you. We have set up a staff wall in the break room which consists of pictures and short bios of all the staff here. If you answer the phone or are having trouble completing a required document and need assistance the following staff members are available to assist you:

Julie Fodor – **Director of CDHD**

Ann Parks – Business Manager, knows everything about **budgets and Account Payable**.

Barbara Broyles – **SESTA** Coordinator and **contract** liaison.

Brenda Ingalls – **IdahoSTARS**

Gwen Mitchell – Interdisciplinary Training and **Child and Youth Study Center**

Karen Loeffelman – **Website**

Sarah Fluer – **Boise** office contact

Olivia Lebens – **Interdisciplinary Training**

Richelle Tierney – **Dissemination**

Robin Greenfield – Associate Director of CDHD (Boise) and **Deaf/Blind Project**

Sue House – **Assistive Technology**

Yvonne Wright – Personnel and **front desk** supervisor

## We are driven by our Mission and Vision

**Mission:** “The University of Idaho Center on Disabilities and Human Development advances evidence-based policy and practice for people with disabilities, their families, and communities through exemplary and innovative education, outreach, research, and service.”

**Vision:** The CDHD is building a future in which everyone, including people with developmental and other disabilities, has a meaningful opportunity to live, learn, work, and play in their communities.

## Community Advisory Committee (CAC)

We are guided by an advisory committee made up of individuals with disabilities, family members, and professionals from around the state. The CAC plays an important role in the vision and mission of the center. They meet three times a year with our Director, Julie Fodor, to review activities and accomplishments and assist with the direction of future goals.

## We house 11 projects

The Center is awarded a core grant from the Administration on Intellectual and Developmental Disabilities. We are charged to leverage other grants with this funding. The following are our current projects:

- a. **America Reads (Olivia Lebens)** - America Reads places work-study students in various educational and literacy-based environments throughout Latah County in elementary schools, after school programs, reading programs, and early childhood programs. Work-study students assist young children or elementary students with reading, writing, language or math skills or assist with preparation of programs.
- b. **artAbility (Kalie Sorber)** – artAbility provides University of Idaho students with the opportunity to learn about and assist adults with disabilities in an art workshop setting. The entire goal of this project is to foster community outreach, specifically to adults with disabilities in Moscow, and to encourage student community involvement in an environment supported by the arts.
- c. **Deaf-Blind Equipment Distribution (Janice Carson)** - The Idaho National Deaf/Blind Equipment Distribution Program will distribute specialized customer premises equipment (CPE) to low-income individuals through assessment, procurement and services, to ensure effective access to telecommunications, Internet access, and advanced communications, including interexchange and advanced telecommunications and information services for individuals who are deaf-blind.
- d. **Idaho Assistive Technology Project (IATP) (Janice Carson)** - is a federally funded grant program dedicated to increasing the availability of assistive technology devices and services for Idahoans with disabilities. The project conducts training, policy, financing, public awareness, and outreach activities.
- e. **Idaho Project for Children and Youth with Deaf- Blindness (Robin Greenfield)** - The purpose of the Idaho Project for Children and Youth with Deaf-Blindness is to enhance the education services provided to children and youth, birth through 21 years of age, with both vision and hearing impairments. The project provides statewide technical assistance to support parents, service providers, and other agencies in meeting the educational needs of children and youth who are deaf-blind.
- f. **IdahoSTARS (Janice Guier)** - IdahoSTARS provides a comprehensive, coordinated, high quality professional development and child care resource and referral system in Idaho that:
  - i. Builds the developmental assets of young children with and without disabilities;
  - ii. Meets the needs of parents by raising the quality of child care, providing easier access to information about care providers, and through a renewed emphasis toward customer service;



