

Indiana Institute Facts

1,226 academic student hours generated

employment

RESEARCH AND EVALUATION

40 research studies

early intervention/education

livable communities

EDUCATION

supports 15 undergraduate and graduate students

300 students reached across 22 courses

academic advising to 35 students

SCHOLARSHIP

1 refereed journal article

TRAINING AND TECHNICAL ASSISTANCE

8,700 hours of training and technical assistance

DISSEMINATION

on-line library collection

330,500 website visits logged

846 training and T/A events held

manages 2,000 web pages

88,378 products disseminated

chapter completed

2 books, 2 book

self-advocacy/family support

ANNUAL REPORT

Putting good ideas into practice...

Research • Education • Service

... in schools and community Settings

Indiana Institute
on Disability and Community

2013



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INDIANA UNIVERSITY
BLOOMINGTON

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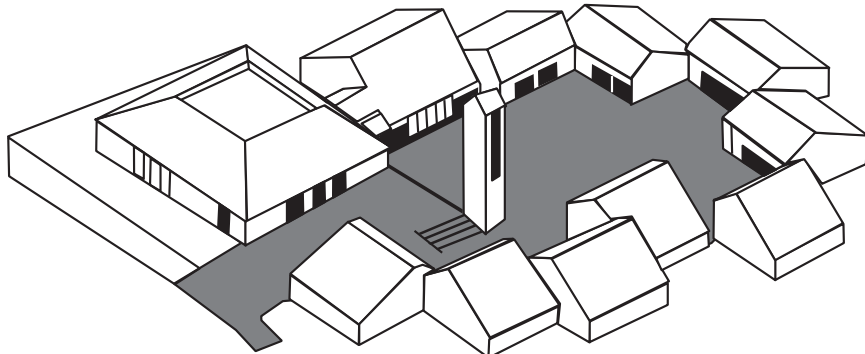
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OUR MISSION

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



INDIANA UNIVERSITY
BLOOMINGTON

FROM THE DIRECTOR'S DESK

I am pleased to send you this 2013 Annual Report of the Indiana Institute on Disability and Community (IIDC) at Indiana University. In January 2013, the IIDC Leadership Team held a retreat to review our work of the last year and to gaze into future years needs and possibilities. While the future will unfold in ways we cannot know, the Leadership Team affirmed several important directions. These include: commitment to our research and development work; our reliance on existing and expanding partnerships; our Indiana University ties; and, our ongoing commitment to cultural diversity in our work.



And, we highly value our many partnerships in the interest of people with disabilities, families, schools and communities.

RESEARCH, EDUCATION, AND SERVICE



The Indiana Institute on Disability and Community is both a leader and a partner in issues of capacity building and community inclusion in Indiana. Our history includes policy development and analysis, statewide training and technical assistance, creating and implementing inclusive innovations, active involvement with all stakeholders, alliance with state government in implementation of best practices, and solidarity with self-advocates statewide.

Our Administration on Intellectual and Developmental Disabilities (AIDD) partnerships are strong as we work collaboratively on a number of key initiatives, focused on more complete implementation of ideas we know work in communities and in the lives of children and adults with developmental disabilities and their families.

OUR WORK

Our work is conducted through seven Centers that address issues across the lifespan: Early intervention; School improvement and inclusion; Transition, employment, and careers; Aging; Autism spectrum disorders; Planning and policy; Disability information and referral.

GUIDING PRINCIPLES

The Institute began a renewed discussion about mission and purpose in 2010-2011 in the Indiana context of possibilities and needs. As a result, we affirmed and refined our vision and mission including our commitment and expansion of our role within the broader community. Our guiding principles include:

- Foster unique collaborations and partnerships;
- Invest in ideas and initiatives with a focus on the broader community;
- Expand university roles;
- Focus on our own work culture;
- Diversify funding sources and other resources; and
- Sustain our investment and contribution over time.

SHARED VALUES

In support of our mission, are a set of values held by faculty and staff of the Indiana Institute. These values permeate all of our activities and include:

- People with disabilities exercise **choice and control** over their daily lives.
- Persons with disabilities have **dignity and are treated with respect**.
- Individuals with disabilities and their families are **involved in the design, operation, and monitoring** of services and supports that affect them.
- **Enhancing the broader community** improves the lives of all, including those with disabilities.

GOALS

Our work is organized around four broad goals. They include:

Early Intervention and Education

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

Employment

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

Livable Communities

- Support personalized community living options; and
- Increase formal paid services and support options for community participation.

