

The background of the entire page is a photograph of the Sample Gates at Indiana University Bloomington. The gates are a large, light-colored stone structure with two tall, slender towers on either side, each topped with a decorative finial. The gates are flanked by two large, arched openings. The path leads through the gates into a green, tree-lined area. The sky is overcast. The text is overlaid on this image.

2007-2008
Annual Report



**INDIANA UNIVERSITY
BLOOMINGTON**

Sample Gates,
Bloomington Campus

A stylized, black, brush-stroke version of the Psi symbol (Ψ) is located in the lower right quadrant of the page.

*Indiana Institute
on Disability and Community*

Research ★ Education ★ Service

Indiana's University Center for Excellence in Developmental Disabilities

ACKNOWLEDGEMENTS

ABOUT THE COVER

The Indiana University Sample gates serve as an entrance into the oldest part of the current Bloomington campus, known as the Old Crescent. The gates were constructed in 1987 with funding provided by Edson Sample. Among the most widely photographed structures on campus, they are constructed of Indiana Limestone and are typically surrounded by tulips in the Spring.



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Indiana's University Center for Excellence in Developmental Disabilities

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The Indiana Institute is comprised of Centers that address issues across the lifespan. Areas of emphasis include:

- Early intervention;
- School improvement and inclusion;
- Transition, employment, and careers;
- Age-related change;
- Autism spectrum disorders;
- Individual and family perspectives;
- Planning and policy; and
- Disability information and referral.



INDIANA UNIVERSITY

INDIANA INSTITUTE ON
DISABILITY AND COMMUNITY

This publication is available in
alternative formats upon request.

FROM THE DIRECTOR'S DESK

Research, Education and Service

Greetings and thank you for spending a few minutes with the 2008 Report of the Indiana Institute on Disability and Community at Indiana University. This report highlights much of our work with communities across the lifespan to welcome, value, and support the meaningful participation of people of all ages and abilities through research, education, and service.



The recent past has brought about important improvements in quality of life for people with developmental disabilities and their families in Indiana. We join a small, but growing list of states that no longer have large state operated facilities for people with developmental disabilities. We are witnessing an expansion of the number of people and families who are supported in everyday life and everyday homes with Medicaid waivers. Indiana state government, along with the Institute and several other organizations, are pursuing goals for self-advocacy, quality services and supports, and promoting employment. We are pleased to work with Indiana state government and our many partners to advance these worthy goals.

As we look toward 2009 and beyond, we must continue to address the challenges and needs that people with disabilities face. We will place a greater emphasis on family support, a known need to sustain families and keep them together. Indiana's waiting lists for community supports exceeds 17,000 people. Employment outcomes are slowly improving yet require expanded investment to address the fundamental issue of poverty among people with disabilities.

Many people with developmental disabilities continue to live — unnecessarily — in nursing homes. Many have long-term needs for high quality direct support professionals. Schools struggle with “No Child Left Behind” legislation and improving education and school outcomes for students with disabilities. Families with young children seek quality supports and early intervention.

We stand in solidarity with people with disabilities, their families, and our many partners in Indiana to ensure that Indiana welcomes, values, and supports people of all ages and abilities.



INDIANA INSTITUTE OVERVIEW

The Indiana Institute on Disability and Community, Indiana’s University Center for Excellence in Developmental Disabilities, puts new ideas and research results into everyday practice with people with disabilities and their families, advocacy organizations, schools, community service providers, state and local government agencies, and other institutions of higher education.

Mission

The mission of the Indiana Institute on Disability and Community 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 for 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. It means collaborations and partnerships to promote inclusive communities, and it means participation in local, state, national, international, and higher education committees, councils, association activities, and governance.

Our mission reflects a commitment to inclusion and quality of life for people with disabilities. Our work emphasizes collaboration with key stakeholders in Indiana and across the United States. Much of our work is in four areas of emphasis and through four core functions.

