INDIANA UNIVERSITY
BLOOMINGTON

2009 Annual Report

Indiana Institute on Disability and Community

Research, Education, and Service

Indiana's University Center for Excellence in Developmental Disabilities

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Indiana Institute on Disability and Community

Indiana's University Center for Excellence
in Developmental Disabilities

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From the Director's Desk

Onward, with Alacrity

We are fortunate to have an authentic spirit of partnership and collaboration with self-advocates and many others, in the interest of full community participation for people with developmental disabilities in every part of life in Indiana.

Together, we are giving new meaning to ideas we were only starting to understand in 1999 such as:

- Universal design for learning;
- Positive school climate;
- Collaborative teaching;
- Employment first policies;
- Outcomes in transition to adult life;
- Benefits management;
- Person-directed planning and supports;
- Self-advocate leaders;
- People with developmental disabilities in the arts;
- Employment for people with autism spectrum disorders;
- Accessible universities and post-secondary school possibilities; and
- Social media in our work and daily lives.

At the same time, the financial climates in Indiana, the USA, and around the world create unprecedented uncertainty about the future of these ideas that effect the full participation of people with developmental disabilities.

One response to such uncertainty is to "wait and see." A better response for all of us is to aggressively pursue better ways to deliver the possibilities of our best ideas to people with disabilities and their families and to find better ways to build the capacity of communities to include everyone. At the Indiana Institute on Disability and Community at Indiana University, we remain optimistic, and relentless, in working side by side with all of you, toward our mission…

"to work with communities to welcome, value and support the meaningful participation of people of all ages and abilities through research, education and service."

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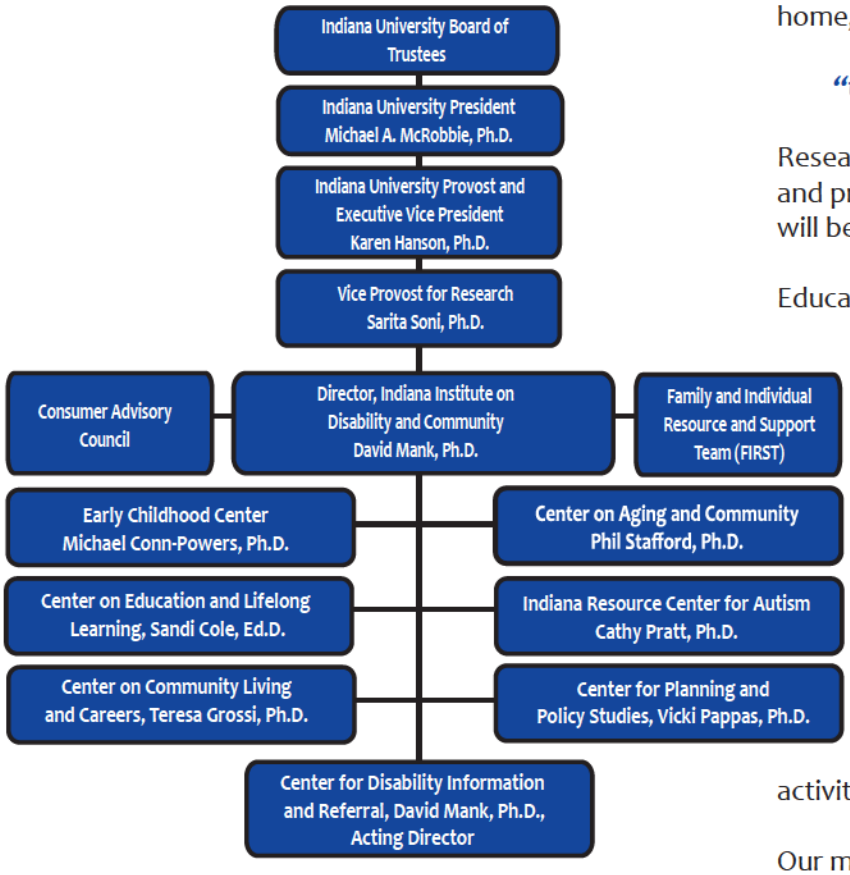
The Indiana Institute on Disability and Community (IIDC) at Indiana University, Bloomington has pursued a leadership role in research, education, and service since 1970. For nearly four decades now, our work has been about putting good ideas into everyday life in schools and communities in the interest of people with disabilities and their families.

Organizational Chart



Our mission is

… to work with communities to welcome, value, and support the meaningful participation of people of all ages and abilities through research, education, and service.

"To work with communities"

The Institute collaborates with community agencies, schools, advocacy organizations, government, institutions of higher education, and other community partners to effect improvements in quality of life.

"to welcome, value, and support the meaningful participation of people of all ages and abilities"

This is the core of our mission. It defines outcomes for diverse individuals, including people with disabilities, in all life spaces: schools, employment, home, and community settings.

"through research, education, and service."

Research means investigation and inquiry into ideas and practices in order to develop knowledge that will benefit people of all ages and abilities.

Education means teaching approaches, concepts, and new knowledge to students and community members in schools, institutions of higher education, and in community settings.

Service means putting research and new knowledge into practice in educational and community settings. Service means collaborations and partnerships to promote inclusive communities. Service means participation in local, state, national, and international, and higher education committees, councils, and association activities and governance.

Our mission, or call to service, is organized around four areas of emphasis:

Improve and expand ***early intervention and education***

- Enhance capacity of educational systems to offer universally designed programs.
- Promote effective transition practices.

Improve and expand ***livable communities***

- Support continued deinstitutionalization and community living.
- Maintain development of informal and formal supports for community participation.

Improve and expand ***employment opportunities***

- Promote supported and competitive employment with natural supports.
- Educate about Social Security work incentives and Ticket-to-Work.

Improve and expand ***supports for self-advocates and families***

- Promote consumer participation and voice in personal, local, and state decision-making.
- Continue to support growth of Indiana's self-advocacy and family supports movement.

SABE National Conference

The Indiana Institute, in partnership with The Arc of Indiana and our Developmental Disability Network partners, has supported Self-Advocates of Indiana (SAI). SAI was founded by a group of individuals with disabilities that came together as a community to learn, to give voice to decision making, and serve their communities.

In the fall of 2008, a bid to host the national Self-Advocates Becoming Empowered (SABE) conference was realized by SAI. The national conference was held in Indianapolis on September 4-7. The mission of SABE, founded in 1992, is to ensure that people with disabilities are treated as equals and that they have the same decisions, choices, rights, responsibilities as anyone else. SABE has regional representation of self-advocacy organizations across the U.S.

