



putting good ideas into practice ...

**RESEARCH • EDUCATION • SERVICE**

... in schools and community settings

**2012**

## **Annual Report**

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**INDIANA UNIVERSITY  
BLOOMINGTON**

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## ACKNOWLEDGEMENTS

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## MISSION

The Indiana Institute works 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, higher education, and other community partners to effect improvement 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 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, 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 committees, councils, and association activities and governance.



Thank you for spending a little of your time reviewing the 2012 Annual Report of the Indiana Institute on Disability and Community.

## FROM THE DIRECTOR'S DESK

If you are reading this, chances are you share in our passion for putting research and good ideas into everyday practice in schools and community settings in the interest of building community that includes everyone. We appreciate our many partnerships in Indiana and across the country.

**David Mank, Ph.D., Director**

## RESEARCH, EDUCATION, AND SERVICE... WHO WE ARE

The Indiana Institute on Disability and Community at Indiana University, Bloomington has pursued research, education, and service since 1970. With our developmental disabilities partners and other institutions of higher education, state and local government agencies, community service providers, schools, people with disabilities and their families, and advocacy organizations, Institute faculty and staff work to increase community capacity for full inclusion through interdisciplinary education, community service, research, and information dissemination.



Our work is conducted across seven Centers.

- Early Childhood Center
- Center on Education and Lifelong Learning
- Center on Community Living and Careers
- Center on Aging and Community
- Indiana Resource Center for Autism
- Center for Planning and Policy Studies
- Center for Disability Information and Referral

Our work is defined by a set of organizational principles. Projects and activities...

- have a lifespan focus;
- include an emphasis on the generic community;
- foster statewide systems change;
- depend on unique partnerships with nontraditional stakeholders;
- maximize access to information for decision-making; and
- serve as a bridge between the university and the community.

Our work is organized around four broad goals.

#### **EARLY INTERVENTION AND EDUCATION**

- Increase the capacity of educational systems to offer culturally diverse and universally designed programs.
- Promote access to the general curriculum in education.
- Support effective transition services.

#### **EMPLOYMENT**

- Promote supported and competitive employment options.
- Educate about secondary transition services and Social Security work incentives.

#### **LIVABLE COMMUNITIES**

- Support personalized community living options.
- Increase formal paid services and informal (family, friends, and neighbors) support options for community participation.

#### **SELF-ADVOCACY AND FAMILY SUPPORT**

- Promote individual and family participation and voice in personal, local, and state decision-making.
- Support growth of Indiana's self-advocacy movement.

## **CORE FUNCTIONS**

The Indiana Institute is designated as Indiana's University Center for Excellence in Developmental Disabilities (UCEDD). The Developmental Disabilities Assistance and Bill of Rights Act (Public Law 106-402) defines a set of core functions that influences the scope of our work.

- Interdisciplinary education
- Research and evaluation
- Training and technical assistance
- Information dissemination

#### **INTERDISCIPLINARY EDUCATION**

#### **BY THE NUMBERS**

The Institute's Interdisciplinary Education Program emphasizes leadership and skills in best practice settings. Undergraduate and graduate students engage in research, field-based training, technical assistance, and/or curriculum and materials development. A hallmark of the UCEDD's Interdisciplinary Education Program is its support of students from disciplines not traditionally identified with disabilities.

In 2011-2012, 13 students (11 doctoral/2 masters) from eight disciplines participated in various projects and programs at the Institute. Areas of concentration included:

- Education
  - Curriculum and instruction
  - School leadership
  - School psychology
  - Special education
- Geography
- Public Health
- Social Work



In December 2011, I completed my Doctoral degree in School Psychology at Indiana University (IU).

### IN PERSPECTIVE: TRAINEE BECKY PÉREZ

Being a part of the Indiana Institute's Center on Education and Lifelong Learning (CELL) allowed me to complete my dissertation within my first year of employment, and also kept me in close contact with the very crux of my dissertation thesis. In particular, issues in social justice in education, especially advocating for equitable opportunities for students of color. Given our hands-on work with educators and schools, I was able to understand in practice the complexities of developing culturally responsive interventions designed to address issues of inequity such as discipline and achievement gaps.

Through my work at the Center, I have had in-depth conversations with not only my colleagues, but educators across the state of Indiana working to improve their disciplinary practices to increase access to instruction and curriculum for all students. Additionally, I have been able to move beyond theoretical explanations for inequity and be able to work directly with educators to improve outcomes for marginalized students and families.

**Becky Pérez, Ph.D., Graduate in School Psychology at IU**

In addition to student support, Institute faculty and staff lecture, co-teach, and provide curricular input in many academic departments at Indiana University and Ivy Tech Community College. Last year, 403 undergraduate and graduate students received course instruction across 33 classes. One-thousand two hundred twenty-six credit hours were generated. Also, 26 graduate students received mentoring or advisement by Indiana Institute faculty and staff.