Self-Advocates and Families

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

CORE FUNCTIONS

The Institute is funded in part by the Administration on Intellectual and Developmental Disabilities (AIDD) in the U.S. Department of Health and Human Services. Since 1970, the Indiana Institute has been a member of the Association of University Centers on Disabilities (AUCD). This association designates the Institute as Indiana's University Center for Excellence in Developmental Disabilities (UCEDD) and defines a set of core functions that influences the scope of our work.

Core function focus areas include:

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

Interdisciplinary Education

By the Numbers

The Institute's Interdisciplinary Training Program provides education and training opportunities to university students (undergraduate, graduate, and post-doctoral) across multiple disciplines with an emphasis in leadership and skill development in best practice settings. In 2012-2013, the Institute's seven Centers supported 15 students across seven disciplines. Areas of concentration included:

Education

- Curriculum
- School Leadership
- School Psychology
- Special Education

Other

- Geography
- Public Health
- Social Work

In addition to providing student supported education and training, each year, Indiana Institute faculty and staff co-teach, lecture, and have faculty appointments across many academic departments at Indiana University. In 2012-13, 300 undergraduate and graduate students received academic instruction across 22 courses generating 892 credit hours. Additionally, Institute staff provided mentoring or advisement to 35 graduate students. Over the past five years, the Institute has impacted 2,695 undergraduate and graduate students across 188 courses yielding 7,942 credit hours. One hundred eighty-five students were mentored or advised.

IN PERSPECTIVE: INTERDISCIPLINARY TRAINEE ANNA MERRILL

“This past fall, I began pursuing a doctoral degree in School Psychology at Indiana University, Bloomington (IU). One reason I chose to attend IU was the opportunity to pursue work with students affected by Autism Spectrum Disorders (ASD). In particular, I am interested in the ways that systems-level change can be made to improve outcomes for students with ASD. Therefore, when I was given the opportunity to work at the Institute's Indiana Resource Center for Autism (IRCA), it could not have been a better fit.



As a graduate assistant at the IRCA, I have been able to sit at the table with individuals working across the state of Indiana to improve the education and quality of life of students with ASD. I have also been able to engage in research and writing that supports children and families affected by ASD. To be a part of these projects and conversations this early in my career has been invaluable. In just a matter of months, my time at the IRCA has pushed me to consider how I can use my training as a school psychologist to be a part of active change for students on the spectrum.”

Anna Merrill, Graduate Student in School Psychology at IU

Courses at Indiana University 2012-2013

Curriculum and Instruction/ School of Education	<ul style="list-style-type: none"> • <i>Instruction in the Context of Curriculum (fall/spring)</i>
Educational Leadership/ School of Education	<ul style="list-style-type: none"> • <i>Issues in Special Education Leadership</i> • <i>Practicum in Special Education Leadership</i> • <i>Unified Systems</i>
In-Service Education/ School of Education	<ul style="list-style-type: none"> • <i>Autism Summer Institute</i>
School Psychology/ School of Education	<ul style="list-style-type: none"> • <i>Psychological Issues in Diversity</i> • <i>School Psychology Practicum in Assessment, Intervention, Consultation, and Response to Intervention</i>

Courses at Indiana University 2012-2013 (cont.)

Special Education/ IU School of Education	<ul style="list-style-type: none"> • <i>Assessing Learners with Special Needs</i> • <i>Assistive Technology in Special Education</i> • <i>Collaboration and Service Delivery</i> • <i>Independent Study - Teaching Students with Severe Disabilities</i> • <i>Teaching the Exceptional Learner in Secondary Education</i> • <i>Transition Across the Lifespan</i> (2 sections/fall)
Special Education/ IUPUI School of Education	<ul style="list-style-type: none"> • <i>Transition Across the Lifespan</i> (2 sections/fall)
Public Administration/ IU School of Public and Environmental Affairs	<ul style="list-style-type: none"> • <i>Performance Measurement and Program Evaluation</i>

Courses at Ivy Tech State College 2012-2013

Disability Education	<ul style="list-style-type: none"> • <i>Human Services</i> (2 sections/fall) • <i>Human Services</i> (2 sections/spring)
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Courses at The College at Brockport 2012-2013

Research	<ul style="list-style-type: none"> • <i>Introduction to Educational Research</i>
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Research and Evaluation

By the Numbers

The Institute's research, evaluation, and analysis projects and initiatives are cutting-edge and designed to improve policies and services for those with disabilities and their families. Research and evaluation activities are conducted across our seven Centers and are embedded in our four goal areas (early intervention/education, employment, livable communities, self-advocacy and family support). Additionally, many of the Institute's research activities are collaborative in nature and include other university departments, local, state, and national organizations, and our AUCD partners.