SABE 2008: "Rev Up Your Engines for Indianapolis – Self Advocacy's Got the Fever" hosted over 1,200 self-advocates representing 48 states and Canada along with 250 direct support professionals. Over 90 breakout sessions were available to conference participants. Session topics ranged from Disability and the Law to Self-Advocacy as Leadership, The Dating Game, College Accessibility for Persons with Disabilities, Micro Enterprise – You Be the Boss, and Sheltered Workshops: Shut them Down.

Keynote addresses were given by Keith Jones, disability rights activist and Andrew Imparato, President and CEO of American Association of People with Disabilities. The conference included elections to fill open positions for regional representatives and SABE board officers. A story tent, sponsored by the Indiana Institute, encouraged the sharing of memories and the telling of stories. Tours of Indianapolis, Karaoke, and dances were offered. Over 130 volunteers representing 38 organizations in Indiana assisted in support roles.

For more information on the Self-Advocates of Indiana or SABE, visit their websites at http://www.saind.org/index.html or http://www.sabeusa.org/. To order a DVD of SABE 2008 conference highlights (55 minutes), visit the Indiana Institute's e-store at http://www.iidc.indiana.edu/.

The Developmental Disabilities Bill of Rights Act of 2000 (PL 106-402) designates the Indiana Institute as a University Center for Excellence in Developmental Disabilities. This legislation defines a set of core functions including interdisciplinary education, research and evaluation, training and technical assistance, and information dissemination. These 'core functions' guide the scope of our work in building community capacity in Indiana.

Core Functions

Interdisciplinary Education

The Indiana Institute provides interdisciplinary education and training to university students to prepare the next generation of leaders in disability-related research, training, service delivery, and policy.

In 2008-2009, the Indiana Institute's Interdisciplinary Training Program supported 11 undergraduate and graduate students representing 7 disciplines across its seven Centers. Areas of study included:

- Education (curriculum and instruction, educational psychology, school leadership, special education)
- Geography
- Library Science
- School Leadership
- Social Work

What Students are Saying...

"I am a doctoral candidate in the School Psychology program. I have greatly benefited from my experiences at the IIDC, gaining hands-on knowledge through my work with four of the Institute's seven Centers and with the Director of the Institute, Dr. David Mank. Because of the Indiana Institute's emphasis on research, education, and service, I've gained an understanding of how research and related projects can support individuals with disabilities. I have made many connections through my work at the Institute. Many of these people have helped shape my education and future aspirations instilling in me a strong desire to advocate for individuals with disabilities and to support their self-advocacy. My pre-doctoral internship begins next year. Much of it will take place at the Boling Center for Developmental Disabilities, a University Center for Excellence located in Memphis, Tennessee."

– *Jessica Peters Myszak, Interdisciplinary Trainee*

"I am a doctoral student in the School of Education Learning and Developmental Sciences program, majoring in human development. I have a Master's in clinical psychology with Indiana licensure as both a mental health and school counselor. I bring practical experience in the field of mental health to my graduate assistantship with the Center on Aging and Community. I work as a researcher for a project focused on understanding what supports might assist family caregivers, often elderly, to keep their adult family member with a developmental disability in a home environment. This learning experience ties directly to my interest in human development across the lifespan. It provides me with an opportunity to look at family relationships with the unique challenge of aging caregivers and adults with disabilities."

– *Stephanie LaFontaine, Interdisciplinary Trainee*

In addition to supporting a cadre of graduate and undergraduate students, IIDC faculty and staff teach university course instruction to students in the Indiana University School of Education, Department of Anthropology, and Ivy Tech Community College. Over the last year, course instruction was provided to 774 undergraduate and graduate students through 56 individual courses, generating 2,305 student credit hours. Institute personnel provided academic advisement to 57 students.

Research and Evaluation

The Indiana Institute pursues research, evaluation, and policy analysis projects across our four areas of emphasis (early intervention and education, livable communities, employment opportunities, and supports for self-advocates). Our research agenda focuses on applied research, policy analysis, converting research to practice, and evaluations that access the effectiveness of services and policies.

COURSES FOR 2008-2009

Courses	Titles
Educational Leadership	— Building Unified Systems — Issues in Special Education Leadership — Practicum in Special Education Leadership
Educational Psychology	— Managing Classroom Behavior — Topic Seminar in Educational Psychology
Elementary Education	— Teaching and Learning for ALL Young Children: Early Intervention — Teaching and Learning for ALL Young Children" Preschool
In-Service Education	— Autism Team Training — Summer Institute on Autism Spectrum Disorders
Secondary Education	— Field Seminar in Teacher Education
Special Education	— Assistive Technology — Building Inclusive Middle/Secondary Schools — Classroom Climate and Discipline — Differentiated Instruction — Graduate Seminar on Disability Issues — Internship in Special Education — Introduction to Exceptional Children — Single Subject Research — Survey of Mild Handicaps — Teaching Social Skills — Teaching Students with Special Needs in Elementary Classrooms — Teaching the Exceptional Learner in Elementary School — Transition Across the Lifespan
Vocational Education	— Introduction to Disabilities — Health and Wellness — Community Integration — Positive Personal Supports — Disability Support Teams — Speech Communication

Research Highlight: Autism Family Needs Assessment Survey

Every three years, the IIDC's Indiana Resource Center for Autism is legislatively mandated to conduct a state-wide needs assessment survey on issues relevant to families and individuals on the autism spectrum.

Parents and caregivers provide input regarding school services, employment issues, adult services, therapeutic interventions, and financial resources. Survey results will be presented to the Indiana Legislative Commission on Autism and other state agencies to assist in evaluating the effectiveness of the current system and to direct state policy and legislation.