#### COURSES/INDIANA UNIVERSITY FOR 2011-2012

Early Childhood Education/School of Education	<ul style="list-style-type: none"> <li>Research in Elementary Education (summer I, II)</li> <li>School-Wide Positive Behavior Support Planning</li> </ul>
Education Leadership/School of Education	<ul style="list-style-type: none"> <li>Issues in Special Education Leadership</li> <li>Practicum in Special Education Leadership</li> <li>Unified Systems</li> </ul>

#### COURSES/INDIANA UNIVERSITY FOR 2011-2012 (cont.)

Educational Psychology/School of Education	<ul style="list-style-type: none"> <li>Academic Assessment and Intervention</li> <li>Achieving Equity in Education</li> <li>Cognitive Assessment and Intervention</li> </ul>
In-Service Education/School of Education	<ul style="list-style-type: none"> <li>Autism Summer Institute</li> <li>Autism Team Training</li> <li>Professional Development Workshop (fall/spring)</li> </ul>
Special Education/School of Education	<ul style="list-style-type: none"> <li>Assistive Technology in Special Education</li> <li>Collaboration and Service Delivery</li> <li>Diversity of Teaching and Learning (IUPUI)</li> <li>Single Case Research Design</li> <li>Teaching the Exceptional Learner in Secondary Education (fall/spring)</li> <li>Topical Workshop in Special Education (summer I, II)</li> <li>Transitions Across the Lifespan</li> </ul>
Public Administration/School of Public and Environmental Affairs	<ul style="list-style-type: none"> <li>Public and Non-Profit Evaluation</li> </ul>

#### COURSES/IVY TECH COMMUNITY COLLEGE FOR 2011-2012

Disability Education	<ul style="list-style-type: none"> <li>Disability Support Teams (fall/spring)</li> <li>Introduction to Disabilities (fall/spring/summer)</li> <li>Positive Personal Supports (fall/spring)</li> </ul>
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#### COURSE/WALDEN UNIVERSITY FOR 2011-2012

Research	Research Forum (summer/fall/spring)
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## RESEARCH AND EVALUATION

### BY THE NUMBERS

Identifying the effectiveness of exemplary services and supporting their replication is the focus of our research and evaluation work across Centers. Research, evaluation, and policy analysis cross our four goal areas (early intervention/education, employment, livable communities, self-advocacy, and family support).

Since 1999, the Early Childhood Center has worked with Indiana's Part C lead agency, First Steps, to develop and

### IN PERSPECTIVE: FIRST STEPS EVALUATION PROJECT

implement a statewide evaluation system for measuring the impact of its early intervention program on infants and toddlers with disabilities and their families. This work has evolved over the years to accommodate federal data collection and reporting requirements. The Center provides ongoing analyses on factors of importance to the state's early intervention program, including child and family demographics, service patterns, and child and family outcomes.

Center work has expanded in two important ways. Staff is working with service coordinators in three regions of the state to pilot the use of iPads for collecting, recording, and transmitting child and family survey/outcome data. This pilot project will allow families to complete the survey confidentially and accurately in their own homes.

Efforts are underway to expand the project's scope to include analyses of current First Steps children, families, and services. Analyses will provide state and local decision makers with monthly/quarterly snapshots to monitor important service benchmarks and make comparisons over time. Benchmarks will include the numbers and types of children/families referred to First Steps, evaluated, and receiving services. Measures concerning the type and amount of services received on a monthly basis, and the number of providers and their caseloads for measuring system capacity, will also be included.



### RESEARCH PROJECTS FOR 2011-2102

Emphasis Areas by Center	Projects
<b>Early Intervention/Education</b> Early Childhood Center	<ul style="list-style-type: none"> <li>• Assessing Indiana's Early Education Classrooms</li> <li>• Essential Skills for Successful School Readiness</li> <li>• Evaluation of First Steps Outcomes</li> <li>• School Readiness Demands in Preschools</li> <li>• A Study of a Collaborative Effort to Engage Latino High School Students in Service Learning Activities</li> <li>• Micro Aggressions Black and Brown: Creating a Frame of Thinking</li> <li>• Process Evaluation for IN-TASS (Indiana Teacher Appraisal and Support Initiative)</li> <li>• Reforming School Discipline and Reducing Disproportionality in Suspension and Expulsion</li> <li>• Student and School Characteristics: Factors Contributing to African American Over-Representation for Defiance</li> <li>• Evaluation of Transition IEPs- Indicator 13 Results</li> <li>• Impact of Indiana Project SEARCH</li> <li>• An Examination of Attentional Deficits in Youth on the Autism Spectrum</li> <li>• Increasing Social Engagement in Young Children with Autism Spectrum Disorders Using Video Self-Modeling and Peer Training</li> <li>• IRCA Family Needs Assessment Survey</li> <li>• The Feasibility and Acceptability of Evidence-Based Practices for Youth on the Autism Spectrum: Perspectives on Coaching</li> <li>• Qualitative Study: Change Process in Schools</li> <li>• Social Skills Outcomes of the Social Skills Research Center</li> </ul>
<b>Early Intervention/Education</b> Center on Education and Lifelong Learning	
<b>Early Intervention/Education</b> Center on Community Living and Careers	
<b>Early Intervention/Education</b> Indiana Resource Center for Autism	

