Indiana Institute on Disability and Community

2853 East Tenth Street
Bloomington, IN 47408-2696

Find us on Facebook

www.iidc.indiana.edu

Indiana's University Center for Excellence in Developmental Disabilities

Putting Good Ideas into Practice...

Research

Education

Service

...in Schools and Community Settings

2011 Annual Report

Mission

The Indiana Institute works with communities to welcome, value, and support the meaningful participation of all ages and abilities through research, education, and service.

To work with communities – The Institute collaborates with community agencies, schools, advocacy organizations, government, high 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 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, high 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.

Table of Contents

Institute Overview.....1
Core Functions.....3
The Institute's Centers.....11
Consumer Advisory Council...23
Funding Sources.....24
Affiliations.....25
Publications and Products.... 26
Faculty and Staff..... 34

Find us on Facebook

Acknowledgements

Director,
David Mank, Ph.D.

Writer/Graphic Design
Joel F. Fosha

Indiana Institute on Disability and Community
Indiana's University Center for Excellence in Developmental Disabilities
Research, Education, and Service

Web www.iidc.indiana.edu
E-mail iidc@indiana.edu
Phone/Fax (812) 855-6508 (812) 855-9630
U.S. Mail 2853 E. Tenth Street Bloomington, IN 47408

From the Director's Desk

Thanks for spending a few minutes reviewing the 2011 Annual Report of the Indiana Institute on Disability and Community. Even in the uncertain times of the last few years, the demand for research, education, and service continues and expands as we pursue our mission. In uncertain times, it is even more important that partnerships are strengthened as we seek improvement in quality in schools, in community settings, not simply survival. We appreciate our many partnerships in Indiana and across the country.

Research, Education, and Service

Indiana Institute Featured in Carnegie Community Engagement Classification

Indiana University was selected for the 2010 Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching. This classification recognizes the University's commitment to engagement through teaching, research, service, and partnerships. The Indiana Institute on Disability and Community was one of 15 university-community engagement partnerships to be featured.

Carnegie Foundation
for the Advancement of Teaching

"The Carnegie engagement classification is an affirmation of IU Bloomington's engagement and outreach activities 'around the corner and across the globe,'" said IU's Provost and Executive Vice President Karen Hanson.

Community engagement is an important area of focus for the Indiana Institute. Our work is about research to practice – improving choices and quality of life for people with disabilities and their families in schools and community settings.

Centers at the Institute:

- 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

The Institute has four areas of emphasis.

Early Intervention and Education

- Universal design of learning in early education
- Transition from preschool to kindergarten

Employment

- Quality supported and competitive employment
- Social Security work incentives and Ticket-to-Work

Livable Communities

- Visitable homes
- Full community participation

Self-Advocacy and Family Support

- Choice, voice, and control for persons with disabilities
- Access to information and choices for families

Core Functions

The Indiana Institute is Indiana's University Center for Excellence in Developmental Disabilities as designated by the U.S. Department of Health and Human Services. The Institute implements a set of core functions.

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

Interdisciplinary Education

In Depth: Masters of Social Work Student Katherine Kelly

"I have just completed the Master's Program at the IU School of Social Work. This is a career change for me after nearly 20 years in education. I was fortunate to have had my first practicum placement with the Indiana Resource Center for Autism during the summer of 2010. Working at the IRCA gave me the opportunity to participate in evidence-based practices for working with children with autism spectrum disorders (ASD).

I also participated in a support group for families with children with ASD. This experience highlighted the importance to me of working not just with individuals with differences, but their families as well."

Kati Kelly, Practicum Student

By the Numbers

The Institute supports undergraduate and graduate students in our Interdisciplinary Training Program. Student experiences are designed to prepare the next generation of leaders in disability-related research, training, service delivery, and policy.

In 2010-2011, 15 students representing seven disciplines participated in various projects and programs across the Indiana Institute's seven Centers. Student concentration areas included:

- Education
  - Curriculum and Instruction
  - Educational Psychology
  - School Leadership
  - Special Education
- Geography
- Public Health
- Social Work

In addition to on-site student support, Institute faculty and staff taught courses across several departments at Indiana University, Bloomington and Ivy Tech Community College. Last year, 514 undergraduate and graduate students received course instruction across 34 classes generating 1,452 student credit hours. Indiana Institute faculty advised or mentored 34 graduate students.

Courses/Indiana University for 2010-2011

Early Childhood Education/School of Education	• Human Diversity in the Classroom • Research in Elementary Education
Educational Leadership/School of Education	• Issues in Special Education Leadership • Practicum in Special Education Leadership • Unified Systems
Educational Psychology/School of Education	• Managing Classroom Behavior • Practicum/School Psychology (fall) • Practicum/School Psychology (spring) • Topic Seminar/Education Psychology

Courses/Indiana University for 2010-2011 (cont.)

Inservice Education/School of Education	• Voices of Katrina/Voices of Services (spring) • Professional Development Workshop • Autism Summer Institute • Autism Team Training
Public Administration/School of Education	• Public/Non-Profit Evaluation (fall) • Public/Non-Profit Evaluation (spring)
Special Education/School of Education	• Assistive Technology for Elementary Students with Disabilities • Transition Across the Lifespan (spring) • Transition Across the Lifespan (spring/ IUPUI) • Topical Workshop in Special Education • Special Topics: Classroom Systems of Positive Behavioral Support • Survey of Behavior Disorders • Teaching Social Skills • Assessment and Remediation of Mildly Handicapped • Transitions Across the Lifespan • Transitions Across the Lifespan (spring/ IUPUI) • Collaboration and Service Delivery • Graduate Seminar on Disability Issues (fall) • Graduate Seminar on Disability Issues (spring)

Courses/Ivy Tech Community College for 2010-2011

Disability Education	• Introduction to Disabilities (summer) • Introduction to Disabilities (fall) • Introduction to Disabilities (spring)
Learning Technologies	• Online Learning Technologies (fall) • Online Learning Technologies (fall) • Online Learning Technologies (spring)

Research and Evaluation

In Depth: Aging Indiana

Aging Indiana

Planning elder-friendly Hoosier communities

The Institute's Center on Aging and Community developed a web-based resource providing support to community planners to transform communities into good places to grow old in Indiana. The Aging Indiana website (http://www.agingindiana.org) contains census profiles for Indiana's 92 counties providing age demographics, age-density, housing, disability, poverty, and home ownership. Extensive social data was collected through a randomized telephone survey of 5,000 older Hoosiers across 16 planning districts.