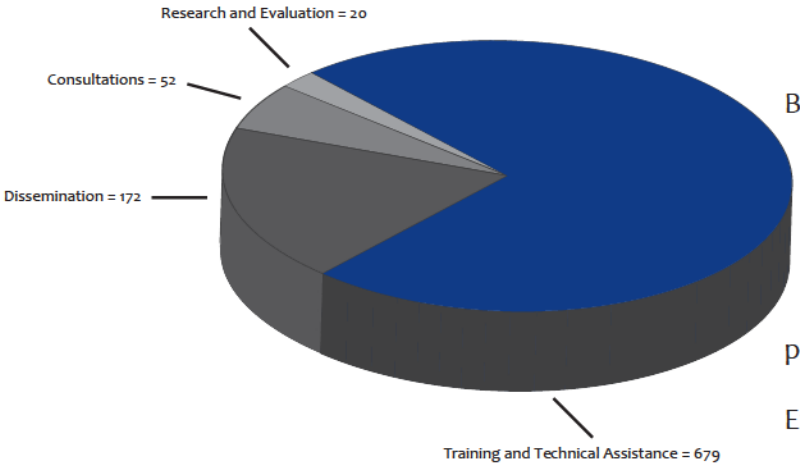
RESEARCH FOR 2008-2009

Areas	Projects
Early Intervention	— Essential Skills for Successful School Readiness — Evaluating Quality and Impact of the Indiana First Steps Early Intervention System — Examining the Psychometric Properties of the Autism Social Skills Profile – Preschool Years — Increasing Social Engagement in Young Children with Autism Spectrum Disorders Using Video Self-Modeling and Peer Training — Prekindergarten Program Implementation in Indiana Schools — Universally-Designed Early Education Practices that Promote School Readiness Outcomes for All Children and Families
Education	— Professional Development Outcomes for Educators — Program Evaluation: Assessing the Learning and Practice Outcomes of the Autism Team Training — School Policy Analysis: Time-Out, Seclusion, and Restraint — Social Skills Interventions for Youth with Autism Spectrum Disorders: A Meta-Analysis of Interventions Implemented in Clinical Settings — Social Skills Outcomes of the Social Skills Research Center
Employment	— Day and Employment Services Outcomes System — Project SEARCH — Usability Testing of the ArtsWORK Indiana Website Protocol
Livable Communities	— Analysis of Current Perceptions of Indiana's Medicaid Waiver System — Evaluation of the Direct Support Professional Career Ladder Program — Healthy Crestmont — Indiana Partnerships for Lifespan Communities: Statewide Planning Grant Evaluation — Stories of Muscatatuck — 2008 Disability Poll: Focus on Voting and Civic Engagement — 2009 Disability Poll: Focus on Transportation
Support of Self-Advocates and Families	— Evaluation of the Self-Determination Effects of the Building Leadership Series — Family Needs Assessment — Family Supports Research and Demonstration

Training and Technical Assistance

The Institute's research and evaluation outcomes are translated into practice through our training and technical assistance activities. Training events and workshops target a wide range of participants. Training events include topics across ages and community settings. Training teams are interdisciplinary and include family members and persons with disabilities as co-trainers. In 2008-2009, IIDC faculty and staff conducted 923 training and technical assistance events totaling 11,673 hours, reaching 44,530 participants. Continuing Education Units and Indiana University graduate credits were made available to participants at selected events.

Training and Technical Assistance Events



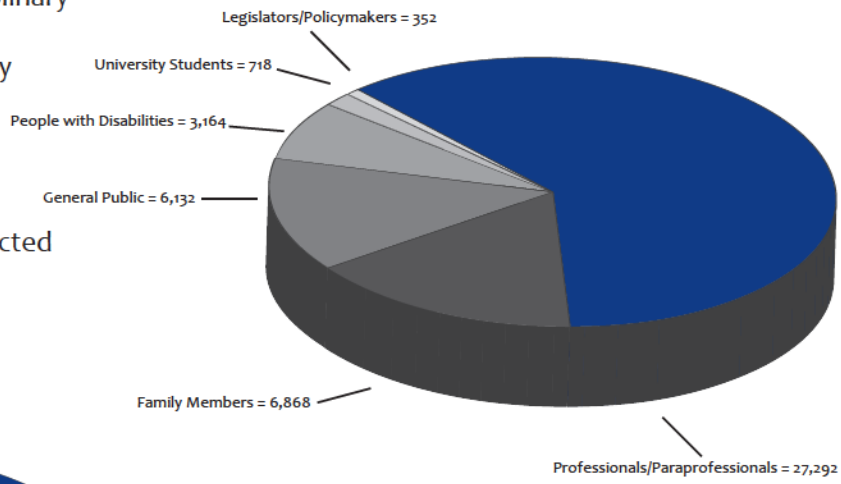
Highlight: Training in Differentiated Instruction

The Center on Education and Lifelong Learning offers professional development in differentiated instruction. Research on effective curriculum and instruction shows that "one size fits all" instruction does not address the diverse learning profiles of students. Differentiated Instruction is an approach to instruction offering multiple options for learning based on students' individual learning profiles, interests, and strengths.

A week-long "summer camp" was offered in June. Educators from across grade levels and content areas share the experience of being engaged in instruction, modeling, discussion, and design of differentiated learning. Registrants have the option of receiving three hours of credit from Indiana University Bloomington.

Differentiated instruction training opportunities within schools or districts are made available which include half day overviews, on-going series over the school year to focus on specific topics and strategies, and/or full two- to four-day workshops to redefine teacher roles in the classroom.

Participants

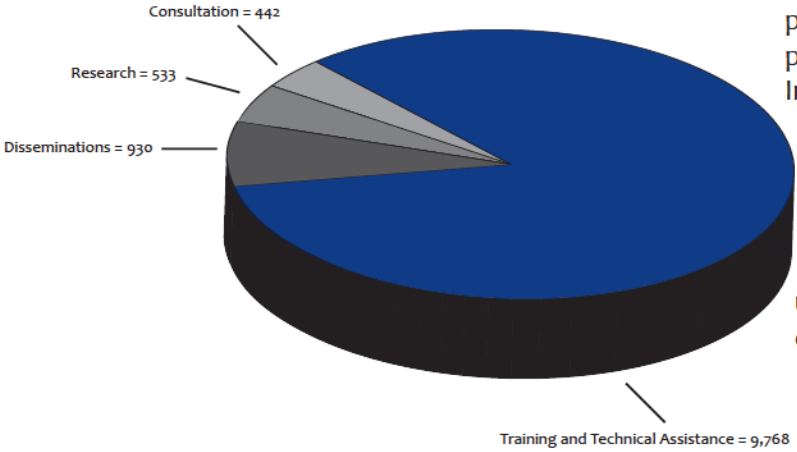


Building capacity in schools, local and state agencies, and family and consumer organizations is the focus of the Institute's technical assistance activities. Our technical assistance efforts are designed to be collaborative in nature and focus on practical solutions in schools and community settings. Last year, over 11,500 hours of training and technical assistance was provided across the state.