(cont. next page)

Emphasis Areas by Center	Projects
<b>Employment</b> Center on Community Living and Careers	<ul style="list-style-type: none"> <li>Day and Employment Services Outcomes Systems</li> <li>Impact of Benefits Information Network and Sustainability</li> <li>Impact of Corporate Development on Employment outcomes</li> <li>Indiana Transition IEP Monitoring Project SEARCH</li> <li>State Employment Leadership Network</li> </ul>
<b>Livable Communities</b> Center on Aging and Community	<ul style="list-style-type: none"> <li>Building Leadership Project</li> <li>Communities for a Lifetime Planning Project</li> </ul>
<b>Support of Self-Advocates and Families</b> Center on Aging and Community	<ul style="list-style-type: none"> <li>Communities for a Lifetime Evaluation</li> <li>Evaluation of the Self-Determination Effects of the Building Leadership Series</li> </ul>

## TRAINING AND TECHNICAL ASSISTANCE

### BY THE NUMBERS

The outreach and training activities of the Institute are community-oriented and state-wide. Training events and workshops target a wide range of participants. Technical assistance is a collaborative problem-solving response to state and local need. Last year, nearly 8,000 hours of training and technical assistance were provided across Centers. Participants accessed Institute-sponsored events through traditional methods such as workshops and conferences as well as through the use of innovative technologies that included online classes, webinars, and podcasts. Topics included:

#### Early Intervention

- Assessing Early Education in Indiana
- Promoting School Readiness

#### Employment

- Corporate Job Development
- Vocational Rehabilitation Leadership Academy

#### Education

- Collaboration and Co-Teaching
- Positive Behavior Intervention and Supports

#### Community Living

- Elder Friendly Communities
- Leadership and Self-Determination

### Autism Spectrum Disorders

- Autism Team Training
- Autism Module on Evidence-Based Practices

### Planning and Policy

- Annual Disability Poll
- Americans with Disabilities Act (ADA)

### Disability Information

- Online Tutorials and Information Resources
- Resource Guides



TEACCH 5 Day Classroom Training is a joint project between the Indiana Resource Center for Autism and the TEACCH Autism Program at the University of North Carolina.

### IN PERSPECTIVE: TEACCH CLASSROOM TRAINING

Training includes hands on experiences with students with autism spectrum disorders (ASD). Students' ages range from preschool to high school and are considered co-trainers in the process.

The training utilizes Structured Teaching to demonstrate how to effectively set up a classroom in order for students to learn academic, communication, social, self-help and leisure tasks, and skills. Attendees learn how to assess students and combine this with information from the student's teacher to devise goals, strategies, and tasks. Parents provide their perspectives during a panel presentation. Individual interviews are conducted to articulate key goals parents have for their child at home. The training takes attendees through a process where they devise tasks for the students with ASD to achieve identified goals.

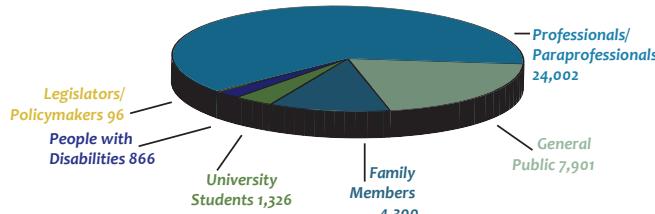
"Awesome experience — the hands-on aspect was invaluable in helping me know how effective strategies are. Can't wait to get started in my classroom..." — **Participant**, 2011 TEACCH Training

The TEACCH model is delivered in collaboration with local school districts that host the event. In the summer of 2011, the training was hosted for the first time by Forest Hills Special Education Cooperative in Ellettsville, Indiana. Forest Hills provided the venue, students, parents, and staff. All are prerequisites in making the TEACCH training a success. During the last four years, 100 professionals, parents, and students with disabilities have attended TEACCH. Thirty-five additional school personnel have also benefited from the training through their association as a host site.

## *Indiana Institute on Disability and Community*

Last year, Institute staff conducted 847 training and technical assistance events. Over 39,322 individuals participated.