Survey data was included in area plans on aging and the 2010 Indiana State Plan on Aging. Initiatives in home modification, health promotion, and built environments are being developed. A public policy thread was developed with a submission of proposed legislation, Hoosier Communities for a Lifetime, which would establish a state study commission to elevate planning standards and protocols for community districts. While the bill failed to pass in 2011, work will continue to develop the program.

By the Numbers

The Institute's research and creative activity are part of each Center. Research, evaluation, and policy analysis also cross our four focus areas (early intervention and education, employment, livable communities, self-advocacy and family support).

Research for 2010-2011

Emphasis Areas	Projects
Early Intervention/ Education	• Essential Skills for Successful School Readiness • Evaluation of First Steps: Child and Family Outcomes • A Comparison of Social Stories and Generic Social Narratives for Increasing Social Responses in Youth with Autism Spectrum Disorders • Examination of National and Regional Identification Rates of Students with Autism Spectrum Disorders

Research for 2010-2011 (cont.)

Emphasis Areas	Projects
Early Intervention/ Education (cont.)	• Increasing Social Engagement in Young Children with Autism Spectrum Disorders Using Video Self-Modeling and Peer Training • Program Evaluation: Accessing the Learning and Practice Outcomes of the Autism Training Team • Professional Development Outcomes for Educators • Project SEARCH Evaluation • Social Skill Interventions for Youth with Autism Spectrum Disorders: A Meta-Analysis of Interventions Implemented in Clinical Settings • Social Skill Outcomes of the Social Skills Research Center • Special Education Program Evaluation: Rensselaer • Using Video Self-Modeling to Increase Compliance in Children with Conduct Disorders
Employment	• Day and Employment Services Outcomes Systems • Impact of Benefits Information Network and Sustainability • Impact of Corporate Development on Employment Outcomes
Livable Communities	• 2010 Disability Poll: ADA Implementation in Indiana Communities • 2011 Disability Poll: Shaping Indiana's Disability Policy • Communities for a Lifetime • Regional ADA Implementation Surveys
Self-Advocacy and Family Support	• Critical Barriers to Protection and Advocacy Services • Evaluation of the Self-Determination Effects of the Building Leadership Series • Gathering and Analysis of Consumer Input for Indiana's State Disability Plan

Training and Technical Assistance

In Depth: Positive Behavior Intervention Supports (PBIS)

PBIS Indiana, a joint project between the Center on Education and Lifelong Learning and the Equity Project, Center on Evaluation and Education Policy, Indiana University School of Education, works with six emerging model sites to implement culturally responsive Positive Behavior Intervention Supports (PBIS). Five additional sites participated as assigned by the Indiana Department of Education. This Project established a statewide network of training and technical assistance integrating issues of culture to assure equitable student outcomes.

Continued next page

In Depth: Positive Behavior Intervention Supports (PBIS) [cont.]

In the spring of 2011, regional sessions for school corporation leadership were conducted. Within corporations demonstrating readiness, principals were invited to overview sessions of PBIS integrating issues of culture, including school readiness commitments. In the fall of 2011, PBIS Indiana will provide district and school leadership team training and technical assistance to approximately 24 schools within 10 districts across Indiana (http://www.indiana.edu/~pbisin/about/).

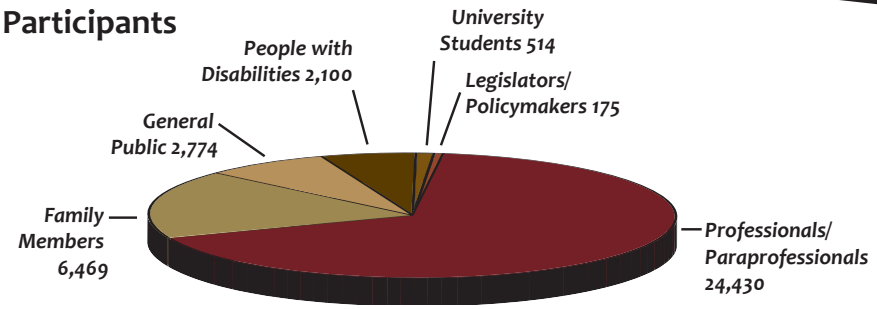
By the Numbers

In 2010-2011, the Institute provided over 6,500 hours of training and technical assistance. Delivery systems included online classes, webinars, and podcasts as well as onsite conferences and workshops including:

- Americans with Disabilities Act;
- Autism spectrum disorders;
- Corporate job development;
- Co-teaching and collaboration;
- Differentiated instruction;
- Financial literacy;
- Instructional consultation teams;
- Job and career development;
- Positive behavior intervention and supports;
- School readiness for young children;
- Service learning;
- Social Security work incentives;
- State disability planning; and
- Transition planning for post-school outcomes.

Last year, Institute staff conducted 654 training and technical assistance events. More than 36,350 individuals participated.

Participants



Institute staff contributed time on various boards, committees, and working groups. Our work included involvement in:

- 15 university-related committees
- 26 local committees
- 57 state committees
- 44 national committees

Dissemination

In Depth: Specialty Newsletters

The Indiana Institute disseminates ideas, information, and products across a wide range of platforms. Four specialty newsletters are circulated via print, e-newsletters, blogs, and posted on the Institute's website.

CeDIR Citings

CeDIR Citings, published by the Institute's library staff, provides updates on library services, bibliographies, book reviews, and highlights information technology tools.

Continued next page

In Depth: Specialty Newsletters [cont.]

Indiana
Vocational Rehabilitation Services
Corporate Development

Growing Get-Up-and-Go
Workforces for
Getting-There-First Companies

Corporate Advantage

Corporate Advantage provides readers with updates on Indiana's Corporate Development projects – initiatives that partner Indiana employers with disability services providers and area offices of Vocational Rehabilitation to train, recruit, hire, and retain qualified candidates. Over 2,100 individuals have received this newsletter since its inception in 2010. Corporate Advantage is a publication of Indiana VR Services and published by the Indiana Institute.