Areas of Emphasis

- Early Intervention and Education
- Employment
- Livable Communities
- Support of Self-advocates and Families

CORE FUNCTIONS

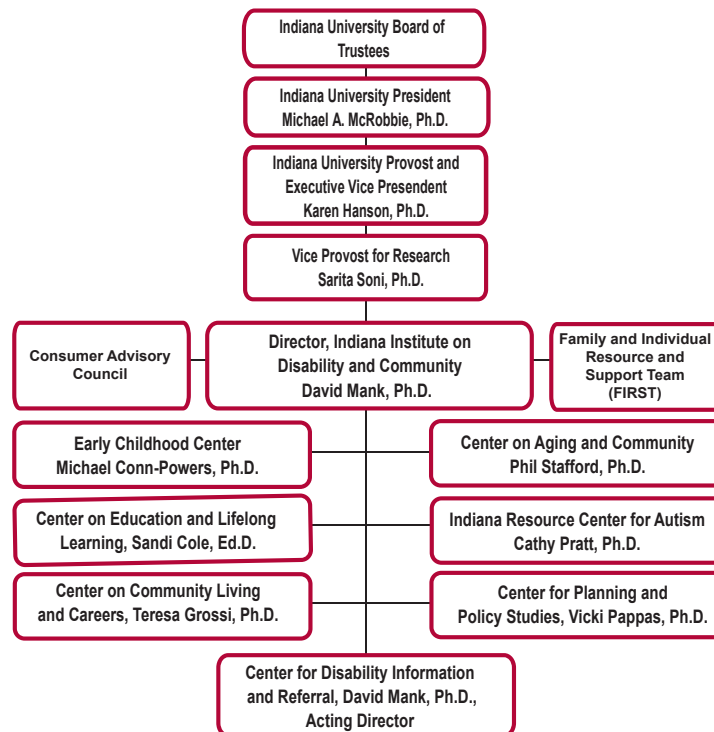
Interdisciplinary Education

The Institute's Interdisciplinary Training Program promotes leadership and advocacy in "best practice" settings. Graduate assistants engage in research, field-based training, technical assistance, and curriculum and materials development.

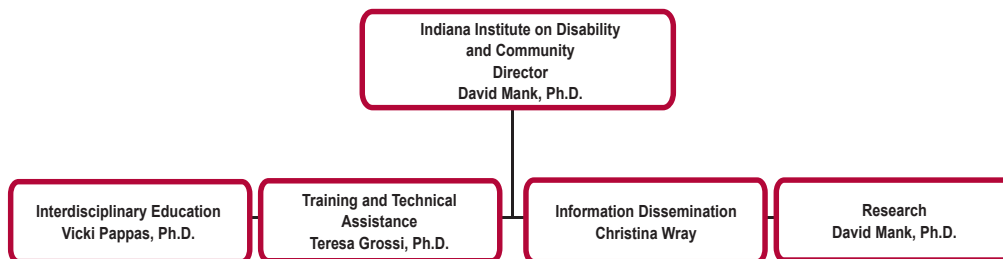
During 2007-08, the Institute's Interdisciplinary Training Program supported students representing 12 disciplines areas:

- Anthropology
- Business
- Curriculum and Instruction
- Educational Psychology
- Geography
- Health, Physical Education, and Recreation
- Instructional Design
- Library Sciences
- Public Health
- School Leadership
- Social Work
- Special Education

ORGANIZATIONAL CHART



CORE FUNCTIONS CHART





Institute faculty and staff provided support to 35 undergraduate, masters, and doctoral—level students in the past year.

Course instruction reached 698 Indiana University and Ivy Tech Community College students in 33 courses generating 2,407 credit hours.

Research

The Institute's research agenda includes needs assessments and policy-related surveys, studies relating to inclusive school practices and employment outcomes, case studies of client interventions, program evaluations, trainee follow-up surveys, and policy analysis. Institute faculty and staff participate in studies that used both quantitative and qualitative methodologies. Practitioners, persons with disabilities, and families are involved in the design, data collection, analysis, and reporting of our research. In 2007-08, we engaged in 27 research projects (see Research 2007-08 chart on p. 5).

COURSES FOR 2007-2008

Courses	Titles
Educational Leadership	<ul style="list-style-type: none"> — Leadership in Special Education — Building Unified Systems
Educational Psychology	<ul style="list-style-type: none"> — Managing Classroom Behavior
Elementary Education	<ul style="list-style-type: none"> — Teaching and Learning for ALL Young Children: Early Intervention — Health, Safety, and Nutrition Components of Early Education
In-Service Education	<ul style="list-style-type: none"> — Autism Team Training — Autism Summer Institute
Special Education	<ul style="list-style-type: none"> — Introduction to Exceptional Children — Teaching Exceptional Children — Teaching Students with Special Needs in the Secondary Classrooms — Team Approaches to Education of Students with Disabilities — Curriculum and Instruction/Continuing Education — Topical Workshop in Special Education: Designing a System of School Readiness Assessment - Exploring and Refining your Skills — Building a Foundation for Success: Early Education Practices that Support School Readiness — Teaching Social Skills — Transition Across the Lifespan
Anthropology	<ul style="list-style-type: none"> — Field Seminar in Cultural Documentation
Vocational Education	<ul style="list-style-type: none"> — Introduction to Disabilities