Examples include:

- Applying universal design principles in early childhood settings;
- Conducting district-wide program evaluations to create a unified system of education;
- Designing curriculum for leadership training in self-determination for persons with disabilities;
- Disability awareness and assistive technologies support for families and professionals;
- Improving transition services in Indiana and increasing corporate job development;
- Planning for more inclusive communities to human services organizations and community coalitions; and
- Supporting school teams to enhance programs and build capacity to educate students across the autism spectrum.

Training and Technical Assistance Hours



The Indiana Institute promotes the independence, productivity, and inclusion of persons with disabilities and their families through active participation on boards and committees. Last year, our work included involvement on a total of 145 committees and working groups.

- Forty-six national committees
- Forty-two state committees
- Eighteen university-related committees
- Thirty-nine local committees

Dissemination

The Indiana Institute is committed to disseminating research findings, training materials, reports, and other informational media. IIDC dissemination activities include a commitment to cultural competence by providing key informational materials in Spanish.

In so doing, the Institute has established relationships with Hispanic/Latino community organizations in Indiana, has recruited Spanish speaking staff from the La Casa Cultural Center at Indiana University to field inquiries, and is highlighted on a Latino web site hosted by the City of Bloomington.

In addition to refereed and non refereed journal articles, books and chapters, conference proceedings, technical reports, media products, newsletters, and other print and non print materials (see Publications and Products on p. 19), four specialty newsletters were disseminated via print, fax, e-newsletters, and the Web.

The Indiana Institute's Center for Disability Information and Referral strives to be the primary disability library for residents of the state of Indiana.

The Library collection contains over 8,000 books, kits, videos, and DVDs that are available to borrow by anyone in the state. Materials cover issues impacting the lives of people with disabilities from birth through the aging process. Also, materials are searchable through the Indiana University Libraries online catalog.

Each of our Centers maintains a web presence focused on their content areas. Last year, the Institute logged nearly 3,000 visits per day and over 1 million visits for 2008-2009. The IIDC has begun using social media approaches in our dissemination efforts.

The Institute's Centers

The work of the IIDC's seven Centers includes 19 projects funded through federal, state, and local funding streams. Our funding is congruent with our mission, four areas of emphasis, and related goals. The following section of this report describes the work of these Centers to promote integration, productivity, and community.

Early Childhood Center

The mission of the Early Childhood Center is to advance the universal design of early education practices that promote school readiness for all children.

The Center engages in research, program and product development, and community outreach in early education enhancing school readiness for all children. Center efforts employ universal design principles to strengthen the physical, instructional, health, and social-emotional elements of early education that helps all children and their families enter school successfully.

Early Childhood Meeting Place

The Early Childhood Meeting Place connects Indiana's early childhood communities to education, resources, and news via a consumer-driven website. Last year, the Indiana State Department of Health funded the Center to support and expand the family resources section of the Meeting Place website. A new subsection dedicated to financial resources was added, with 22 financial fact sheets posted outlining resources for Indiana's families. The Center worked with the State's Sunny Start Initiative to publish, both in print and electronically, a Wellness Passport for Indiana's families with young children. The Wellness Passport is a personal health record for families to record and maintain comprehensive health and medical information about their children. Twelve thousand printed copies and 2,700 flash drives were distributed to Indiana's families.

Evaluation of Indiana's First Steps Early Intervention System

Over the past seven years, the Center has worked with Indiana's First Steps program to evaluate its impact on infants and toddlers with disabilities and their families. From October 2007 through November 2008, the Center conducted an independent evaluation and audit of the First Steps early intervention system. The purpose of this evaluation was to examine the impact of state policies on children and families, service providers, and early intervention services.

Center staff worked with the state and its Interagency Coordinating Council to collect and analyze a decade of data from multiple sources, including state data on children, families, providers, and services; survey data from providers and family members; monitoring data; and state policies and memoranda. The results of the evaluation were submitted for an independent review. The results of the evaluation and independent audit were presented to the Developmental Disabilities Legislative Commission and to the State Interagency Coordinating Council.

Unified Training System (UTS) Coordination

Over the past 12 years, the Center has provided training and resources to families of young children with disabilities and the professionals who serve them. This past year, the Center offered training on five topics for families using distance learning technology. Funding also provided financial resources to families of children with disabilities to attend conferences, local training events, purchase reading materials, and attend local meetings designed to improve their capacity to care for their children. The Center distributed approximately $70,000 in financial support to these families as part of the Unified Training System. The Center also hosts and runs the Family to Family website, listserv, and bi-monthly newsletter reaching thousands of families.

Center on Education and Lifelong Learning

The mission of the Center on Education and Lifelong Learning (CELL) is to work with schools and communities to welcome, include, educate and support all learners. The Center's work is transformational, knowledge-driven, community-minded, sustainable, participatory, and mission driven.

Monroe County CAPE Kids Count

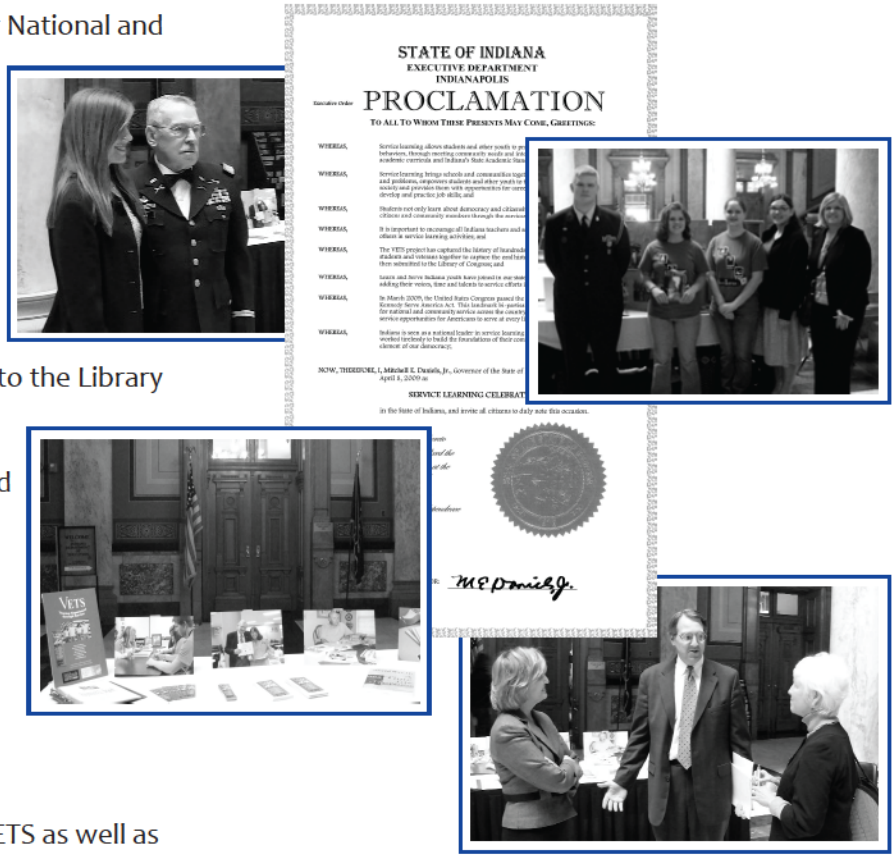
Ensuring that children enter school ready to learn, stay in school, and graduate with the skills to assume a job or pursue further educational opportunities is the goal of the Monroe County CAPE Kids Count project. Family resource centers located in Monroe County schools provide training and learning activities designed to support literacy development at home for infants, toddlers, and school-age children PK-12.