FYI News

The FYI Newsletter provides a weekly update on emerging news, Institute-sponsored trainings, the work of our seven Centers, and new acquisitions of disability-related materials in our library. Last year, 40 editions were published reaching 1,235 recipients per issue.

Indiana Resource Center for Autism

IRCA Reporter

The Indiana Resource Center for Autism Reporter is disseminated to an audience of nearly 9,300 family members and professionals per month. The Reporter covers topics related to services in Indiana, behavioral and educational strategies, and methods of supporting individuals across the autism spectrum.

What People are Saying...

"Having the Indiana Institute as part of my personal and professional life… and in my work with the Self-Advocates of Indiana… has brought a wealth of information, resources, and knowledge to help me advocate for people with intellectual and developmental disabilities."

Betty Williams, President, Self-Advocates Becoming Empowered (SABE)

By the Numbers

The Indiana Institute is committed to the dissemination of ideas and research findings to its constituents through a number of formats and distribution methods. In 2010-2011, over 78,000 copies of Institute products were disseminated.

In addition to traditional dissemination methods, (see Publications and Products on page 26), the Institute provides information via social media such as Facebook, Twitter, blogs, pod casts, webinars, and e-newsletters. The Indiana Institute works with IU's Office of Media Relations to promote the visibility of research, education, and service. We are also providing key informational materials in Spanish. Last year, our websites logged nearly one million visits to more than 1,000 pages.

The Institute's Centers

In 2010, the Indiana Institute celebrated its 40th Anniversary. The following sections of this report highlights work within each of our seven Centers.

Early Childhood Center

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

In-Depth: School Readiness for Young Children

How do early educators ensure all children successfully enter and complete kindergarten? Identifying skills and instructional routines associated with successful school readiness is the focus of this project conducted by the Center. As evidence-based curricula and teaching practices are identified, information is translated into practice which can be applied by early educators in prekindergarten, child care, and Head Start.

Last fall, observations were conducted in 34 kindergarten classrooms to identify skills and routines deemed critical for children to have during the first month of school. Qualitative and quantitative descriptions of key routines were identified (physical, social, and instructional dimensions). Social, communication, and cognitive skills associated with successful participation and engagement were also identified. Workshops around school readiness were conducted and follow-up research is planned for bridging preschool and kindergarten classroom practices (http://www.iidc.indiana.edu/index.php?pageId=129).

The Center also:

- Manages the Indiana Family-to-Family project, linking families of young children with disabilities to people, information, and resources within their own communities. INF2F is a web-based resource and provides a variety of initiatives to accommodate the diverse needs of families.

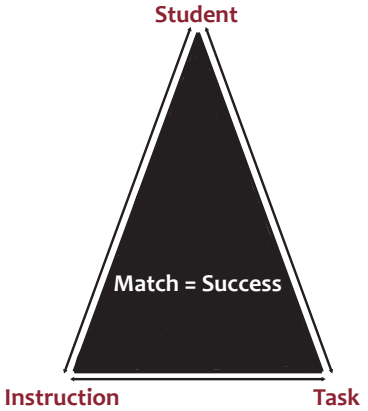
- Evaluates Indiana's Part H Early Intervention System, First Steps, to determine its impact on child and family outcomes and assist the state in meeting its annual federal reporting requirements.

- Maintains the Early Childhood Meeting Place, a web-based information clearinghouse for early childhood professionals. Last year, over 13,000 visitors viewed more than 93,000 pages of events and resources; and downloaded over 10,000 Family Resource Fact Sheets developed through Indiana's Early Childhood Comprehensive System Project, Sunny Start.

Center on Education and Lifelong Learning

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

In-Depth: Instructional Consultation Teams



Instructional Consultation Teams (IC Teams) assist schools to organize and deliver services supporting students and teachers. Students achieve academic and behavioral success through restructuring and refocusing resources. The IC Teams model matches student assessed entry skills to quality instruction. Outcomes include increased student success, reduced behavior difficulties, and avoids the need for special education evaluation and placement. The Center partners with ICAT Resources, developer of the IC Team model, and is Indiana's only approved IC Team Training Center.

The Center's IC Teams provided training and support to over 40 schools in Indiana. Over 1,000 teachers and students received support in 2009-2010 (summery data for 2010-2011 is not yet available). Ninety-five percent progressed and/or met standards-based academic and behavioral goals. Thirteen percent of students involved in IC Team cases were referred for special education services as compared to 47% of students supported via non-IC Team pre-referrals. Support for IC Teams in three new school districts and 30 new schools will begin in the fall of 2011. Statewide awareness sessions are also planned and existing IC Teams will continue to receive support (http://www.iidc.indiana.edu/index.php?pageId=3346).

What People are Saying...

"I have learned a great amount this year in the role of a full time Instructional Consultation Team Facilitator. ICT is an effective problem solving process for teachers to use when they need help in the classroom. Although learning a new set of skills can be challenging and intimidating at first, the way in which the trainers delivered the professional development has helped me feel at ease in this new position. The ability to practice these skills, be coached, and receive feedback, has been key in helping me not only understand the process, but apply those skills and even train a team of professionals in my own building."

Erin Morrill, Teacher, Northside Middle School

The Center also:

- Assists districts and schools in building collaborative skills.
- Promotes service learning initiatives around environmental and social issues.
- Provides program evaluations in curriculum, school structures and cultures, special services, and small learning community initiatives. Evaluations are designed in collaboration with school district personnel in order to ensure that their interests and needs are met.
- Works with model sites and school districts addressing issues of disproportionality through web-based and on-site professional development in positive behavior intervention and supports.
- Prepares educators with knowledge to enhance skills in designing units of study that respect learner differences through Universal Design for Differentiated Instruction.
- Provides training and technical assistance to schools and corporations to develop and implement school- and district-wide initiatives in School-Wide Positive Behavior Supports (SW-PBS).

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: Project SEARCH Indiana

Project SEARCH Indiana provides transition-age youth with internship experiences in preparation for employment. The Center, in relationship with Project SEARCH National, partners with Vocational Rehabilitation Services to establish collaborative teams of adult employment providers, school systems, and local businesses in the development of Project SEARCH Indiana sites. Nine Project SEARCH Indiana high school transition sites are training student interns. Job experiences include clerical, materials management, customer service, patient and facility services, and data entry. A tenth site provides academic and internship experiences to young adults no longer affiliated with a school system. To date, 42 students have been hired. On average, these employees work 28 hours a week and are paid $8.55 per hour. This year, 100 students are preparing for new internships and expansion plans include three additional sites next year (http://www.iidc.indiana.edu/index.php?pageId=1835).