IN PERSPECTIVE: ASSESSING INDIANA'S EARLY EDUCATION CLASSROOMS



In the spring and fall of 2012-2013, the Early Childhood Center conducted a research study, "Assessing Indiana's Early Education Classrooms," that investigated how well early education programs in Indiana were doing; how well classrooms performed in relation to other states and to one another; and how well practices aligned with the considerable research evidence of effective early education practice that has emerged in the past 10 years.

Findings were identified in three areas: the proportion of time spent in various activity types, the use of evidence-based curricula, and the quality of instructional practices. Results have been published in the *Assessing Indiana's Early Education – Final Report* (Conn-Powers, Cross, & Dixon, 2013) and briefing papers related to the three areas of findings. The briefs and seven teacher tip sheets provide implications for practice. Dissemination of the reports has taken place at the Indiana Early Childhood Conference held in the spring of 2013 (<http://www.iidc.indiana.edu/index.php?pageId=3536>).

Next steps involve additional publications and presentations. Submissions will be made to peer-reviewed research and teaching practices journals. Presentations of the results will be made at professional meetings in Indiana and at local conferences.

Research Projects for 2012-2013

Emphasis Areas by Center	Projects
Early Intervention/Education Early Childhood Center	<ul style="list-style-type: none"> • <i>Assessing Indiana's Early Education Classrooms</i> • <i>Evaluation of First Steps: Child and Family Outcomes</i>
Early Intervention/Education Center on Education and Lifelong Learning	<ul style="list-style-type: none"> • <i>AYS, Inc.: 21st CCLC</i> • <i>Boys and Girls Club of Indianapolis: 21st CCLC</i> • <i>College Mentors for Kids: Evaluation Services</i> • <i>Girls Inc. National Resource Center: Evaluation Design and Implementation for Literacy Programming</i>

Research Projects for 2012-2013 (cont.)

Emphasis Areas by Center	Projects
Early Intervention/Education Center on Education and Lifelong Learning	<ul style="list-style-type: none"> • Development of Vegetable Preferences in Fourth Graders District 89 Program Review, Maywood, Illinois • East Allen County Family FRC: 21st CCLC After School Program Evaluation • Indiana Afterschool Network: Indicators of High Quality Afterschool Practices • Indy Parks and Recreation: 21st CCLC • Forty Years of Title IX and Pregnant Teens are Still Left Out • John H. Boner Community Center: 21st CCLC – Cohorts 4 and 5 • Martin University: 21st CCLC After School Program Evaluation • Monroe County Community Schools: 21st CCLC After School Program Evaluation • North Adams Community Schools: 21st CCLC – Cohort 5 • Process Evaluation for IN-TASS (Indiana Teacher Appraisal and Support System) • Survey of Educators' Needs on the Use of Functional Behavior Assessment • Welborn Baptist Foundation: Evaluation of the Community Transformation Grant • Welborn Baptist Foundation: Evaluation of the HEROES Initiative
Early Intervention/Education Center on Community Living and Careers	<ul style="list-style-type: none"> • Evaluation of Transition IEPs-Indicator 13 Results • Impact of Indiana Project SEARCH • Transition Services Needs Assessment for Vocational Rehabilitation Services
Early Intervention/Education Indiana Resource Center for Autism	<ul style="list-style-type: none"> • The Feasibility and Acceptability of Evidence-Based Practices for Youth on the Autism Spectrum: Perspectives on Coaching • Program Evaluation: Assessing the Learning and Practice Outcomes of the Autism Team Training
Employment Center on Community Living and Careers	<ul style="list-style-type: none"> • Vocational Rehabilitation Statewide Needs Assessment • Day and Employment Services Outcomes System • Impact of Benefits Information Network and Sustainability

Research Projects for 2012-2013 (cont.)