- iii. Contributes to a healthy economy through increased compensation as early child care providers increase their skills in core competency areas. Goals of the project are to professionalize the child care profession and to increase the number of care providers who are able to care for children with medically fragile needs or who have other disabilities.
- g. **Idaho Special Education Support and technical Assistance (SESTA)**
  - i. **Professional Development in Low Incidence Disabilities (Robin Greenfield)** – The purpose of this project is to increase the number of school personnel prepared to serve students with low-incidence disabilities, to increase the number of mentor teachers in the area of low-incidence disabilities and the number of high quality field experiences, and to improve educational services and outcomes including quality of life for students with low-incidence disabilities.
  - ii. **Autism Supports Project (Barbara Broyles)** - The goals of the project are to:
    1. Promote optimal development and learning of children and youth with Autism Spectrum Disorders and other intellectual disabilities;
    2. Increase the number of highly qualified personnel serving children with Autism Spectrum Disorders and other intellectual disabilities;
    3. Increase the capacity of schools and districts to implement evidence-based practices; and
    4. Provide ongoing professional development to those teaching learners with Autism Spectrum Disorders and those with other intellectual disabilities.
  - iii. **ATTA (Janice Carson)** - Assistive Technology Technical Assistance Program-ATTA, in collaboration with the State Department of Education, offers technical assistance related to assistive technology to school districts across Idaho. The focus of this service has been child-centered and team-based and is designed to increase the capacity of school staff to deliver appropriate assistive technology services. Project will provide support and training to districts for individual student assistive technology assessment and follow-up services
  - iv. **Idaho Training Clearinghouse (ITC) (Cari Murphy)** - funded by the Idaho State Department of Education-Special Education, is designed to link school professionals, parents, and agencies with special education training opportunities and resources across the state. The ITC website houses an online training calendar and registration system, state and national resource links, 14 online learning communities, upcoming and past webinars, and professional development (in-service credit) offerings.

- h. **Naturalistic Observation Diagnostic Assessment (NODA) Project** (Gwen Mitchell) – A clinical study funded by NIH to evaluate the effectiveness of using NODA for the diagnosis of autism spectrum disorder (ASD) in children (age 18 months to 7 years) in rural areas in and around Idaho.
- i. **SPDG RTI Idaho Training Clearinghouse (Cari Murphy)** - The Idaho State Department of Education (ISDE) has a federal grant through the U.S. Department of Education, OSEP under the State Personnel Development Grant (SPDG) program. As part of the SPDG, the ISDE has outlined work to be completed by the Idaho Training Clearinghouse (ITC) in the carrying out of SPDG activities. Project activities include: Development and maintenance of an online learning community for district leaders and external coaches on Response to Intervention (RTI), to include documents for download, resource links, archived webinars, forums, and training materials; and coordination of webinars to support district leadership teams and external coaches.
- j. **SPDG Project Evaluation (Cari Murphy)** - The Idaho State Department of Education (ISDE) has a federal grant through the US Department of Education, OSEP under the State Personnel Development Grant (SPDG) program. As part of their SPDG, the ISDE is required to perform a project evaluation. The Center on Disabilities and Human Development serves as the outside evaluator for the SPDG project. The focus of the Idaho SPDG is to increase the fidelity of Response to Intervention (RTI) implementation across targeted schools to help all students, especially students with disabilities, become college and career ready.
- k. **University of Idaho Child Youth Study Center (Gwen Mitchel)** – This clinical service center provides a broad range of psychological assessment and counseling services for children and youth in the Palouse region.

## Interdisciplinary Training Program Policy Statement

The Interdisciplinary Training Program (ITP) is setting policy for all trainees employed at the Center on Disabilities & Human Development at the University of Idaho. Trainees will understand that, in accepting a position with the Center, they are entering a Program that requires:

- **Professional Development:** Trainees are required to fulfill 20 hours a semester (40 hours a year) of interdisciplinary professional development. The Interdisciplinary Training Director and Coordinator will identify conferences, trainings, seminars, webinars, and/or research for all trainees to be involved in each semester. It will be the trainee's responsibility to sign up and participate in these opportunities and to track their hours.
- **Individual meetings:** Trainees are required to meet individually, every 6 weeks, with the Interdisciplinary Training Coordinator to discuss their training plan and professional development activities.
- **Group Trainings:** Trainees are expected to attend six group trainings offered by the CDHD project and program directors throughout the 2017-2018 school year. A trainee is allowed one unexcused absence. If an unexpected hardship arises, the trainee will contact the Interdisciplinary Training Coordinator and notify the coordinator of their circumstances. If trainees fail to attend without contacting the coordinator, or have more than one unexcused absence they will be dropped from the Program.

I have read the Interdisciplinary Training Program Policy Statement and understand that I must fulfill the stated requirements or exit the Program.

Trainee Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_