What People are Saying...

"The best part about being a Project SEARCH intern was having support, and people helping me find a job. Project SEARCH really helped me to get a job and learn skills. I learned a lot about working hard in Project SEARCH."

Matthew McCaslin, 2009 Project SEARCH Graduate – Pitney Bowes, Indianapolis

The Center also:

- Develops secondary transition resources for special education professionals and families through a new website and weekly newsletter – Transition Tips for Teachers (and families). Over 1,500 educators and families received information on subjects ranging from transition assessments to transition IEP tutorials. Onsite professional developmental activities and technical assistance is provided directly to school districts.

- Provides online orientation and training for Vocational Rehabilitation counselors and supervisors. Since 2009, more than 120 VR counselors completed a variety of courses. One hundred fifty-eight employment service providers completed an Employment Specialist Training series. Specialized courses for counselors working with Independent Living Centers and people with visual impairments, personality disorders, substance abuse, and working with ex-offenders are in development.

- Operates as a liaison between Indiana Vocational Rehabilitation, employment providers, and employers throughout the state. The Project works with 35 businesses who have hired more than 75 people with disabilities. A new initiative with Walgreens to recruit, hire, and train employees with disabilities at 150 of the company's retail stores in Indiana is underway.

- Trains and coordinates a statewide cadre of professional liaisons in benefits and work incentives. One hundred ninety-three certified BIN liaisons have reviewed 222 benefit plans. The Indiana Disability Benefits and Work website logged 7,328 visits for the first quarter of 2011.

- Works with financial stability coalitions to provide information to people with disabilities and their families about assets money management. Last year, the Initiative provided training to 764 people and assisted member coalitions to understand the importance of asset development for people with disabilities.

- Works to develop educational opportunities for students with disabilities at Indiana colleges and universities. The Project 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 colleges and universities.

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: Building Leadership Series

Skill building in self-advocacy and self-determination is the focus of a series of workshops for adults with disabilities. Now in its fifth and final project year, the Building Leadership Series (BLS) funds 20 participants annually to attend three two-day topical workshops on choice, rights and responsibilities, self-determination/self-advocacy, and person-centered planning. Working in conjunction with the Governor's Council for People with Disabilities and Indiana Protection and Advocacy Services, BLS has trained a total of 90 individuals, ranging in ages from 19 to 60+.

BLS graduates have taken on new roles in their communities. Some have joined committees and boards while others have become Partners in Policymaking graduates.

Evaluation comments from participants include:

- "The workshops were very good and helpful;"
- "Practicing speaking up was helpful;"
- "I now know my rights and that I can speak up about my rights;"
- "BLS helped me to self-advocate better for myself;" and
- "I liked meeting new people and hearing about their lives."

Plans for securing funding to continue the project are in the works. A group of graduates participated in a pilot for BLS II, with new curriculum focusing on healthy relationships, sexuality, and healthy aging (http://www.iidc.indiana.edu/index.php?pageId=223).

What People are Saying...

"I've been associated with the Indiana Institute in one form or another for over 10 years now; since I became a member of ADA-Indiana. I can honestly say that every time I've worked with one of the Centers, the Center on aging or policy for example, the outcome has been positive. I truly enjoy being a part of an organization that does so much to assist, not only those with disabilities, but society as a whole. I see myself being associated with the Institute in one way or another for the foreseeable future."

Frank Epperson, Accommodations Specialist, Employee Relations Services, Indiana University

The Center also:

- Provides access to arts careers, through ArtsWORK Indiana, an employment-focused website providing networking opportunities and information resources for artists with disabilities. Two regional groups were formed last year to include the cities of New Albany and Bloomington. Additionally, 14 artists received funding to support individual projects.

- Maintains a web-based resource entitled Aging Indiana. The site provides support to community planners seeking to transform communities into good places to grow old in Indiana. The Aging Indiana website contains census profiles for Indiana's 92 counties providing age demographics, age-density, housing, poverty, and home ownership.

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: Professional Development in Autism Spectrum Disorders

The Center works with 14 Indiana schools providing technical assistance on evidence-based practices for measuring progress and outcomes for students with autism spectrum disorders. The project partners with the National Professional Development Center on Autism Spectrum Disorders (NPDC) and is one of 12 states selected to host technical assistance sites. NPDC works in conjunction with each state's Department of Education, Part C agency, and the University Center for Excellence in Developmental Disabilities.

Data collected indicates that targeted students have increased appropriate behaviors, improved academic skills, and more peer interactions. Teachers and staff have increased their use of evidence-based practices with consistency and fidelity. An unintended outcome at many of the sites includes universal implementation of evidence-based practices across the school environment – especially in the areas of visual supports and peer mediated instruction.

These sites have become models for others to visit to promote learning and achievement of students with ASD and family support. Many of the current Pervasive Developmental Disorders (PDA) sites are going to continue in year two of the project to bridge the gap between research-based practices and replicable practices in the classroom (http://www.iidc.indiana.edu/index.php?pageId=32).

What People are Saying…

"We are so pleased to have been selected as an IRCA pilot site. In our elementary school, we have students with autism who require extensive support to be successful in school, and our staff did not have the necessary skill levels. Our students are learning to be successful in school as a result of the ongoing training from IRCA. Parents are also finding the strategies we share with them to be helpful at home. We couldn't be more pleased with the positive outcomes for our students and families as our teachers become more proficient in effective strategies for children with autism."

Connie Miller, Principal, Crestdale Elementary School, Richmond, IN

The Center also:

- Provides Autism Team Training in evidence-based practices to districts that support students across the autism spectrum. District teams are interdisciplinary and include family members. To date, Center staff have trained 375 teams.

- Maintains a website of services and resource materials for families and professionals who work with persons with autism spectrum disorders. Online activities include an Autism blog 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: State Disability Planning

Indiana's Governor's Council for People with Disabilities commissioned the Center to gather input from people with disabilities, family members, and community service providers to determine priorities for Indiana's five-year state disabilities plan for 2012-2016. Data were gathered through regional Town Meetings, an on-line survey, and focus groups.