Emphasis Areas by Center	Projects
Livable Communities Center on Aging and Community	<ul style="list-style-type: none"> • Critical Barriers to Protection and Advocacy Services • Communities for a Lifetime • Disability Poll: Livable Communities 2012
Support of Self-Advocates and Families Center on Aging and Community	<ul style="list-style-type: none"> • Advocates for Livable Communities Training • “Each One, Reach One” South Central ArtsWORK Indiana Mentorship Workshops • Evaluation of the Self-Determination Effects of the Building Leadership Series • Health Disparities • Hoosier TYZE: Network Effects of a Social Media Platform for Caregivers • Indiana Disability History Project
Support of Self-Advocates and Families Indiana Resource Center for Autism	<ul style="list-style-type: none"> • IRCA Family Needs Assessment Survey

Training and Technical Assistance

By the Numbers

In addition to providing education and training to university students at the undergraduate, graduate, and post-doctoral levels, the Indiana Institute provides outreach training to practicing professionals who implement evidence-based practices, policy makers who are charged with implementing future policy goals and objectives, direct service providers who support persons with disabilities, and individuals and families as they increasingly lead more typical lives in their communities of choice.

Our technical assistance activities are implemented at the state and local levels and designed to build capacity in schools, state and local agencies, and consumer organizations. Last year, over 8,700 hours of training and technical assistance was provided across our seven program divisions. Training formats encompass innovative technologies that include online classes, webinars, and podcasts as well as traditional training methods such as workshops and conferences.

IN PERSPECTIVE: BUILDING LEADERSHIP SERIES 2

Nurturing relationships, community involvement, and healthy aging is the focus of a new training initiative by the Institute's Center on Aging and Community. Supported by Indiana Protection and Advocacy Services and the Indiana Governor's Council for People with Disabilities, Building Leadership Series 2 (BLS2) provided 17 attendees with developmental disabilities opportunities to increase their knowledge, confidence, and leadership skills through a series of three two-day workshops.



Sessions focus on relationships, romance and intimacy, community membership and civic engagement, and healthy living and aging. Each workshop is designed to be highly interactive with opportunities for participant discussion, small and large-group activities, role playing, brainstorming, and problem solving.

Evaluation comments from participants include:

"The training helps me talk for myself and ask questions when I don't understand (participant)."

"He displays more confidence and he has been asking more questions about his life and situations that come up. He now wants to have more say in his daily life decisions (parent)."

"I can take things back to my self-advocates group and tell them how we can make things better (participant)."

"I have seen friendships formed and lots of sharing (support staff member)."

"BLS definitely helps them to understand that they are advocates and their voice is important (parent)."

The BLS2 training series is an expansion of a previous five-year training initiative, Building Leadership Series (BLS). BLS provided attendees with information in the areas of choice, rights and responsibilities, self-determination, and person-centered planning. BLS trained a total of 92 individuals ranging in age from 19 to 60+ since 2006 (<http://www.iidc.indiana.edu/index.php?pageId=223>).

Training topics included:

Early Intervention

- Purposeful Literacy, Ready Children
- Examining the Quality of Indiana's Child Care and Early Education Classrooms

Community Living

- Elder Friendly Communities
- Family Support
- Leadership and Self-Determination

Education

- Instructional Consultation Teams (ICT)
- Service Learning
- Teacher Appraisals

Autism Spectrum Disorders

- Autism Team Training
- Social Learning
- Structured Teaching Strategies

Employment

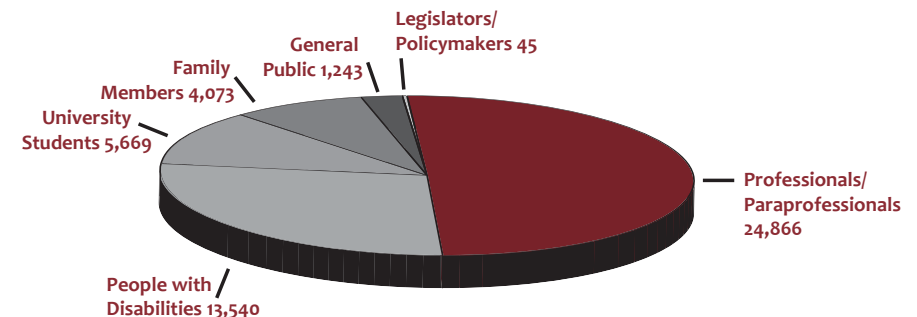
- Benefits Information Network Training (BIN)
- Employment Specialist Training (EST)
- VRS Leadership Academy

Planning and Policy

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

In 2012-13, Institute staff conducted 846 training and technical assistance events. Over 49,435 persons with disabilities, family members, and professionals participated.