National Veterans Service Project

Through support from the Corporation for National Service, two IIDC Centers were selected, along with cohorts in Maryland and Vermont, to participate in a Program of National Significance titled VETS: Voicing Experiences through Service. The goal is to engage youth (14-21) with disabilities in community service opportunities. Participating students recorded the experiences of veterans and submitted final histories to the National Veteran's History Project and the Library of Congress. To date, 400 students with and without disabilities have collected approximately 200 oral histories.

VETS: Voicing Experiences through Service

A statewide celebration was held to honor students and veterans who have participated in VETS: Voicing Experiences through Service, a Program of National Significance, funded by the Corporation for National and Community Service, in partnership with the National Service Inclusion Project. The Indiana Institute's Centers on Education and Lifelong Learning and Community Living and Careers collaborated with the University of Vermont and TransCen, Rockville, Maryland, to support programs pairing young people and veterans to write and submit oral histories to the Library of Congress.



The VETS Appreciation Celebration was held at the Rotunda at the Indiana State House. This was an opportunity to showcase Indiana's service learning efforts and to honor these exceptional Hoosier young people, teachers, and veterans who willingly shared their stories. Governor Mitch Daniels issued a proclamation of a Day of Celebration for Service Learning.

Student displays and presentations from VETS as well as Indiana Learn and Serve provided information to legislators and other state leaders about the great things that can happen when students work to meet needs in their schools and communities.

This awareness-raising, as with other forms of service-learning, give students experience in active citizenship.

The VETS approach has successfully combined transition and career development, oral history, and service learning. Site coordinators from participating states have developed, field-tested, and refined curriculum and are making revisions that demonstrate how transition and career development skills can be taught by blending service learning and oral history.

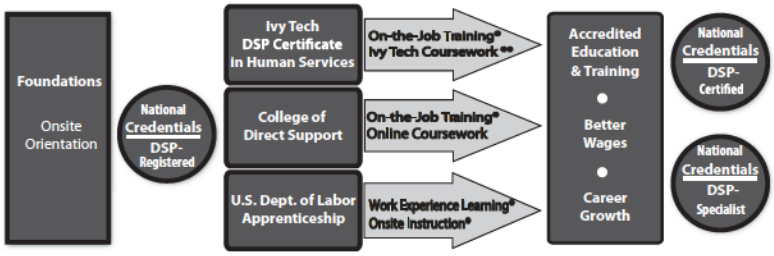
To date, over 400 students with and without disabilities have collected nearly 200 oral histories. Students with special needs and those with English as a second language participated at all sites. For more information about the VETS: Voicing Experiences through Service Project, resources, additional photos, sample products, and more, visit http://www.iidc.indiana.edu/vets/.

Center on Community Living and Careers

The mission of the Center on Community Living and Careers is to promote partnerships between schools and support organizations to bring about positive changes in the lives of individuals and families as they live, work, and participate in their communities. Center objectives include improving transition and adult services through career development, secondary education and transition services, integrated employment, community living, systems and policy analysis, and person-directed planning.

Direct Support Professional Development

The Direct Support Professional Development program is a training initiative focused on improving the quality of life for people with disabilities while enhancing professionalism and career opportunities of direct support professionals (DSPs). DSPs at nine participating provider agencies were eligible to enroll in the first of what will be three Direct Support Professional Development education and career pathway choices.



*Includes 200 hours of instruction plus 300 hours of on-the-job training or work experience
**College credits earned upon completion

Pathways include the Ivy Tech Direct Support Professional Development Certificate in Human Services, the Indiana College of Direct Support, and the Department of Labor's apprenticeship program.

Training topics ranged from First Aid to positive behavior supports and person-centered planning. In the spring of 2009, the program had an enrollment of 700 participants and graduated 43 DSPs from the nine participating agencies.

Indiana Department of Education Professional Development

In a collaborative effort between two of the Institute's Centers, this training initiative provides a variety of training and facilitation to give educators the tools necessary to develop and implement quality transition services and activities. Training efforts have focused on understanding and applying the new rules and regulations for the Transition IEP and developing quality IEPs that reflect quality transition services. A comprehensive program evaluation is available to identify program strengths and weaknesses and provide systems improvement.

Indiana Medicaid Infrastructure Grant (MIG)

Finding innovative and collaborative ways to remove barriers to competitive employment for people with disabilities is the focus of the Medicaid Infrastructure Grant (MIG). MIG funding supports Center efforts to develop and maintain a network of trained benefits counselors and agency staff skilled in providing benefit and work incentive information to those seeking Social Security, Medicaid, Medicare, and other federal and state benefits programs.

The Benefits Information Network (BIN) project provides annual competency-based training for employment and rehabilitation professionals to enhance their knowledge and skills about benefits and employment incentives. Additional resources include a Disability Benefits and Work web site. The grant also focused on opening doors to employment through their Corporate Job Development and Indiana Project Search Initiatives.

Vocational Rehabilitation Leadership Training

The Center contracts with Indiana Vocational Rehabilitation Services (VRS) to support VRS' Leadership Academy. The Academy prepares VRS counselors and community employment providers to strengthen school-to-work and community-based employment for persons with disabilities.

Direct Support Professional Initiative Graduates Forty-Three

Forty-three direct support professionals (DSPs) took center stage last spring when they became the first graduates of the state of Indiana's new Direct Support Professional Development training and education program. Ceremonies included a web-based "virtual" graduation that featured videotaped congratulations from state officials and experts in the field, including Peter Bisbecos, Director of the Indiana Division of Disability and Rehabilitative Services (DDRS) and Amy Hewitt, Project Director of Minnesota's Research and Training Center on Community Living.