The Town Meetings and policy surveys gathered information on issues of concern and potential solutions in education, employment, housing, transportation, health care, access, long term care and supports, and service systems and quality assurance. More than 229 individuals and family members attended the Town Meetings and 1,300 Hoosiers responded to the survey. This input was used by the Council to formulate goals. Focus groups were then held to identify potential ways to move the goals and issues forward. The Center will assist the Governor's Council in completing the project and writing the State Plan.

What People are Saying…

"I thought this was the most informative Town Meeting I have ever taken part in. It was a great experience - my greatest hope is that the ideas that we came up with are used!"

"It was great to have so many people in our community coming together. It needs to be done more often."

"I hope that the efforts you all put forth bring results at the state level. Thank you again for the opportunity to be a part of it."

Town Meeting Participants, Winter 2011

The Center also:

- Provides support to ADA-Indiana, a statewide resource for the Americans with Disabilities Act (ADA). Last year, the Center hosted a series of audio conferences and webinars, conducted training on new Standards for Titles II and III, and revised the ADA definition of disability for business and disability audiences.

- Coordinates ADA-Indiana's Community ADA Implementation Grants program. Recipient organizations receive funds to improve compliance with the ADA in their communities. The Center has been an active partner with the Steering Committee for more than 20 years.

- Is a participant in the Disability Roundtable at Indiana University, Bloomington. The Roundtable serves as a gathering place for those with interest in implementing the ADA, including faculty, students, HR personnel, and others responsible for accessibility of the campus grounds, buildings, and services. Monthly topical seminars are held featuring speakers on a variety of topics related to the ADA. The Roundtable also facilitates solutions to issues raised about campus accessibility.

Center for Disability Information and Referral

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

In-Depth: Mobile Technology

Last year, the Center focused on improving services to patrons through research and outreach. Mobile technology is having a significant impact in the lives of people with disabilities. The Center developed a weekly series on their blog to highlight mobile applications that are of interest to people with disabilities and caregivers. Work is underway to make disability information more accessible using mobile devices (http://cedir.blogspot.com).

What People are Saying…

"Your blog has provided a lot of useful suggestions for us as we order new titles for our library. It makes me wish I lived in Indiana. Keep up the good work."

Elizabeth de Leon, M.L.I.S., Librarian, Audiovisual Library
Texas Department of State Health Services

The Center also:

- Provides instruction to pre-service educators and service providers on how to best access information and services for people with disabilities.

- Works to identify the 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 (http://www.iucat.iu.edu).

Consumer Advisory Council

The Institute convenes its Consumer Advisory Council twice a year. The role of the Council is to assist in planning for the future and discuss the Institute's role in promoting full community participation for people with disabilities.

Discussion topics this past year included:

- ADA-Indiana audio conferencing;
- Building Pathways to Empowerment Campaign – The Arc of Indiana;
- Post-secondary education for students with intellectual and developmental disabilities;
- Self-Advocates of Indiana state conference planning;
- Work of the national and Indiana State Team, Alliance for Full Participation; and
- State Plan town meetings.

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

Consumer Advisory Council Members	
Denise Arland, Greenfield, IN ***Sylvia Brantley***, Unionville, IN ***Barbara Campbell***, Springville, IN ***David Carter***, Spencer, IN ***Melody Cooper***, Indianapolis, IN ***Michael Ely***, Bloomington, IN ***Frank Epperson***, Bloomington, IN ***Tom Gallagher***, Indianapolis, IN ***Shelly Hackett***, Bloomington, IN	***Leah Helvering***, Anderson, IN ***Suellen Jackson-Boner***, Indianapolis, IN ***Becky LaPadula***, Bloomington, IN ***Cori Mitchell***, Bloomington, IN ***Lindsey Smith***, Bloomington, IN ***Chris Stroguiludis***, Bloomington, IN ***Karen Vaughn***, Indianapolis, IN ***Betty Williams***, Indianapolis, IN

Funding Sources

Federal	State
• U.S. Department of Health and Human Services • Indiana Partnerships Post-Secondary Education	• State of Indiana • Indiana Vocational Rehabilitation Services • Indiana Family and Social Services Administration

Funding Sources (cont.)

State (cont.)	Other
• Indiana Governor's Council for People with Disabilities • Indiana Department of Education • Office of Faith-Based Initiatives	• University of Illinois at Chicago • Autism Advocates of Indiana • Emerald Consulting • Indiana Association for Community Economic Development • Visiting Nurse Services, Advantage Initiative • Indiana University

Affiliations

Association of University Centers on Disabilities

AUCD
ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES
RESEARCH, EDUCATION, SERVICE

The Institute is a member of the network 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).

Indiana's Developmental Disabilities Network

The Institute partners with the state Protection and Advocacy System and State Developmental Disabilities Council to form the Indiana Developmental Disabilities Network. The Network is collaborative in nature and the directors of each organization meet to review activities and plan strategies for state policy development.

Developmental Disabilities Network collaboration includes:

- ADA-Indiana trainings (statewide audio conferences, webinars, workshops)
- Annual ADA celebration
- ADA-Indiana community implementation grants program
- Annual disability polls
- Annual state conference for people with disabilities
- Building Leadership Series training
- Formulation of developmental disabilities state plans
- Postsecondary education for students with intellectual disabilities

Publications and Products

Refereed Journal Articles

Bellini, S., Henry, D., & Pratt, C. (2011). From intuition to data: Using logic models to measure professional development outcomes for educators working with students on the autism spectrum. *Teacher Education and Special Education*, *34*, 37-51.

Bellini, S., & McConnell, L. (2010). Strength-based educational programming for students with autism spectrum disorders: A case for video self-modeling. *Preventing School Failure*, *54*, 220-227.

Conn-Powers, M., Piper, A., & Traub, E. (2010). An approach to evaluating the impact of policy changes in early intervention. *Infants & Young Children*, *23*(3), 218-232.

Holstead, J., & Hightower King M. (2011). Self-assessment of high-quality academic enrichment practices. *Afterschool Matters*, *13*, 30-37.