RESEARCH 2007-2008

Areas

Projects

Early Intervention

- Essential Skills for Successful School Readiness
- Evaluation of the Impact of a Preservice Education Program to Prepare General Early Educators to Effectively Educate All Children
- Evaluation of the Quality and Impact of Indiana's First Steps Early Intervention System
- Examining the Psychometric Properties of the Autism Social Skills Profile – Preschool Years
- Increasing Social Engagement of Young Children with Autism Spectrum Disorders Using Video Self-Modeling
- Universally-Designed Early Education Practices that Promote School Readiness Outcomes for All Children and Families

Education

- A meta-analysis of school-based social skill interventions for children and adolescents with autism spectrum disorders
- A Meta-Analysis Of Video-Modeling and Self-Modeling Interventions for Children and Adolescents with Autism Spectrum Disorders
- Literacy and Autism
- 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 Skill Interventions for Youth with Autism Spectrum Disorders: A Meta-Analysis of Interventions Implemented in Clinical Settings
- Transition Practices Collaboration Survey

Employment

- Day and Employment Services Outcomes System
- Collaboration of Community Rehabilitation Providers and VRS

Livable Communities

- Evaluation of the Direct Support Professional Career Ladder Program
- Follow-Up of Individuals Who Left Muscatutuck Developmental Center
- Healthy Crestmont
- Indiana Partnerships for Lifespan Communities: Statewide Planning Grant Evaluation
- Stories of Muscatutuck
- 2007 Disability Poll: Focus on Health
- 2008 Disability Poll: Focus on Voting and Civic Engagement

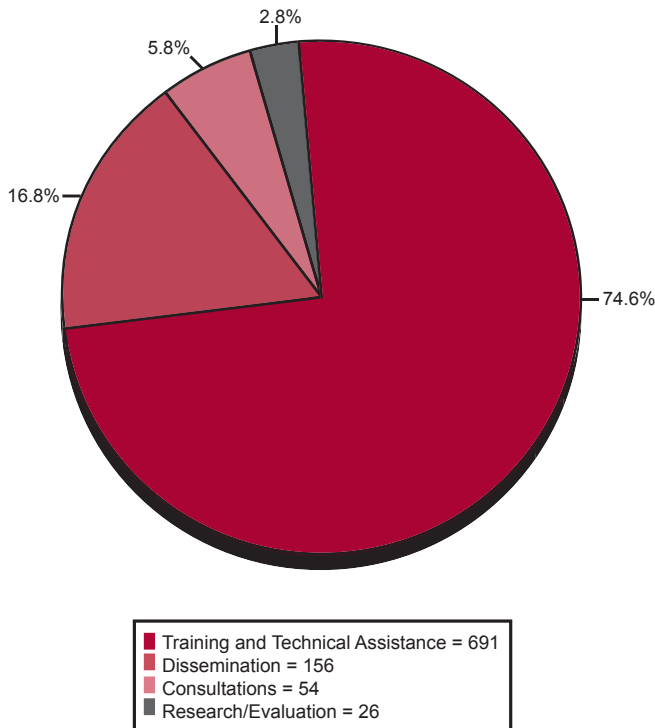
Support of Self-Advocates and Families

- Evaluation of the Self-Determination Effects of the Roundtable Program
- Family Needs Assessment
- Family Supports Research and Demonstration