### PARTICIPANTS



Indiana Institute staff contributed time on various boards, committees, and working groups (national, state, university-related, and local). Last year, our work included involvement in:

- 38 national committees
- 46 state committees
- 10 university-related committees
- 16 local committees

### DISSEMINATION

Communicating the work of the Centers, research findings, and related publications, across a wide range of dissemination platforms is a priority of the Institute.

#### IN PERSPECTIVE: BLOGS AND PODCASTING



#### CeDIR Blog

Center for Disability Information and Referral

The Center for Disability Information and Referral's Blog provides readers with disability-related information including current events, news, book reviews, bibliographies, and more (<http://cedir.blogspot.com/>).

## *Annual Report for 2011-2012*

## Blog

The Indiana Resource Center for Autism's Blog provides the latest autism-related resources and materials including books, videos, websites, and training events (<http://iidcautismresources.blogspot.com/>).

Phil's Adventures in Elderburbia focuses on the "elder-friendly" community movement, which shifts the focus on aging away from the individual "needs" of elders to the community context in which the aging experience is embedded (<http://agingindiana.wordpress.com/>). Adventures in Elderburbia is produced at the Center on Aging and Community.

Phil's Adventures in Elderburbia  
**BLOG**

The Center on Education and Lifelong Learning's Podcast focuses on teaching in the public schools. Topics such as classroom management, standardized assessments, revamping of No Child Left Behind, and teacher evaluations are discussed (<https://www.indiana.edu/~xcr/blog/>).

## BY THE NUMBERS

In addition to blogs and podcasts, the Institute provides information via social media such as Facebook, Twitter, webinars, and e-newsletters. Traditional dissemination methods like books, journal articles, technical reports, and newsletters (CeDIR Citings, FYI News, and IRCA Reporter) are also developed and distributed (see Publications and Products on page 27).

The Institute's library contains Indiana's most comprehensive collection of disability information, with more than 5,000 holdings. The Library's holdings are catalogued electronically in Indiana University Libraries' IUCAT system and available to users in Indiana free of charge. In 2011-2012, over 2,500 items were circulated.

Last year, over 182,273 copies of Institute products were disseminated. Additionally, the Indiana Institute works with the Office of Media Relations to promote the visibility of our research, education, and service activities. Key informational materials are provided in Spanish. Our websites logged almost 189,202 visits last year encompassing over 1,723 pages.



"Over the many years of my association with the Indiana Institute, I have been gratified to see that even though its funding is primarily designated for those with developmental disabilities, the Institute's concerns include the entire population of people with disabilities in the community, from early intervention to aging in place.

### IN PERSPECTIVE: DAVID CARTER

I have been happy to participate on the Advisory Council, since it is a way of keeping in touch with aspects and developments in disability areas

other than those of my own involvement. For instance, I recently went with a Fulbright scholar from India to meet with Anjali Forber-Pratt, a Paralympic wheelchair racer, and a disability rights hero, largely through a referral from the Institute.

In sum, my association with the Institute and the Advisory Council have broadened my outlook, provided useful information, and allowed me to encounter people and ideas I probably would not have encountered but for that association."

**David Carter**, Vice Chair, Indiana Civil Rights Commission and member, Indiana Institute Advisory Council

## THE INSTITUTE'S CENTERS

The following section of this report highlights selected initiatives of the past year in each of our seven Centers.

### EARLY CHILDHOOD CENTER

The Center conducts research and training for professionals to promote successful school readiness for children (birth through age five) and their families.

#### IN DEPTH: SCHOOL READINESS FOR YOUNG CHILDREN

Over the past several years, the Early Childhood Center has been investigating the question of how early educators can ensure that all children successfully enter and complete kindergarten.

As a follow-up to 34 observations made in kindergarten classrooms in 2010, the Center observed 28 preschool classrooms in 2011. Comparison of skills and instructional routines associated with successful school readiness remains the focus of this project. As evidence-based curricula and teaching practices are identified, information is translated into articles and trainings which can be applied by early educators in prekindergarten, child care, and Head Start.



The Center has also established a partnership with one school district through which seven preschool classes were observed using the CLASS (Classroom Assessment Scoring System) and the Emerging Academic Snapshot. Data collected was analyzed and follow-up training provided. Each class was presented with a profile of the evaluation results to allow them to more carefully focus their goals for further program development. In 2012, additional research is being conducted and to date, 57 preschool classrooms have been videotaped with another 43 slated to be observed (<http://www.iidc.indiana.edu/index.php?pageId=3445>).

#### THE CENTER ALSO:

- Administrates the Early Childhood Meeting Place, a web-based gateway to information, services, and resources for Indiana's early childhood professionals and families of young children. Information about upcoming workshops and meetings, professional organizations and training, community resources, and information fact sheets can be accessed. Last year, over 9,700 visits to the website were logged (<http://www.earlychildhoodmeetingplace.org/>).
- Provides ongoing evaluation of the First Steps Early Intervention System (Indiana's Part C Program under IDEA), including an evaluation of child and family outcomes that are part of the annual report provided by Indiana to the federal Office of Special Education and Rehabilitative Services, U.S. Department of Education.