Books

Chapman, C., & Hyatt, C. H. (2011). *Critical conversations in co-teaching: A problem solving approach*. Bloomington, IN: Solution Tree, Inc.

Book Chapters

Bellini, S. (2011). Social skills training. In A. Boutot & B. S. Myles (Eds.), *Autism education and practice*. Boston, MA: Allyn and Bacon.

Technical Reports and Non-Refereed Publications

Anderson, P., Davis, K., James, C., Messuri, K., & Suarez, L. (2011). *Taking your son/daughter with an autism spectrum disorder to the dentist*. Retrieved from http://www.iidc.indiana.edu/index.php?pageId=3384

Chait, J., & Pappas, V. (2011). *The 2011 Monroe County Business Expo evaluation: Report of findings*. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Chait, J., & Pappas, V. (2011). *Monroe County Business Expo exhibitors' evaluation: Report of findings*. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Conn-Powers, M., Cross, A., & Dixon, S. (2011). *The first days of kindergarten and what it means for preschool teachers*. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Cross, A. F., & Conn-Powers, M. (2011, March). *A working paper: New information on school readiness*. Retrieved from http://www.iidc.indiana.edu/styles/iidc/defiles/ECC/New%20Info%20School%20Readiness.pdf

Davies, C. (2011). Increasing independence in adults with autism spectrum disorders: Using a "to do" list. *The Reporter E-Newsletter*, 15(11).

Davis, K. (2010). Finding a friend in school. *The Reporter E-Newsletter*, 15(4). Retrieved from http://www.iidc.indiana.edu/index.php?pageId=3313

Davis, K. (2010). Tips to consider when including a student with ASD in art, music, or physical education. *The Reporter E-Newsletter*, 15(2). Retrieved from http://www.iidc.indiana.edu/index.php?pageId=401

Davis, K. (2010). What do I really need to know? *The Reporter E-Newsletter*, 15 (3). Retrieved from http://www.iidc.indiana.edu/index.php?pageId=3280

Dixon, S., & Beard, C. (2011). *School readiness. What teachers expect: What parents can do*. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Dubie, M. (2010). Hats off to Noblesville schools for creating training classrooms: Using evidence-based practices of visual supports and work systems. The *Reporter E-Newsletter* 15(3). Retrieved from http://www.iidc.indiana.edu/index.php!pageID=3287

Dubie, M., & Lofland, K. (2010). Applying the ziggurat and CAPS model in your school district. *The Reporter E-Newsletter*, 15(5). Retrieved from http://www.iidc.indiana.edu/index.php?pageId=3358

Isaacs, J. L. (2010). *New VRC orientation handbook* [on-line course handbook]. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Isaacs, J. L. (2010). *New VRC orientation: Supervisor handbook* [on-line course handbook]. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Ketzner, B. (2011). Social security benefits and employment. *The Reporter E-Newsletter*, 15(9). Retrieved from http://www.iidc.indiana.edu/index.php?pageId=3413

Pappas, V., & Chait, J. (2011). *The 2011 Indiana disability poll: Reshaping the disability agenda in Indiana - Report of findings*. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Pappas, V., & Chait, J. (2010). *Business Expo evaluation report*. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Pappas, V., Chait, J., Norris, M., & May, S. (2010). *ADA report card for Great Lakes Region 5*. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Pappas, V., Chait, J., Norris, M., & May, S. (2010). *ADA report card for Illinois*. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Pappas, V., Chait, J., Norris, M., & May, S. (2010). *ADA report card for Indiana*. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Pappas, V., Chait, J., Norris, M., & May, S. (2010). *ADA report card for Michigan*. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Pappas, V., Chait, J., Norris, M., & May, S. (2010). *ADA report card for Minnesota*. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Pappas, V., Chait, J., Norris, M., & May, S. (2010). *ADA report card for Ohio*. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Pratt, C. (2011). Autism awareness month: Facts and tips for working with students on the autism spectrum. *The IRCA Reporter E-Newsletter*, 15(8). Retrieved from http://www.iidc.indiana.edu/index.php?pageId=359

Pratt, C. (2011). How and where to obtain a diagnosis/assessment in Indiana. *The Reporter E-Newsletter* 15(7). Retrieved from http://www.iidc.indiana.edu/index.php?pageId=269

Pratt, C. (2010). Making the most of the holidays for your family and your son/daughter on the autism spectrum. *The Reporter E-Newsletter*, 15(4). Retrieved from http://www.iidc.indiana.edu/index.php?pageId=570

Stafford, P. B. (2010). *Aging in place: Creating livable communities for older Hoosiers*. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Stafford, P. B. (in press). The biography of a social movement: Review of Gray Panthers, by Roger Sanjek. (2009). Philadelphia: University of Pennsylvania Press. *In Current Anthropology* 52:3.

Vicker, B. (2010). Successfully using PECS with children with ASD. *The Reporter E-Newsletter*, 15(3). Retrieved from http://www.iidc.indiana.edu/index.php?pageId=3285

Wheeler, M. (2011). Academic supports for college students with an autism spectrum disorder: An overview. *The Reporter E-Newsletter*, 15(10). Retrieved from http://www.iidc.indiana.edu/index.php?pageId=3417

Wheeler, M. (2011). Summer 2011 camps & programs. *The Reporter E-Newsletter*, 15(11). Retrieved from http://www.iidc.indiana.edu/styles/iidc/defiles/IRCA/Summer%202011%20Camps%20%20Programs%20SI%20240.pdf

Wheeler, M. (2010). Getting started: introducing your child to his or her diagnosis of autism or Asperger's syndrome. *The Reporter E-Newsletter*, 15(1). Retrieved from http://www.iidc.indiana.edu/index.php?pageId=362

Electronic Products

ADA-Indiana. (ca. 2010). *In Facebook* [Non-profit organization page]. Retrieved from http://www.facebook.com/adaindiana

ADA-Indiana. (ca. 2010). *In Twitter*. Retrieved from http://www.twitter.com/adaindiana

ADA-Indiana. (ca. 2010). *In YouTube*. Retrieved from http://www.youtube.com/adaindiana

Ansaldo, J. (Designer), & Robinson, J. (2010). *Instructional consultation teams*. [tutorial]. Retrieved from http://breeze.iu.edu/ic_teams_tutorial