Training and Technical Assistance

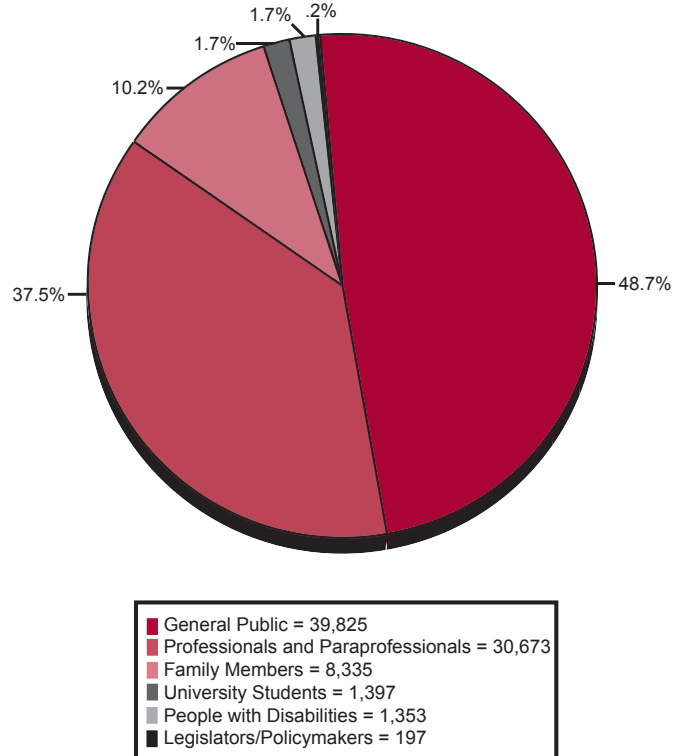
The Institute's training events target a wide range of participants on best practices in community settings. Training topics covered the lifespan including education, employment, community living, self-determination, family support, and self-advocacy. Training teams are interdisciplinary and include family members and persons with disabilities as co-instructors. Last year, Institute faculty and staff conducted 927 events reaching 81,780 persons with disabilities, family members, professionals, legislators, students, and the general public.

Training and Technical Assistance Events

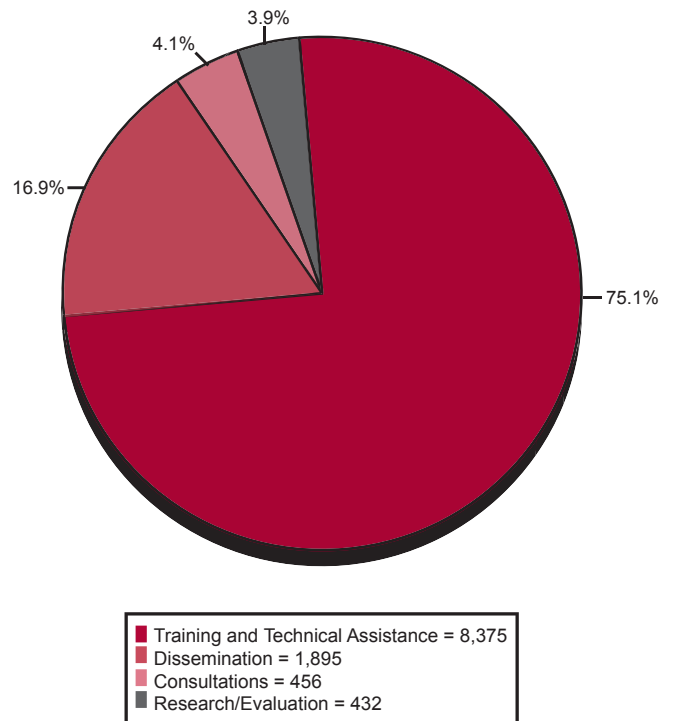


The Institute's technical assistance focus is collaborative in nature and is a problem-solving response to local needs. In providing technical assistance, the Institute builds capacity in schools, state and local agencies, and advocacy organizations. In 2007-08, the Institute provided more than 11,000 hours of technical assistance across Indiana.

Participants



Training and Technical Assistance Hours



Information Dissemination

The Institute disseminates ideas, information, and products across a wide range of venues. In addition to such traditional dissemination activities as conference presentations, publications of books, journal articles, and technical reports, the Institute supports a website, a toll-free number, and an on-line training calendar; disseminates four specialty newsletters via print, fax, and listservs and posts them on its website; maintains, an extensive library collection with reference assistance; and mobilizes the Indiana University Office of Media Relations.

The *FYI Newsletter* is a regular update on emerging news, training events sponsored by the Institute and others, the work of our seven Centers, and acquisitions of disability-related materials in our library. Last year, we published 35 editions, reaching more than 37,500 recipients.

The Early Childhood Center's e-newsletter, *ECC Program Highlights*, is disseminated across Indiana's early childhood communities. It features abstracts on research efforts, training activities, and resources, with links to detailed information on our website. Disseminated bi-monthly, *ECC Program Highlights* reaches 27,000 individuals each year.

The Indiana Resource Center for Autism *Reporter* reaches an audience of nearly 12,000 family members and professionals. The newsletter is distributed three times a year and covers topics including services in Indiana, behavioral and educational strategies, and methods of supporting and educating individuals across the autism spectrum.

The Institute's Center for Disability Information and Referral newsletter entitled *CeDIR Citings*, provides updates on library services, bibliographies on select topics, book reviews, and reports of new information technology tools. *CeDIR Citings* is disseminated twice a year.