## CENTER ON EDUCATION AND LIFELONG LEARNING

The Center works with schools and communities to welcome, include, educate, and support all learners.

### IN DEPTH: SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORTS



The Positive Behavior Interventions and Supports (PBIS) Indiana Resource Center works with six demonstration sites in Indiana to develop a model of culturally responsive positive behavior supports (CR-PBIS). CR-PBIS is intended to ensure that all groups are benefitting equally from instruction and classroom management practices. Regional training on CR-PBIS is also conducted and includes school and district leadership teams. Technical assistance is provided to schools addressing compliance issues related to disparities in discipline as well.

Through a collaborative effort with national leaders in the field, PBIS Indiana has created a state wide CR-PBIS network of sites designed to increase educators' knowledge and understanding of how CR-PBIS impacts student achievement, family engagement, dropout rate, and least restrictive environment placements. The network includes five Centers that provide targeted, comprehensive support to schools across the state to improve teaching and learning (<http://www.indiana.edu/~pbisin/about/>).

#### THE CENTER ALSO:

- Provides support for teachers to help them design instruction that meets the needs of individual students, small groups, and/or whole classes through the Instructional Consultation Team process. Assessment in reading, writing, math, and behavior, including collaborative communication and systematic problem solving, are conducted. Schools develop the internal capacity to sustain professional development, increased student achievement, and efficient use of resources.

- Provides support to Indiana districts through the Indiana Teacher Appraisal and Support System (IN-TASS) to help school districts create quality teacher evaluation plans for all teachers, that align with Indiana's new teacher evaluation legislation.
- Promotes teacher leadership in schools to support sustainable learning organizations and prepares educators with knowledge to enhance skills in designing instruction that respects learner differences through Universal Design for Differentiated Instruction.
- Provides quality program evaluations for special and unified education programs.

## CENTER ON COMMUNITY LIVING AND CAREERS

The Center partners with schools and support organizations to improve secondary transition and employment outcomes to bring about positive changes for individuals to live, work, and participate in their communities.

### IN DEPTH: PROFESSIONAL DEVELOPMENT FOR SCHOOL TRANSITION LEADERS

As a part of its work with the Indiana Department of Education, the Center's Indiana Secondary Transition Resource Center (INSTRC) helps support and improve secondary transition education, services, and outcomes in schools by creating professional development opportunities and by working directly with Indiana high schools.

*"The training and support we have received from Indiana's Secondary Transition Resource Center staff have made the way we look at IEPs less of a burden.*



*The document has become a true plan for the student, not just paperwork that has to be completed. Our thinking has flipped, and it makes sense!" — Sarah Withrow, Department Chair for Differentiated Learners, Anderson High School*

In 2011 INSTRC established seven new regional Cadres of Transition Leaders. These teams of transition personnel develop procedures, activities, and programs to improve transition outcomes. More than 340 teachers and school professionals participated in statewide webinars on student self-determination, transition assessments for students with severe and multiple disabilities, and on lessons learned from transition IEP reviews of Indiana schools. Over 3,500 educators participated in three different online modules that focused on transition IEPs, assessments, and Vocational Rehabilitation Services. INSTRC distributed more than 2,000 Transition Assessment Resource Guides to supplement its professional development activities. Eighteen Indiana schools received training and technical assistance, staff coaching, and support for systems change centered around improving transition outcomes (<http://www.iidc.indiana.edu/index.php?pageld=3283>).

**THE CENTER ALSO:**

- Provides online orientation and training for Indiana Vocational Rehabilitation counselors, supervisors, and other professionals through the Vocational Rehabilitation Leadership Academy (VRLA). Last year, Indiana's VR counselors completed orientation and a variety of core courses, while 121 employment service providers were certified through Employment Specialist Training. There were also 277 VRLA registrations from other professionals and VR counselors who took a specialized course focusing on Independent Living Centers and participated in a mental health training series on working with ex-offenders and people in the workforce who have personality disorders or addictions.
- Supports the work of Vocational Rehabilitation's Employment Innovation unit which encourages Indiana employers to mentor, recruit, hire, and retain people with disabilities. Employment Innovation works with more than 40 business partners who hired more than 80 people with disabilities this past year including Walgreens, which kicked off a new initiative to train and hire employees with disabilities for its Indiana retail stores. Employment Innovation leaders Walgreens, Lowe's, and Dometic collectively have hired over 20 individuals with disabilities.