Ansaldo, J., & Robinson, J. (2010). *Instructional consultation teams discussion guide*. Retrieved from http://www.iidc.indiana.edu/index.php?pageId=3346

Ansaldo, J., & Robinson, J. (2010). *Instructional consultation teams fact sheet*. Retrieved from http://www.iidc.indiana.edu/www2/styles/iidc_www/defiles/CELL/Instructional%20Consultation%20Teams%20Fact%20Sheet.pdf

Beard, C. (Ed.). (2010-2011). *First Words*, 9, 1, 9, 2, 8, 11. Retrieved from http://www.inf2f.org/Newsletter/FirstWords0111.pdf

Cross, A. F., & Dixon, S. D. (2011, April). *Building bridges to school readiness: Changing expectations: Implications for preschool* [Podcast]. Retrieved from http://www.iidc.indiana.edu/ecc/onlinelearning/buildingbridges/player.html

Dawalt, L., Held, M., & Pierz, D. (2011). *Vocational rehabilitation services 101* [tutorial]. Retrieved from http://breeze.iu.edu/vrstransition

Fosha, J. (Producer). (2010-2011). *Indiana Institute Podcast Series* [audio podcast]. Retrieved from http://www.iidc.indiana.edu/index.php?pageId=50&newsType=3

Titles:

Wretches and Jabberers
Artswork Indiana
Post-Secondary Grant
Alliance for Full Participation Scorecard Survey

Grossi, T. A., & Held, M. (2010). *Tuesday's transition tips for teachers*. Retrieved from http://www.iidc.indiana.edu/index.php?pageId=3390

Grossi, T., Dawalt, L., & Held, M. (2010). *The transition IEP: An overview* [tutorial]. Retrieved from http://breeze.iu.edu/transitionieps

Harlan-Simmons, J. (2010). *Brandon Boas: Shooting for the top* [On the ArtsWORK Indiana website]. Retrieved from http://www.artsworkindiana.org//index.php?pageId=162

Harlan-Simmons, J. (2011). *Mark A. Smith: Soldier and artist with a vision* [On the ArtsWORK Indiana website]. Retrieved from http://www.artsworkindiana.org//index.php?pageId=165

Holtz, P. (Prod.), Stafford, P., Todd, J., & Harlan-Simmons, J. (2011). *CAC voices story tent: Love and friendship* [Video]. Retrieved from http://www.youtube.com/user/cacvoices#grid/user/C55F3F634CF1F813

Holtz, P. (Prod.), Stafford, P., Todd, J., & Harlan-Simmons, J. (2010). *CAC voices story tent: Indiana Governor's Council for People with Disabilities Conference* [Video clips]. Retrieved from http://www.youtube.com/user/cacvoices#grid/user/3F8B2B8A035272BB

Isaacs, J. L. (2010). *Assistive technology* [on-line course]. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Isaacs, J. L. (2010). *Case and caseload management* [on-line course]. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Isaacs, J. L. (2010). *Consumer benefits planning* [on-line course]. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Isaacs, J. L. (2010). *New VRC orientation* [on-line course]. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Isaacs, J. L. (2010). *Psychosocial and cultural aspects of disability* [on-line course]. Institute on Disability and Community.

Isaacs, J. L., & Dawalt, L. (2010). *Counselor roles and responsibilities* [online course]. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Isaacs, J. L., & Dawalt, L. (2010). *Medical aspects of disability* [on-line course]. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Isaacs, J. L., & Dawalt, L. (2010). *Mental health, addiction, and counseling* [on-line course]. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Isaacs, J. L., & Tijerina, J. (2010). *Foundations of rehabilitation* [on-line course]. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Isaacs, J. L., & Tijerina, J. (2010). *Job-related services and concepts* [on-line course]. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Isaacs, J. L., & Tijerina, J. (2010). *Career guidance and counseling* [on-line course]. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Norris, M., Pappas, V., & Chait, J. (2010). *Help shape Indiana's disability plan!* [website]. Retrieved from http://www.cwlab.org

Perez, B., Washburn, S., Skiba, R., Cole, S., Brentano, M., & Robinson, J. (2011, March). *Improving safe school planning and classroom management: Positive behavior supports* [Web-based instructional module]. Retrieved from http://www.indiana.edu/~pbisin/HEA1419/PBIS/

Robinson, J., & Wray, C. (Designer). (2011). *Collaboration and co-teaching for diverse learners: Part one*. [flash tutorial]. Retrieved from http://breeze.iu.edu/p15047295/

Smith, R., & Pierz, D. (2011). *Asset development and financial literacy website*. Retrieved from http://www.iidc.indiana.edu/index.php?pageId=3394

Stafford, P. B. (2010). *Phil's adventures in Elderburbia*. Retrieved from: http://agingindiana.wordpress.com/

Tijerina, J. (2011) *Employment specialist training* [on-line-course]. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Wagers, L., Stafford, P., Todd, J., Harlan-Simmons, J., & Holtz, P. (2010). Center on Aging and Community Facebook page. Retrieved from https://www.facebook.com/#!/pages/Center- on-Aging-Community-Indiana-University/107042329334011

Wray, C., & Anderson, P. (2010). *IIDC Autism Resources Blog*. Retrieved from: http://iidcautismresources.blogspot.com

Newsletters

Fosha, J. (Ed.). (2010-2011). *FYI* [weekly newsletter]. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Fosha, J. (Ed.). (2010-2011). *FYI* [weekly on-line newsletter]. Retrieved from http://www.iidc.indiana.edu/?pageId=7&newsId=309&newsType=2

Harlan-Simmons, J. (2011). *ArtsWORK Update* [monthly electronic newsletter of ArtsWORK Indiana]. Retrieved from: http://www.artsworkindiana.org//index.php?pageId=122

Stafford, Philip B. (2010) *Where's the Quarterback?* Herald Times, Dec. 01, 2010. Bloomington, Indiana.

Stafford, Philip B. (2011) *Is Indiana Aging Ready?* Guest editorial, February 18, 2011. Indianapolis Star, Indianapolis, IN.

Stafford, Philip B. (2011) *Old People Everywhere*. Guest editorial, Herald Times Newspaper, March 5, Bloomington, Indiana.