The Institute's library houses more than 8,000 books, kits, videos, and DVDs that are available to anyone in Indiana. Materials cover issues affecting the lives of people with disabilities from birth through the aging process. Materials are searchable through the Indiana University Library's online catalog, IUCAT.

The Institute's website presents work of all its Seven Centers. Logging more than 850,000 visits last year alone, the website's capacity includes webinars and two-way video conferencing for distance education initiatives.

THE SEVEN CENTERS

The Mission of the Indiana Institute, to work with communities to welcome, value, and support people of all ages and abilities, defines our purpose.

Early Childhood Center

The Early Childhood Center works to advance the universal design of early education practices that promote school readiness for all children. In addition to research and training projects, the Center provides the following resources and services.

The **Early Childhood Meeting Place** website posts events, research activities, and professional development initiatives. The site provides access to services, events, and resources geared toward parents of young children and their families.

Through a contract with the Indiana Family and Social Services Administration, Division of Disability and Rehabilitative Services, the Early Childhood Center is conducting an independent **Evaluation and Audit of Indiana's First Steps Early Intervention System**. The Center is collecting and analyzing First Steps data from the past several years to investigate the impact of recent policy decisions and programmatic changes.



Family to Family Connections

The Indiana Institute's Early Childhood Center is partnering with the parent-lead organization About Special Kids to provide support and web-based services to connect families of children with disabilities to community resources. The Indiana Family and Social Services Administration, Division of Disability and Rehabilitative Services, First Steps Early Intervention System, funds this work.

Indiana's Family to Family Parent Listserv provides information to families of children with disabilities. Parents and family members may use this listserv to exchange information and resources. Common topics include transition, IEPs, types of therapies, diets, coping, and general family-to-family support and encouragement. Participants may subscribe by visiting INF2Fparents-subscribe@yahoogroups.com.

The Family Involvement Fund provides financial support for family members of children with disabilities to increase knowledge and understanding of their child's disability and the systems that provide services. The fund provides support for participating in conferences and workshops, task force meetings, online trainings, and teleconferences. FIF also provides financial support for the purchase of disability-related print and electronic media. Funding is available for parents who participate as members of local planning and coordinating councils, their committees and sponsored activities, and the Transition Local Learning Opportunities program.

Parent Liaisons are parents of children with special needs participating in Indiana's First Steps program "clusters." They share information in the areas of health insurance, special education law, community resources, trainings, and support organizations. Parent Liaisons connect individuals with volunteer Parent Mentors. Peer Support matches parents with other parents with similar experiences. The Family to Family website offers information on these programs, forms and fact sheets, and links to other disability sites. Visit <http://www.INF2F.org>.

An independent panel will review the data and provide an overall state summary, a comprehensive look at First Steps programs by county, and a comparison of Indiana's First Steps system with early intervention programs in other states.

The Early Childhood Center manages **Indiana's Unified Training System**, a mechanism for the Indiana Family and Social Services Administration, Division of Disability and Rehabilitative Services, First Steps, and the Department of Education, Division of Exceptional Learners, to coordinate training efforts into a comprehensive system of assistance to families and providers.

Center on Education and Lifelong Learning

The Center collaborates with schools and communities to welcome, include, educate, and support all learners. Center activities include assistance to schools in the areas of leadership, curriculum, instruction, positive behavior supports, and family participation.

The **Indiana Education Project (IEP)** collaborates with local directors of special education, general educators, and organizations representing families, state education, and community agencies. The IEP addresses school restructuring efforts and implementation of effective programs around school inclusion, positive behavior supports, and transitions to support all students.

The **Monroe County CAPE Kids Count Project** provides services and supports to families through community collaboration. The goal is that all children in Monroe County enter school ready to learn, stay in school, and graduate with the skills to get a job, pursue further education, and acquire life skills to be lifelong learners and good citizens. This is accomplished through family resource centers and an emphasis on literacy development at home.

The **National Veterans Service Project** is a nationally significant program supporting youth with disabilities, ages 14-21, as they build relationships with veterans and record oral histories.

Students collect experiences of veterans, and will submit more than 120 histories to the Library of Congress and the National Veterans History Project website. The project partners with educators from Vermont and Maryland.