- Now in its third year, Project SEARCH Indiana's 11 sites continue to work with young adults and students in their final year of high school in a combined internship and work skills employment program. A total of 101 Project SEARCH Indiana grads have now obtained competitive employment through the program, working an average of 28 hours a week, earning an average of \$8.50 per hour.
- Trains and coordinates statewide professional liaisons in benefits and work incentives. As of March 2012, 181 certified Benefits Information Network liaisons have reviewed 919 benefit plans. In addition, employment specialists, Vocational Rehabilitation counselors, and WorkOne Centers received the first two issues of "Tickets Please!" a newsletter with information about work incentives and the Social Security Administration's Ticket to Work program.
- Developed an asset development curriculum to help financial stability coalitions and disability service providers encourage individuals with disabilities and their families to save for their futures.
- Continues efforts to develop educational opportunities for students with disabilities at Indiana colleges and universities. The Indiana Partnership for Postsecondary Education and Careers collaborates with Indiana University-Purdue University, Indianapolis (IUPUI), to support students with intellectual disabilities on campus. The project is also in the process of identifying additional college and university partners.

## CENTER ON AGING AND COMMUNITY

The Center promotes self-determination and social integration of aging adults with disabilities through participatory research, planning, and advocacy.

### IN DEPTH: COMMUNITIES FOR A LIFETIME

The Center on Aging and Center for Planning and Policy Studies provide technical assistance to a statewide committee entitled Communities for a Lifetime (CfAL).



## **Communities for a Lifetime**

**Planning Livable Places for All Ages and Abilities**  
Three Indiana communities (Linton, Huntington, and Valparaiso) received planning grants to undertake data-driven, participatory planning in the spring of 2012. In the fall, each community will submit for additional funding to implement plans to address issues of housing, access, and other changes to the built environment designed to enable elders and persons with disabilities to fully engage with their communities. With successful projects underway, it is hoped the Indiana General Assembly and administration will repeat this effort in coming years, to make Indiana a leader in the livable communities' movement (<http://www.iidc.indiana.edu/index.php?pageId=382>).

### **THE CENTER ALSO:**

- Redesigned and updated content on the ArtsWORK Indiana website with funding from the Indiana Arts Commission. Additionally, the Institute received Foundation funding on behalf of ArtsWORK's Bloomington-based satellite for an arts mentorship training project.
- Expanded the Building Leadership Series (BLS), a multi-day series of three workshops teaching self-advocacy, self-determination, and leadership skills to adults with disabilities, to offer past participants further training in areas that focus on relationships and intimacy, community membership/civic engagement, and healthy living. To date, BLS has trained 90 individuals ranging in ages from 19 to 65 and 16 have completed the second series.
- Maintains a web-based resource providing support to community planners seeking to transform communities into good places to live and grow old in Indiana. The Aging Indiana website, now known as Communities for a Lifetime, is an ongoing initiative to promote planning livable places for all ages and abilities. The website includes resources such as census profiles for Indiana's 92 counties, aging research, initiative news, and workshop and presentation information (<http://www.agingindiana.org/index.html>).

## **INDIANA RESOURCE CENTER FOR AUTISM**

The Center conducts training, consultations, engages in research, and disseminates information to build local community capacity to support children and adults on the autism spectrum.

### **IN DEPTH: SOCIAL SKILLS RESEARCH CENTER**

In 2008, the Institute's Indiana Resource Center for Autism, in conjunction with Indiana University's School Psychology Program, established the Social Skills Research Clinic (SSRC) specializing in delivering and measuring outcomes of social skills intervention in children with Autism Spectrum Disorders.



The SSRC provides a vehicle to develop and identify effective social skills interventions using applied research and to generate outcome data to evaluate the efficacy of the program. The SSRC also serves as an advanced practicum site for Indiana Institute interdisciplinary trainees. Since 2008, 13 interdisciplinary trainees have received training at the SSRC.

In 2009, the first study examining the outcomes of the SSRC was published in the journal *Beyond Behavior*. The article details the social skills program at the SSRC and provides an examination of the outcomes of the program over a 15 month period. To date, SSRC has conducted ten nine-week social skills sessions and has delivered social skills instruction to over 30 children on the autism spectrum. The collective outcomes measured by the program have indicated positive gains by program participants. Children receiving social skills training at the SSRC have exhibited substantial improvements in positive social engagement at both clinic and school settings (e.g., recess) and improvements on parent and teacher reports of social competence. Another original research study conducted at the SSRC was published in the journal *Social Psychology Forum* in 2012. This study compared the differential effects of a Social Story™ versus a generic social narrative on the social responding of youth on the autism spectrum.

A major project is currently underway at the SSRC to evaluate the effectiveness of a manualized version of the Building Social Relationships model. The program was pilot tested in the fall of 2011 at the SSRC, and will be expanded next school year to include six school sites.

Upon completion of the research, further development of the manual is expected which will be utilized as a tool for practitioners and educators in the fields of education and autism.