Nine participating organizations providing services to Hoosiers with developmental disabilities had DSPs complete both Foundations coursework and Ivy Tech Community College coursework. Foundations, the first level of training, is a six-day competency-based orientation that is provided onsite and online by agency-based trainers. Foundations provides DSPs with a minimum standard of competency via six training modules. The second level of training, the DSP Certificate program, offers participants five three-hour courses which build upon the Foundations orientation. The coursework is designed to provide more in-depth information on topics ranging from first aid to positive behavior supports and person-centered planning. Graduates receive college credit, earn their Human Services Certificate, and are eligible for national credentials.

Evaluation tools have been developed to assess the effectiveness of recruitment and retention strategies. These strategies will be disseminated to other providers in Indiana and assist in statewide implementation in the years ahead. This Direct Support Professional Development is an initiative created by a partnership of the Indiana Family and Social Services Administration, Division of Disability and Rehabilitative Services, self-advocates, Ivy Tech, Indiana provider organizations and the Indiana Institute's Center on Community Living and Careers which coordinates the program. Visit http://www.iidc.indiana.edu/index.php?pageId=1836 for more information on the Direct Support Professional Development training and education program.

Direct Support Professional Development
Building Careers & Enhancing Lives in Indiana

From the VR orientation course for new counselors to more advanced in-depth topics, VRS and community employment personnel are provided a competency-based curriculum to enhance their professional development (core and advanced) and leadership skills. The Center also supports VRS with the statewide coordination of Project SEARCH Indiana.

Project SEARCH includes teams of adult employment providers, school systems, and local businesses working together to provide transition-aged students with quality internship experiences in preparation for competitive employment. Since January 2009, six students have found competitive employment through the Project. The Center also works with VRS to collect and provide analysis of employment data and supports the implementation of Vision 2010-Employment First.

Center on Aging and Community

The Center on Aging and Community provides leadership that enables older persons to lead self-determined lives within their communities. Practices that ensure access to opportunities for meaningful, productive, and healthy lifestyles are promoted through an emphasis on community membership and community building, promoting the voices of older persons and adults with disabilities, and through research, training and technical assistance, and policy development.

Building Leadership Series

In a project supported by Indiana's Developmental Disability Network partners, the Center coordinates a statewide leadership program for adults with developmental disabilities. Building Leadership Training series offers a curriculum that features skill building in the areas of choice, self-determination, and person-centered planning.

Indiana Partnerships for Lifespan Communities

The Center manages a statewide planning demonstration grant for the U.S. Administration on Aging entitled Partnerships for Lifespan Communities. As a part of this project, the Center coordinated the most comprehensive, randomized telephone survey of 5,000 adults 60 and older, ever undertaken in Indiana. Results from the survey are being incorporated into planning projects in 16 multi-county areas and five local neighborhoods in Indiana.

The Center has developed a website with resources and evaluation tools to assess the effectiveness of participating communities in their planning processes and outcomes, and provided training and technical assistance to local initiatives throughout the state. With this work, Indiana is becoming a model for 'elder friendly community' planning efforts nationwide.

Building Leadership Series

There are approximately 76,000 adults with developmental disabilities in Indiana. Despite improvements in community-based services, many adults remain unable to reach their full potential as participating and contributing citizens due to barriers of poverty, education, experience, health, employment, service delivery, and public attitude. To address these issues, the Indiana Institute's Center on Aging and Community offers a training series designed to skill build in personal choice, self-determination, and person-centered planning for adults with disabilities.

With funding support from the Governor's Council for People with Disabilities and Indiana Protection and Advocacy Services, the Building Leadership Series (BLS), now in its third year, has had 54 participants. The series is presented by staff from the Center along with persons with disabilities. The curriculum provides a mix of interactive activities, video, discussion, role-play, and lecture.

Evaluative data is compiled through a pre and post assessment given to attendees. BLS graduates return home with leadership skills that are useful for making better personal choices, being more engaged in their community, and taking more control of their own lives. Some of the findings from BLS include:

- The three two-day workshop format works well for developing group rapport and trust.
- Support staff and family learn new ways to support individuals. They leave with a new 'sense' of person.
- BLS activities lead to real life changes.
- Evaluations and testimonials from participants and family/support staff indicate high levels of satisfaction with BLS.

This past spring, the Center hosted a reunion for the 2006 and 2007 classes. Twenty-four graduates participated and made presentations on goals achieved, active roles they were now taking, and how their lives had changed.

What people are saying about BLS...

"When I went to [the workshop], it was great! I learned to be a good spokesperson and I learned about what was out there waiting for me." – *Mark Hublar, BLS graduate*

For Mark Hublar, his BLS experience led to an opportunity to address Congress as part of the National Down Syndrome Congress. "What Mark learned in [BLS] sure helped him talk to Congress last week. He went as a self-advocate. Who says individuals with a disability can't make a difference in this world? Thanks for all you and your staff do for individuals with disabilities." – *Al Hublar, parent*

"Thank you for doing the conferences. I believe attending [BLS] has allowed Jarrett to come out of his shell. He is a different person because of what he learned." – *Tim Guiff, parent*

"Personally, BLS has touched my heart in so many ways. Although I have been in this field for almost 13 years, I can't recall any event that so quickly and dramatically changed people's lives for the better." – *Ruth Fields, support staff*

"I learned how to speak up and advocate for myself and how to do my own PCP (Person Centered Plan) and mapping my story and what my rights are and what self-determination means and it has changed my life and my husband Louis' life as well." – *Ashley Porter, BLS graduate*

For more information on the Building Leadership Series, visit http://www.iidc.indiana.edu/cac/.

Indiana Resource Center for Autism

Building capacity within local communities, organizations, agencies, and families to support children and adults across the autism spectrum in work, school, home, and community settings is the focus of the Indiana Resource Center for Autism.

Center activities include state-level outreach training and autism team consultations, research, materials development and dissemination, and evaluation to determine impact.

Act Early

With funding from the Association of University Centers on Disabilities (AUCD), the Indiana Resource Center for Autism, in conjunction with Indiana's Interagency Autism Coordinating Committee, works to implement Indiana's Comprehensive State Plan to Guide Services for Individuals with Autism Spectrum Disorders. Committee membership represents the state department of health, education, social services, vocational rehabilitation, birth-3 programs, service providers, university-based personnel, advocates, and members of the Autism Society of Indiana. The specific focus of the Act Early grant is to create and disseminate materials that educate and inform physicians and other medical providers treating children on the autism spectrum.