VETS: Voicing Experiences through Services

VETS is designed to engage persons with disabilities in community service. VETS, which is funded by the Corporation for National Community Service, was awarded in 2007 to the Indiana Institute in a joint effort between the Centers for Education and Lifelong Learning and Community Living and Careers. Fifteen Indiana schools were selected to engage youth with disabilities in community service. Program components are customized for each community based on interests, resources, and needs. Activities include mentoring, special presentations in classrooms, and team service learning projects. Through this work, students gain a sense of self-worth, appreciation of the value of service, and skills for the transition into adulthood.

Center on Community Living and Careers

The Center partners with 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. It focuses on secondary transition services, employment, and community inclusion, through training, technical assistance, research, and evaluation.

The Center is guided by core beliefs about people with disabilities, their families, and the services they receive:

- Families and individuals must be involved in the design, operation, monitoring, and funding of services;
- All people should have the opportunity to live, work, and enjoy life in typical settings;
- People with disabilities should have access to the same services in the same places as people without disabilities;

- Individuals with disabilities should receive the same wages and benefits others receive for the same work; and
- Services should foster relationships and interdependence.

Following are summaries of the Center's current activities:

The **Family and Social Services Administration, Division of Disability and Rehabilitative Services Consultant Agreement** contracts with the Center to develop educational opportunities for persons interested in careers in health and human services. Activities include the development of competency-based curriculum and modules, development of career ladders in collaboration with the Ivy Tech State College system, and a certificate program.

Indiana Transition IEP Training increases local and state capacity to improve transition outcomes for individuals with disabilities. The project includes training materials, guidelines for local school districts, participation on the State Transition Workgroup, and policy development regarding Medicaid waivers.

The Medicaid Infrastructure Project expands the Benefits Information Network linking Indiana benefits counselors and providers to improve the use of federal and state work incentives. The project assesses Medicaid barriers to employment and Medicaid Buy-In programs and conducts an environmental analysis of resources that interface with employment of people with disabilities. It organizes a statewide forum for stakeholders on the systems that promote employment outcomes for persons with disabilities.

Vocational Rehabilitation Services supports community-based employment services for persons with disabilities. This work promotes transition (school-to-work) services and addresses the training needs of Indiana's Vocational Rehabilitation Program. The project includes a leadership academy for Vocational Rehabilitation Services personnel and community providers and a statewide replication of Project SEARCH, a business approach to job development and placement.

Indiana Direct Support Professional Initiative

The Indiana Direct Support Professionals Initiative recruits and retains direct support professionals (DSPs) in Indiana. The Center is coordinating a five-year effort designed to offer current and newly-hired DSPs opportunities to advance their skills, extend their education, and increase their earning potential as they learn effective ways to support individuals with disabilities.



The initiative, funded by the Family and Social Services Administration, Division of Disability and Rehabilitative Services, is a collaborative effort between the Indiana Institute, providers, professional organizations, DSPs, self-advocates, families, Ivy Tech Community College, and state agencies. Indiana has allocated funds to train up to 4,500 new and existing DSPs at nine provider organizations. Of the 4,500 DSPs, 720 will be funded to attend Ivy Tech Community College and earn a Direct Support Professional Certificate in Human Services.

Center on Aging and Community

The Center provides leadership that enables older persons to lead self-determined lives by promoting practices that ensure access to opportunities for meaningful, productive, and healthy lifestyles.

The **AdvantAGE Initiative Federal Planning Demonstration Project** focuses on creating livable, lifespan communities for Indiana's growing senior population. Project activities include a comprehensive survey of older adult needs and contributions and efforts to develop and disseminate planning tools organized around 33 indicators of elder-friendly communities.

Empowerment through Knowledge/Building Leadership Series is a collaborative effort of the Indiana Developmental Disabilities Network to expand statewide leadership of individuals with developmental disabilities. It focuses on person-centered planning, choice, self-determination, and self-advocacy.

The **Family Support Research and Demonstration Project** identifies supports that enable aging parents and siblings to keep their adult family members with a disability in the home environment. Funded by the Indiana Family and Social Services Administration, Division of Disability and Rehabilitative Services, the project includes research into the role of family planning to assure that adult children with disabilities will continue to live and work in the communities of their choice upon the loss of a primary caregiver.