Participants



The Indiana Institute is in a unique position to facilitate the flow of disability-related information between the community, the state, and nationally. Staff contributes time on various boards, committees, and working groups. Last year, our staff participated in:

- 51 national committees;
- 45 state committees;
- 11 university-related committees; and
- 19 local committees.

Dissemination

By the Numbers

The faculty and staff of the Indiana Institute produces a wide range of publications and electronic media through the publication of newsletters and briefs, resource guides, curricula, reports, brochures, and multimedia. These materials are made available through various dissemination vehicles including blogs and podcasts, social media such as Facebook, Twitter, webinars, and through traditional distribution methods such as books and journal articles. The Institute disseminated thousands of products across its seven Centers in 2012-1013. (see Publications and Products on page 28).

Additionally, the Institute's library collection is designed to be focused on current disability-related resources for researchers, educators, parents, those with disabilities, and service providers. Our collection contains more than 5,000 holdings that are catalogued electronically with the Indiana University Libraries' IUCAT system. This service is available to users in Indiana free of charge. Last year, over 2,000 items were circulated.

IN PERSPECTIVE: CYNDI JOHNSON



Photograph courtesy of Firefly Foto

Cyndi Johnson, Health Information Specialist, Family Voices Indiana

“The Institute is an essential resource for parents and professionals. As a parent, I have accessed the library materials for information on everything from behavior supports to independent living skills. The online training series is informative and convenient, especially for parents who are juggling therapy and doctor appointments; I have used it personally and have referred other parents as well. As a professional, I have worked with the Indiana Resource Center for Autism and developed a guide to autism supports, and I have referred families and professionals there for comprehensive information on the latest in Autism Spectrum Disorders.”

The Institute's website (<http://www.iidc.indiana.edu/>) is comprehensive containing over 2,000 pages and organized by Center. Last year, 330,500 visits were logged. Key informational materials are provided in Spanish and to promote the visibility of our research, education, and service activities, we work directly with Indiana University's Office of Media Relations.

THE WORK OF THE INSTITUTE'S CENTERS

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

EARLY CHILDHOOD CENTER

The Center advances early education practices that welcome, include, and bring about successful school readiness practices for all children.

In Depth: *Early Childhood Meeting Place*

The Early Childhood Meeting Place (ECMP) website is a clearinghouse for information, services, and resources for Indiana's early childhood professionals and families of young children. Information about upcoming workshops and meetings, professional organizations and training, community resources, and information fact sheets are featured. The website has been a project of the Early Childhood Center since 1998.



Ensuring that families and early education providers know about the social service and other resources that are available throughout the state is an ongoing challenge. Providers who use the site change jobs and families forget about the site since their needs are often periodic. This year, a collaborative effort with Sunny Start (an initiative of Indiana State Department of Health [ISDH]) was initiated to spread the word about ECMP and other resource listing providers. Additionally, the Sunny Start Resource Fact Sheets, which describe services available to meet family needs, have been updated, expanded, and posted on the Family Information and Resources and Familia Información Y Recursos pages of ECMP.

Marketing and information sharing for ECMP have been re-invented as technology and information needs have changed. In 2013, staff began filming video clips and posting them as YouTubes on the website and on the ECMP YouTube channel. The five minute clips present initiatives such as Family Voices Indiana, Indiana Association for Infant and Toddler Mental Health, La Línea de Ayuda Para Familias en Indiana, and Child Care Project Supporting Refugee Communities (<http://www.earlychildhoodmeetingplace.org/>).

The Center Also:

- Concluded a study investigating how early education programs in Indiana were doing in relation to other states and to one another. The study also investigated how practices aligned with the considerable research evidence documenting effective early education practices that have emerged over the past 10 years.
- Continued contractual work with Indiana's Part C lead agency to collect and analyze child and family assessment data to evaluate the program's impact. Data was analyzed on 6,142 children and 3,333 families to evaluate Indiana's First Steps Early Intervention system. These analyses were included in Indiana's annual report to the federal Office of Special Education and Rehabilitative Services, U.S. Department of Education.

CENTER ON EDUCATION AND LIFELONG LEARNING

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

In Depth: *Indiana Teacher Appraisal and Support System (IN-TASS)*



In 2011, Indiana state law required Indiana schools to conduct annual evaluations of all teachers, incorporating test scores, observations of teaching, and other measures of effectiveness. Teachers must be rated each year as highly effective, effective, improvement necessary, or ineffective.

To meet the needs as determined by this new legislation, the Center's Indiana Teacher Appraisal and Support System (IN-TASS) project was established. The Project provides a flexible and collaborative process to advise school districts as they work with stakeholders to design a teacher appraisal system that meets and exceeds the requirement of the new Indiana legislation.