Increasing Social Engagement in Young Children with Autism Spectrum Disorders

Addressing deficits in social functioning for children on the autism spectrum is the research focus of this project. Social skill deficits increase the likelihood of social failure, peer rejection, and isolation. Building on previous research in the area of deficits in social functioning through the implementation of video self-modeling (VSM) and peer-mediated intervention, study outcomes are expected to yield information to schools and families about the effectiveness and usefulness of VSM for students with autism spectrum disorders. Additional results are anticipated to yield a treatment protocol available to parents and professionals for social skills intervention procedures.

Center for Planning and Policy Studies

The mission of the Center for Planning and Policy Studies is to promote systems change that helps communities and organizations include, support, and empower people with disabilities. The Center accomplishes this by facilitating collaborative planning and by advocating policies that result in full participation of people with disabilities in community life.

ADA-Indiana

The Center is the designated fiscal agent for ADA-Indiana, the State Steering Committee for implementation of the Americans with Disabilities Act, through a partnership with the Great Lakes ADA Center at the University of Illinois at Chicago. ADA-Indiana promotes implementation of the Americans with Disabilities Act (ADA) through research, training, and community education activities. Staff coordinate and implement many of these, including audio conferences, webinars, and training events. Center staff also manage the grants that ADA-Indiana awards to community organizations interested in addressing local ADA.

The Center also conducts policy research, provides training for targeted audiences, and sponsors an annual ADA Celebration. ADA-Indiana membership includes representatives from state government, the Indiana Developmental Disabilities Network, business owners, and disability advocates.

Indiana Developmental Disabilities Study Project

With funding through the Indiana Governor's Council for People with Disabilities and support from The Arc of Indiana, INARF (Indiana Association of Rehabilitation Facilities, Inc.), and the Indiana Family and Social Services Administration, the Institute contracted with Dr. David Braddock, Executive Director of the Coleman Center for Developmental Disabilities in Colorado, to conduct a policy review of intellectual and developmental disabilities services in Indiana. The study was based on previous comparison studies conducted in 1996, 2000, and 2004. The study concluded that Indiana has seen progress in closure of its developmental centers, growth in community services spending, and improvement in date reporting capacities. Recommendations include expansion of home and community-based waivers, increased growth of employment services and family supports, better wage and benefits for direct support personnel, and re-allocation of institutional funding to community services. The findings were presented to state legislative leaders as well as to the leadership of the Indiana Family and Social Services Administration. Dr. Braddock was the keynote speaker at the annual Governor's Council for People with Disabilities conference, where the report was presented.

Medicaid Waiver Services Project

In preparation for the renewal of Indiana's Medicaid Home and Community-based waiver services programs, the Division of Disability and Rehabilitative Services (DDRS) contracted with the Institute to solicit feedback from stakeholders regarding how the existing waiver system was, or was not, meeting the needs of Hoosiers with disabilities. To accomplish this, the Center coordinated statewide "Community Conversations" about waivers. Three information gathering strategies were used: face-to-face 'all-comers' meetings of consumers and providers, invited focus groups, and a statewide online survey. A total of 656 individuals participated in the Medicaid Waiver conversations including the survey. A summary report was submitted to the state. The findings included implications for training, waiver options, system implementation, and other improvements.

The Collaborative Work Lab: Helping People Work Together – Better

"We seem to spend a lot of time arguing at our other meetings, with one or two people dominating the discussion. I think everyone in the group contributed and therefore we were more productive today than we have been in the past."
– *Human service agency staff member*

"We discussed more topics in greater depth… It did not replace the normal discussion, but rather enhanced it."
– *Business manager*

"It forces people to focus on issues. It gives shy people the means to contribute. It [helps] organize information instantaneously. This will speed up report production."
– *Government agency staffer*

These are but a few of the comments made by individuals who have experienced a new way of meeting through the use of the IIDC's Collaborative Work Lab (CWLab) at the Center for Planning and Policy Studies (www.iidc.indiana.edu/index.php?pageId=33).

The CWLab is a state-of-the-art group work environment. This unique resource offers innovative technology to assist groups in becoming more collaborative, focused, and effective.

Sessions are held at the Indiana Institute or at a newly established sister lab (COVOH Collaborative Work Lab) operating from the offices of The Arc of Indiana (www.arcind.org/) in Indianapolis. The CWLab, Bloomington, serves human service agencies, community and professional organizations, government agencies, business groups, and university faculty and staff.

The COVOH Collaborative Work Lab is available to local chapters of The Arc, not-for-profit organizations, and businesses. The COVOH Collaborative Work Lab was made possible through a donation from the Council of Volunteers and Organizations for Hoosiers with Disabilities, which is no longer in operation, and honors COVOH leaders Amy Cook Lurvey, Muriel Lee, and Henry Schroeder and was made possible through a donation from Muriel Lee.

COLLABORATIVE WORK LAB
helping people work together... better!

Center for Disability Information and Referral

The Center's mission is to provide access to authoritative information and resources for people with disabilities, their families, and professionals in Indiana through comprehensive library services.

This is accomplished through the utilization of various media to provide information access for the widest possible audience, partnership building with communities to encourage collaboration and growth, and a commitment to providing the highest level of service through continued professional development.

Center Resources include:

- Lending Library of over 8,500 books, videos, and kits available to Indiana residents;
- Web presence providing access to information on a variety of disability-related topics;
- Desk reference service available by phone, online, and in person;

- A newsletter focusing on topical bibliographies, book reviews, and library news;
- Listserv and blogs providing resources and library services updates; and
- Training and technical assistance in accessible web site development, assistive technologies, disability awareness, family support, and Library instruction.

Technology Improvement Award

The Center received funding to purchase adaptive technology hardware and software programs through the National Network of Libraries and Medicine, University of Illinois at Chicago. Library patrons with disabilities can find information online and convert print materials into accessible formats with the aid of adaptive technology software.

Indiana Institute Council of People with Disabilities and Family Members

Twice a year, the Institute convenes its Council of People with Disabilities and Family Members to provide feedback on current IIDC initiatives and help frame future initiatives. We seek ideas from Council members regarding new directions and roles. Recent discussions focused on such topics as:

- How the national economic downturn will affect people with disabilities;
- Accountability in employment outcomes;
- Social Security as a disincentive to employment;
- Promoting self-advocacy and full participation; and
- Universal design in education and services.

Membership is comprised of individuals who are active in Indiana's disability movement and includes persons with disabilities, family members, and the Developmental Disabilities Network, including the Governor's Council for People with Disabilities and Indiana's Protection and Advocacy System (IPAS).