Wray, C., & Soto, S. (2010). *CeDIR Citings* [biannual newsletter]. Retrieved from: http://www.iidc.indiana.edu/index.php?pageId=2316

Public Awareness Materials

Fosha, J. (2011). *Indiana Institute* [brochure]. Bloomington, IN: Indiana Institute on Disability and Community.

Fosha, J. (2010). *Annual report: 2009-2010*. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Fosha, J. (2010). *IIDC fact sheet: Indiana Institute accomplishments for 2010-11*. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Fosha, J. (2010). *IIDC fact sheet: Selected Indiana Institute center highlights/ accomplishments for 2010-11*. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Koleszar, T., Cook, J., & Banks, B. (2010). *Guiding employment first in Indiana: A statewide plan for systems change*. Indianapolis, IN: Family and Social Services Administration.

Smith, R. (2011). *Fact sheets on asset development and financial literacy*. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Dissertations (in Progress)

Ansaldo, J. (in progress). *Joining forces: A study of a collaborative service learning program aimed at the improvement of schooling for Hispanic students in low-income urban schools*.

Marshalek, F. (in progress). *Cuban Economic Reform: Small Business, Informal Networks, Remittances and Household Decision-Making*.

Robinson, J. (in progress). *Fleeting certainty: Teacher identities in the context of professional development activities*.

Faculty and Staff

Acres, Jamie, Program Assistant, IRCA
Anderson, Pam, Resource/Outreach Specialist, IRCA
Ansaldo, Jim, M.A.T., Research Associate, IRCA
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
Brentano, Michele, M.S., Research Associate, CELL
Chait, Jeffrey, M.A., Research Associate, CPPS
Clarkbaker, Linda, M.S., Research Associate, CELL
Cole, Sandi, Ed.D., Center Director, CELL
Conn-Powers, Michael, Ph.D., Center Director, ECC
Cross, Alice Frazeur, Ph.D., Research Associate, ECC
Davies, Catherine, M.Ed., Research Associate, IRCA
Davis, Kim, M.S., Research Associate, IRCA
DaWalt, Linda, M.Ed., M.A., Research Associate, CCLC
Dixon, Sue, M.A., Program Trainer, ECC
Dubie, Melissa, M.A., Research Associate, IRCA
Ehlers, Joe, B.S., Information Technology Manager, Admin.
Ellis, Darra, Secretary/Receptionist, Admin.
Figg, Harriet, Business Manager, Admin.
Fosha, Joel, B.S., Public Relations and Marketing, Admin.
Frye, Scott, B.A., Research Associate, CELL
Gilbride, Margaret, J.D. CT, Research Associate, CCLC
Grossi, Teresa, Ph.D., Center Director, CCLC
Harlan-Simmons, Jane, M.A., Research Associate, CAC
Hart, Cate, M.S., Research Associate, CELL
Hauss, Sharon, M.S., Research Associate/Family Support Specialist, CPPS
Held, Mary, Ph.D., C.R.C., Research Associate, CCLC
Henning-Harris, Susan, A.A.G.S., Office Services Assistant Senior, CCLC
Hightower-King, Mindy, Research Associate, CELL
Higley, Anne, B.A., Marketing and Outreach Specialist, CCLC
Holtz, Peggy, M.A., Research Associate, CAC
Horvath, Barbara, M.S., Research Associate, CELL
Horvath, Michael, Ed.S., Research Associate, CELL
Hudson, Becky, Secretary to the Director, Admin.
Huffman, Eric, Program Assistant, Admin./IRCA
Isaacs, Jodi, M.S., C.R.C., Research Associate, CCLC
Ketzner, Brian, Family Mentor, IRCA
Lofland, Kristie, M.S., Research Associate, IRCA
Mank, David, Ph.D., Director, Admin.
May, Stacey, Administrative Program Secretary, CPPS
McCorkle, Jim, Program Assistant, CCLC
Merida, Tricia, Program Secretary, CELL
Moore, Kay, Administrative Program Secretary, CELL
Morrison, Jim, M.S., Research Associate, CELL
Morrison, Vickie, Administrative Program Secretary, Admin.
Myers, Scott, M.B.A., Data Analyst, CCLC/Admin.
Nix, Mathew, B.S., Technical Support Coordinator, Admin.
Norris, Matthew, M.S.W., Research Associate, CPPS
Ormiston, Heather, Ph.D., Research Associate, CELL
Pappas, Vicki, Ph.D., Center Director, CPPS
Perez, Becky, Ed.S., Research Associate, CELL
Pierz, Dan, M.I.S., M.L.S., Instructional Systems Developer, CCLC
Pratt, Cathy, Ph.D., Center Director, IRCA
Redman, Sheryl, B.S., Program Secretary, CCLC
Robinson, James, M.S., Research Associate, CELL
Schaaf, Larry, M.S., C.W.I.C., Family/Parent Coordinator, CCLC
Smith, Ron, M.S.W., Regional Training Coordinator, CCLC

Soto, **Sharon**, Library Branch Coordinator, CeDIR
Stafford, **Phil**, Ph.D., Center Director, CAC
Sturgeon, **Beverly**, Purchasing Representative, Admin.
Tijerina, **Jackie**, M.Ed., Research Associate, CCLC
Todd, **Jennie**, B.S., Field-Based Coordinator, CAC
Traub, **Betsy**, M.S., Research Associate, ECC
Updike, **Jean**, M.S., Research Associate, Post-Secondary Education Coordinator, CCLC
Wagers, **Lora**, B.G.S., Administrative Program Secretary, CAC
Walter-Bailey, **Wendy**, Ph.D., Research Associate, CELL
Washburn, **Sandy**, Ph.D., Research Associate, CELL
Wheeler, **Marci**, M.S.W., Social Work Specialist, IRCA
Wray, **Christina**, M.L.S., Librarian, CeDIR

Affiliate Faculty

Alant, **Erna**, Ph.D., Professor and Otting Chair in Special Education/ Department of Education/Indiana University, Bloomington
Frey, **Georgia**, Ph.D., Associate Professor/ Department of Kinesiology/Indiana University, Bloomington
Kennedy, **John**, Ph.D., Professor/Department of Sociology /Indiana University, Bloomington
Rogan, **Pat**, Ph.D., Executive Associate Dean/School of Education/ Indiana University Purdue University at Indianapolis