"In 2010, Richmond Community Schools was afforded an opportunity to work closely with IRCA through the

### **IN PERSPECTIVE: AUTISM PROFESSIONAL DEVELOPMENT**

Professional Development in Autism Spectrum Disorders project to enhance the skills of our teachers in the area of autism. In the first year the team focused on one elementary building and the students with autism being served there. We were so happy with the results that our district renewed the grant for a second year. In 2011, the team expanded to include a representative from each school building in our district. The Center has been very accommodating in meeting the needs of the team rather than following a standard agenda. This project has helped facilitate great growth in the overall staff knowledge of autism and effective strategies for teachers working with those students."



**Members**, Richmond Community Schools Autism Team

#### **THE CENTER ALSO:**

- Builds local capacity in schools and districts to establish evidence-based programming for students across the autism spectrum. To date, 376 teams have participated in the six-day intensive training covering every district in the state. Teams are interdisciplinary and include family members.
- Collaborates with 13 Indiana schools to provide technical assistance on evidence-based practices for measuring program and outcomes for students with autism spectrum disorders (ASD). Twenty-six sites have become models for others to visit to promote learning and achievement of students with ASD and family support.

- Maintains a website of services, resources, and training opportunities for families and professionals who work with persons on the autism spectrum. Online activities include an Autism Blog, app downloads for augmentative/alternative communication (AAC) and speech/language therapy, and a social networking presence through Facebook.

## **CENTER FOR PLANNING AND POLICY STUDIES**

The Center gathers information about disability-related policy issues and assists groups with planning activities that support inclusive communities.

#### **IN-DEPTH: ADA-INDIANA**



Advocacy Services, and Centers for Independent Living.

The Center partners with the Indiana Governor's Council for People with Disabilities and the Great Lakes ADA Center to support the efforts of ADA-Indiana. ADA-Indiana serves as a statewide resource for promoting the implementation of the Americans with Disabilities Act (ADA). Participating members of ADA-Indiana include representation from disability advocates, universities, state and local government, Indiana Governor's Council for People with Disabilities, the Indiana Institute, Indiana Protection and

ADA-Indiana has an annual grants program that allocates funding to local organizations to conduct ADA-related activities in their communities. Organizations funded this past year include the City of Bloomington's Council for Community Accessibility, the WILL Center (Center for Independent Living in Terre Haute), the Evansville Association for the Blind, and several others.

ADA-Indiana, in collaboration with local community partners, provides a monthly training program on the ADA in several communities across the state. This year, more than 300 people attended these monthly trainings.

## *Indiana Institute on Disability and Community*

During the past year, ADA-Indiana has brought federal agencies, like the Equal Employment Opportunity Commission, Department of Justice, and Access Board, to Indiana to conduct training on the new and revised ADA regulations. These events were attended by more than 108 participants.

*"Partnering with the Indiana Institute has produced many positive outcomes impacting individuals and businesses throughout Northwest Indiana. The Institute's assistance through information and education is invaluable to families and professionals alike. We are in our fourth year as a host site for the monthly ADA Audio Conferences. The Institute has helped us to make new connections that have enhanced our own activity and community, and to encourage participation from others that improve the quality of life and independence for everyone. I have been excited by the benefit from the Institute's assistance with our own job fair and other employment-related activities. We are proud of our association with the Institute and plan to continue well into the future." — Margo Love-Surprise, Placement Services Director, The Arc Northwest Indiana.*

### THE CENTER ALSO:

- Coordinates ADA-Indiana's Community ADA Implementation grants program. Recipient organizations receive funding to improve compliance with the ADA in their communities. Since 1995, the grants program has supported projects in more than 18 communities in Indiana.
- Provides an innovative computer-supported meeting environment and experienced facilitators to support collaborative planning activities such as futures planning, state planning and public policy development, interagency collaboration, and research support. Through the CWLabs, organizations find themselves engaging in meetings that are more productive, more focused, and more effective.
- Is a participant in the Disability Roundtable, a coalition of individuals on the Indiana University, Bloomington campus who have interests in disability-related issues. The Roundtable promotes the full participation of people with disabilities in the IU community and provides a forum for exchanging ideas and resources about disability-related topics while supporting the University's inclusion and accessibility policies.

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"I use the Institute's library for programming ideas and desensitizing programs. I have found that the

### IN PERSPECTIVE: INDIANA INSTITUTE RESOURCES



Indiana Resource Center for Autism has a tremendous amount of useful information that I use in my position as a Qualified Developmental Disability Professional. It's exciting to have such a wide variety of information and resources readily available in one location!"

**Rebecca Chambers, QDDP, LifeDesigns, Inc.**

## CENTER FOR DISABILITY INFORMATION AND REFERRAL

The Center specializes in library services for individuals seeking disability-related information.