Indiana Partnerships for Lifespan Communities

Indiana Partnership for Lifespan Communities is a three-year federal initiative awarded to the Center in 2006, to conduct a demonstration project on community and state planning for livable, lifespan communities. More than a million Hoosiers are age 60 and older, and that number will double by 2025 and put increasing pressure on healthcare, transportation, and accessible housing. The partnership has created a demographic profile on aging for each of Indiana's 92 counties. It also established a statewide steering committee, created training and technical assistance teams, and began a qualitative research study of awareness of aging issues. It has also implemented a comprehensive state plan that tests the effectiveness of the AdvantAGE Initiative planning model, which provides local communities with information and a planning process for becoming elder-friendly. More than 4,500 randomly selected adults participated in the 25-minute telephone survey on issues ranging from health and housing to mobility, providing a snapshot of elder wellbeing organized on 33 indicators. A joint effort with Indiana Grantmakers Alliance, Lilly Endowment, Inc., and the Indiana Association of Area Agencies on Aging resulted in an additional grant to educate Indiana philanthropy organizations about aging issues and changing demographics.

Indiana Resource Center for Autism

The Center conducts outreach training and technical assistance, engages in research, and disseminates information on behalf of individuals across the autism spectrum. Efforts are focused on providing communities, organizations, agencies, and families with the knowledge and skills to support children and adults in typical early intervention, school, community, work, and home settings.

The Autism Training Project uses extensive team training to build capacity for local special education planning districts to establish and implement quality education for students on the autism spectrum. It has trained about 300 teams over the past 13 years.

First Responder Training for Persons with Autism Spectrum Disorders

First Responder Training for Persons with Autism Spectrum Disorders responds to the need of numerous Indiana school districts to train police officers to effectively interact with persons who are on the autism spectrum. Research shows that persons with autism or other developmental disabilities are approximately seven times more likely to come in contact with law enforcement professionals than are others. Autism Advocates of Indiana funds this project to create training kits designed specifically to assist first responders (e.g., fire, police, and paramedics) in recognizing and appropriately dealing with encounters with individuals with autism spectrum disorders. The kits were designed with input from parents, school-based autism mentors, and first responder professionals and include training materials for two specific purposes: to identify areas of concern for firefighters and EMS personnel; and to present strategies on how officers can assess a situation, interview, and if necessary, make an arrest of a person with autism. Through a collaborative effort with Indiana Homeland Security, the Center conducted 11 regional trainings to introduce the training kits to trainers throughout the state. The Center provides assistance to connect Homeland Security Curriculum trainers with individuals, parent groups, and school district autism leaders in Indiana to increase education and awareness about autism risk and safety management.

Center for Disability Information and Referral

The Center provides access to information and resources for people with disabilities, their families, and professionals through on-site library services and its website.

A **Reference Collection** comprised of electronic and print materials is available to respond to requests to the Institute for disability-related information. Resources are available to Indiana residents in person, via a 1-800 number, through e-mail, and by text telephone (TTY).

Additional resources include **Reference Services** to assist patrons with disability-related information needs including instant messaging, a listserv to provide periodic and quick updates on resources and services, a blog (<http://cedir.blogspot.com>) on current events, book reviews, and bibliographies. A semi-annual newsletter (CeDIR Citings) includes library news, book reviews, and topical bibliographies.

31 Days of Disability Awareness

During 31 Days of Disability Awareness in March 2008 (Disability Awareness Month), the Center highlighted new disability awareness resources each day on its blog. It also featured books, websites, videos, and kits to spotlight daily issues of people with disabilities. Due to the positive feedback, daily blogging continues.

Instant Reference

In March 2008, the Center introduced Instant Reference, a new way to contact the reference staff using instant messaging. Monday through Friday, reference staff can be reached online to answer questions. Readers of the Center's blog can instantly connect with staff without leaving the page. This allows Center staff to "meet" users where they are and provide timely responses.

Center for Planning and Policy Studies

The Center promotes systems change that helps communities and organizations include, support, and empower people with disabilities. This is accomplished by facilitating collaborative planning and by advocating policies that result in full participation of people with disabilities in community life.

The Center serves as fiscal agent for **ADA-Indiana**, one of six ADA steering committees for implementation of the Americans with Disabilities Act funded by the Great Lakes ADA Training and Technical Assistance Center. ADA-Indiana is comprised of representatives from the private sector, state agencies, universities, disability organizations, and disability advocates. The State Developmental Disabilities Council and the Governor's Council for People with Disabilities provide ADA-Indiana with supplemental funding to conduct policy research and training about the Americans with Disabilities Act.