Council membership includes:

- Denise Arland
- Sylvia Brantley
- Barbara Campbell
- David Carter
- Melody Cooper
- Nan Daley
- Michael Ely
- Frank Epperson
- Tom Gallagher
- Shelly Hackett
- Leah Helvering
- Suellen Jackson-Boner
- Becky LaPadula
- Cori Mitchell
- Lindsey Smith
- Chris Stroguiludis
- Karen Vaughn
- Betty Williams

Family and Individual Resource and Support Team (FIRST)

In addition to IIDC's Council, another avenue for the voices of families and consumers to be heard within the Institute and across communities in Indiana is through the efforts of the Family and Individual Resource and Support Team (FIRST). FIRST membership is comprised of Indiana Institute employees who are parents, family members, or individuals with disabilities. FIRST members bring a unique blend of personal and professional disability-related perspectives to our work.

The Indiana Institute on Disability and Community at Indiana University, Bloomington receives core funding from the Administration on Developmental Disabilities (ADD), U.S. Department of Health and Human Services. Additional funding sources include foundation contracts, state grants, and federal resources. Facilities support comes from Indiana University.

Federal (12.1%)

- Corporation for National and Community Service
- U.S. Department of Health and Human Services

State (37.3%)

- Generated Income
- State of Indiana

State Grants and Contracts (44.1%)

- Indiana Governor's Council for People with Disabilities
- Indiana Department of Education, Division of Exceptional Learners
- Indiana Family and Social Services Administration
- Indiana Family and Social Services Administration, Division of Disability and Rehabilitative Services
- Indiana Protection and Advocacy Services
- Indiana State Department of Health
- Indiana Vocational Rehabilitative Services

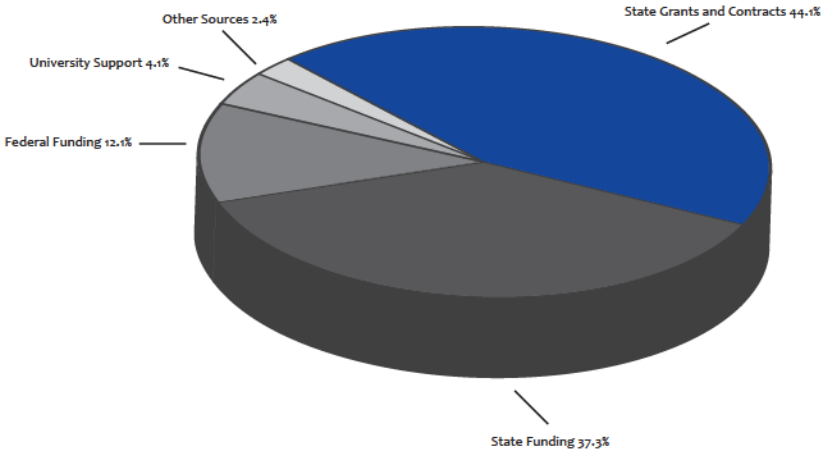
Other Sources (2.4%)

- Association of University Centers on Disabilities
- Community Foundation of Monroe County
- Daniel's Foundation Fund
- National Network of Libraries and Medicine, University of Illinois at Chicago
- Organization for Autism Research
- University of Indianapolis
- University of Illinois at Chicago

University Support (4.1%)

- Capital and Noncapital Assets

Finances



The IIDC reports to the Office of the Vice Provost for Research (OVPR) and the Trustees of Indiana University. OVPR's mission is to support the faculty at Indiana University by facilitating ongoing research and creative activity and support incubating new initiatives. OVPR works with faculty to develop individual and collaborative research programs – on individual campuses, between IU campuses, and with other research institutions.

Indiana's Developmental Disabilities Network

The Indiana Institute partners with the Indiana Governor's Council for People with Disabilities (www.in.gov/gpcpd/) and Indiana Protection and Advocacy Services (www.in.gov/ipas/) to ensure that individuals with developmental disabilities and their families participate in the design of, and have access to, culturally competent services, supports, and other assistance and opportunities that promote independence, productivity, and inclusion into the community. Each of these organizations receives funding through the Administration on Developmental Disabilities (ADD). The Directors of each organization meet to review activities, and plan strategies for state policy development and implementation.

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Dissertations (in progress)

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Piper, A. (in progress). Parent's experiences with early intervention professionals.

Abbott, Daniel, M.S., Graduate Assistant, CCLC
Anderson, Pam, Resource/Outreach Specialist, IRCA
Ansaldo, Jim, M.A.T., Research Associate, IRCA
Arthur, Ian, M.Ed., Graduate Assistant, CPPS
Ave, Bonnie, M.S., Site Coordinator, INSIG
Banks, Becky, M.A., Research Associate, CCLC
Beard, Cathy, Family Support Specialist, ECC
Beasley, Donna, Administrative Program Secretary, IRCA
Bellini, Scott, Ph.D., Assistant Center Director, IRCA
Boivin, Amy, B.S., Program Assistant, CeDIR
Bollinger, Brett, Ph.D., Co-Director, INSIG
Bowman, Cleta, Resource Manager, IRCA
Brentano, Michele, M.S., Research Associate, CELL
Chait, Jeffrey, M.A., Research Associate, CPPS
Chapman, Carrie, Ph.D., Visiting Lecturer, CELL
Cole, Sandi, Ed.D., Center Director, CELL
Conn-Powers, Michael, Ph.D., Center Director, ECC
Copas, Sandra, Accounting Associate, Admin.
Cross, Alice Frazeur, Ed.D., Research Associate, ECC
Davies, Catherine, M.Ed., Research Associate, IRCA
Davis, Kim, M.S., Research Associate, IRCA
DaWalt, Linda, M.A., Research Associate, CCLC
Dixon, Sue, M.A., Program Trainer, ECC
Doyle, Kelly, B.S., Program Secretary, IRCA
Dubie, Melissa, M.A., Research Associate, IRCA

Dutkowski, Jackie, Administrative Program Secretary, ECC
Ehlers, Joe, B.S., Information Technology Manager, Admin.
Ehrich, Carol, Resource Manager, ECC
Ellis, Darra, Receptionist, Admin.
Figg, Harriet, Business Manager, Admin.
Fosha, Joel, B.S., Public Relations and Marketing, Admin.
Garcia-Harris, Carmen, M.S., Site Coordinator, INSIG
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Grossi, Teresa, Ph.D., Center Director, CCLC
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