### IN DEPTH: TARGETED INFORMATION DISSEMINATION

In 2011-2012, the Center focused on identifying how to better support the research needs of undergraduate and graduate students within Indiana University's School of Education. Work centered around identifying what

resources were most appropriate for each group as well as an assessment of the strengths and weaknesses of the Indiana University's Library system's ability to support scholarship in these areas. The Center also worked to improve the information seeking skills of service providers in the First Steps program through workshops throughout the state.

**THE CENTER ALSO:**

- Works to identify primary disciplines and researchers contributing to the field of Special Education to increase awareness of core research sources in this multidisciplinary field.
- Maintains a lending library of approximately 5,000 books, kits, videos, and DVDs that are available to residents of Indiana. Materials are searchable through Indiana University libraries online catalog [IUCAT] (<http://www.iucat.iu.edu>).

## CONSUMER ADVISORY COUNCIL AND AFFILIATIONS

The Indiana Institute works with local and statewide partners to identify needs, problems, and opportunities for organizational investment. Two primary sources utilized by the Institute include our Consumer Advisory Committee and state Developmental Disabilities Council.

### CONSUMER ADVISORY COUNCIL

The Institute's Consumer Advisory Council convenes twice a year to assist in futures planning and discuss the Institute's role in promoting inclusive communities for people with disabilities.

In 2011, identified areas of need included:

- Universal design in education and services;
- Reforms in services for people with disabilities in Indiana
- Futures planning for families;
- Transportation;
- Post-secondary education for students with intellectual and developmental disabilities; and
- Employment.

Council membership includes people with disabilities, family members, and state partners.

- **Denise Arland**  
Fuse, Inc.  
Greenfield, IN
- **Leah Helvering**  
Eli Lilly and Company  
Anderson, IN
- **David Carter**  
Indiana Human Rights Commission  
Spencer, IN
- **Suellen Jackson-Boner**  
Indiana Governor's Council for  
People with Disabilities  
Indianapolis, IN
- **Michael Ely**  
Bloomington, IN
- **Gary Richter**  
Indiana Protection and Advocacy  
Service  
Indianapolis, IN
- **Shelly Hackett**  
Bloomington, IN
- **Karen Vaughn**  
Indianapolis, IN
- **Sylvia Brantley**  
Greenwood, IN
- **Cori Mitchell**  
Bloomington, IN
- **Melody Cooper**  
The Arc of Indiana  
Indianapolis, IN
- **Chris Stroguludis**  
Bloomington, IN
- **Frank Epperson**  
Disability Resources, Indiana  
University  
Bloomington, IN
- **Betty Williams**  
The Arc of Indiana  
Indianapolis, IN

### INDIANA'S DEVELOPMENTAL DISABILITIES NETWORK

The Institute partners with the state protection and advocacy system and the state developmental disabilities council to form the Indiana Developmental Disabilities Network. The DD Network advocates for individuals with disabilities by protecting, promoting, and empowering Hoosiers with disabilities.

## *Indiana Institute on Disability and Community*

Some priorities identified by the Indiana's DD Network included:

- Increased state funding for human services;
- Reduction of the instances of abuse and neglect;
- Increased employment opportunities statewide;
- Access to reliable accessible transportation focusing in rural areas;
- Access to affordable housing;
- Equal access to the criminal justice system; and
- Self-advocacy.



Indiana Governor's Council  
for People with Disabilities

## **ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES**



The Institute is a member of the Association of University Centers on Disabilities (AUCD). Network members receive core funding through the Administration on Developmental Disabilities (ADD).

The AUCD Network is comprised of 67 interdisciplinary centers advancing policy and practice for individuals with developmental and other disabilities, their families, and communities.

AUCD membership includes 39 Maternal and Child Health (MCH) Leadership Education in Neurodevelopmental and Related Disabilities (LEND) programs, and 21 Intellectual and Developmental Disabilities Research Centers (IDDRC).

## **OFFICE OF THE VICE PROVOST FOR RESEARCH**

The Indiana Institute reports to, and collaborates with, the Office of the Vice Provost for Research (OVPR) at Indiana University, Bloomington. OVPR supports centers, institutes, and museums that provide special environments for research and other scholarly activities.



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BLOOMINGTON**

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Indiana University's Research Center and Institute system facilitates quality inter-and multi-disciplinary research around themes that involve researchers from multiple units across disciplines, departments, schools and campuses.

## **FUNDING SOURCES**

### **FEDERAL**

- Indiana Partnership for Post-Secondary Education
- National Association of State Directors of Developmental Disabilities
- U.S. Department of Health and Human Services

### **STATE**

- Empowerment through Knowledge
- Indiana Department of Education
- Indiana Governor's Council for People with Disabilities
- Indiana Protection and Advocacy Consultant Agreement
- Medicaid Infrastructure Project/Indiana Family and Social Services Administration
- State of Indiana
- Vocational Rehabilitation Services (VRS)
- Unified Training System

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