Center staff assigned to ADA-Indiana are available to Indiana Businesses, groups, and individuals to provide technical assistance and information on the ADA

through a variety of methods that include phone and e-mail consultations, print materials, and internet resources. Related activities include:

Community ADA implementation projects: This annual grant program provides resources to local communities. Grants have been used to provide ADA training to local governments and make local transportation systems more usable for people with disabilities. Recent grants have been awarded to: the City of Elkhart Human Relations Commission to host an "ADA track" at the Indiana Consortium of State and Local Human Rights Agencies; a publication in Delaware and surrounding counties focusing on the link between the ADA and public transportation; and to a Muncie-based Center on Independent Living to provide ADA training to city and county officials. Center staff assist in conducting ADA accessibility site checks on municipal buildings and services.

Monthly ADA audio conferences: ADA-Indiana hosts a series of monthly audio conferences providing ADA-focused information-sharing opportunities in Bloomington, Gary, and Indianapolis. These sessions feature experts addressing various issues related to the ADA. Center staff provide technical assistance to local site coordinators. During 2007-08, more than 160 people participated.

Annual ADA celebration: Each year, ADA-Indiana observes the anniversary of the American with Disabilities Act with a statewide celebration. In 2008, it conducted a series of workshops for disability advocates on voting and the ADA, featuring Indiana's Secretary of State, Todd Rokita. Locations included Bloomington, Indianapolis, Muncie, and New Albany.

The Center conducted the **Seclusion and Restraint Policy Review Project** for Indiana Protection and Advocacy Services (IPAS). Concerned over reports about the use of seclusion and restraints in public schools, IPAS requested copies of policies from all school corporations in Indiana and contracted with the Indiana Institute to conduct a policy review. Analysis focused on the scope and content of time-out, seclusion, and physical and mechanical restraint policies. IPAS will use the report to advocate with the State Department of Education for more explicit definitions and policies and to work with school superintendents to develop and/or expand school policies to make them inclusive to all students.

FUNDING AND AFFILIATIONS

The Indiana Institute on Disability and Community is supported by Indiana University and funding from federal resources, state grants, and foundations. The Institute reports to the Vice Provost for Research and the Trustees of Indiana University.

Federal

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

State

- Generated Income
- State of Indiana

State Grants and Contracts

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

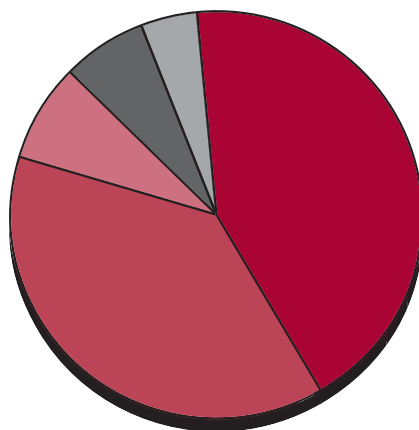
Other Sources

- Community Foundation of Monroe County
- Daniels Foundation Fund
- IAAAA Educational Institute, Inc.
- Southern Indiana Resource Solutions
- University of Illinois at Chicago

University Support

- Capital and non-capital assets

Financial Sources



■ State Grants and Contracts = 43.2%
 ■ Income/State Appropriations = 38.1%
 ■ Other Sources = 7.7%
 ■ Federal Grants = 6.8%
 ■ University Support (estimated) = 4.2%

Consumer Advisory Council

The Institute's Consumer Advisory Council is comprised of individuals who are active in Indiana's disability movement. The council includes persons with disabilities, family members, and state partners, including the executive directors of the Governor's Council for People with Disabilities and Indiana's Protection and Advocacy System. The councils' role is to provide feedback on our current initiatives and generate ideas for the future. Recent discussions focused on such topics as:

- Attracting and retaining quality direct care staff;
- Choice in living arrangements;
- Disability awareness and community attitudes;
- Employment and career development;
- Self-advocacy training;
- Systems integration; and
- Teacher preparation.

Council membership includes:

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

Association of University Centers on Disabilities

The Indiana Institute is an active member of the Association of University Centers on Disabilities (AUCD). AUCD (www.aucd.org) is a network of Centers for Excellence in every state and territory.

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 receive funding through the Administration on Developmental Disabilities (ADD).

The Executive Directors of each organization meet to review activities, map strategies for state policy, and identify collaborative projects. Last year, this partnership worked to support Self-Advocates of Indiana, a statewide organization focusing on self-determination for people with disabilities. Indiana's ADD partners are supporting Self-Advocates of Indiana to host the National Self-Advocates Becoming Empowered conference in Indianapolis.

PUBLICATIONS

Refereed Journal Articles

Bellini, S. (2006). The development of social anxiety in high functioning adolescents with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, 2(3), 138-145.

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