The IN-TASS process was created using a framework from the Evanston, Illinois, District 65 teacher appraisal system which identifies key decision points in the creation of a structure that not only assesses, but supports effective teaching. To date, the Center has provided support to 22 school districts in Indiana.

This spring, the Center, in collaboration with the Joyce Foundation, hosted a state-wide conference that featured Indiana speakers that included Glenda Ritz, Superintendent of Public Instruction, and nationally known speakers, including James Popham, Professor Emeritus, UCLA Graduate School of Education and Information Studies. Breakout sessions included presentations representing many Indiana school districts. Over 450 Indiana school administrators, teachers, policy makers, and professional learning consultants were in attendance (<http://www.iidc.indiana.edu/index.php?pageId=3599>).

The Center Also:

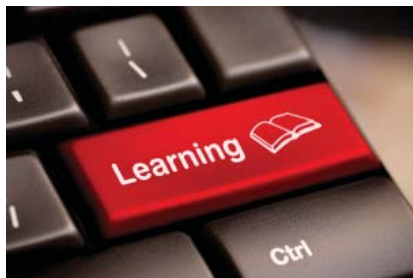
- Delivers support for teachers in instructional design that meets the needs of individual students, small groups, and/or whole classes through the Instructional Consultation Team process. Assessment in reading, writing, math, and behavior, including collaborative communication and systematic problem solving, are conducted. Schools develop the capacity to sustain professional development, increase student achievement, and use resources efficiently. Over 36 days of technical assistance was provided last year.
- Promotes teacher leadership in schools to support sustainable learning organizations and prepares educators with knowledge to enhance skills in designing instruction that respects learner differences through Universal Design for Differentiated Instruction (UDDI).
- Provides quality program evaluations for special and unified education programs. Last year, 15 evaluations were in progress or completed.

CENTER ON COMMUNITY LIVING AND CAREERS

The Center promotes partnerships between Indiana schools, various state agencies, and other support organizations to bring positive change to people with disabilities and their families as they work and participate in their communities.

In Depth: Professional Development and Support for Indiana Vocational Rehabilitation Services

The Center on Community Living and Careers supports personnel from the Indiana Bureau of Rehabilitation Services (BRS) with a variety of programs. Through the Vocational Rehabilitation Leadership Academy, all new Vocational Rehabilitation (VR) staff participate in an online orientation, while counselors, supervisors, and other professionals in the field have the opportunity to enroll in online core and specialized courses, including those on benefits, mental health, career guidance, and independent living.



“Staff from the Center on Community Living and Careers are always professional, and willing to work with BRS to address whatever need is at the forefront and to address the needs of individuals with disabilities. The training and technical assistance that is provided is based on current happenings in the field, and the VRLA is an extremely helpful tool for BRS staff.”

Theresa Koleszar, Director of Program Support, Bureau of Rehabilitation Services

Additionally, 43 employment service providers were certified through the Employment Specialist Training series. In the spring of this year, 142 VR and other professionals participated in a webinar on “Employment Obstacles for High Risk Individuals,” which examined how people who have a history of addictions and/or incarceration receive support to rejoin the workforce. The Center also supported VR as it brought together staff for a statewide meeting in December 2012 to recharge and refocus on the Rehabilitation Act, originally passed by Congress in 1973 (<http://www.iidc.indiana.edu/index.php?pageId=3421>).

The Center Also:

- Works with the Indiana Department of Education to improve secondary transition education services and outcomes in schools through professional development. The Center’s Indiana Secondary Transition Resource Center works with schools to develop a Cadre of Transition Leaders in Indiana. These leaders build capacity and improve transition outcomes; develop programming; help staff write quality, compliant transition IEPs; conduct webinars; provide transition resources; and assist schools with training and technical assistance, coaching and support for systems change.
- Supports the work of Vocational Rehabilitation’s (VR) corporate initiatives, encouraging Indiana employers to mentor, recruit, hire, and retain people with disabilities. VR and area disability service providers assist employers with trainings in workplace inclusion, appropriate accommodations, and provisions of the Americans with Disabilities Act (ADA).
- Provides young adults and students in their final year of high school with the opportunity to participate in Project SEARCH Indiana, a combined internship and work skills employment program. Now in its fifth year, 366 students have graduated from one of Project SEARCH Indiana’s 11 sites. A total of 162 Project SEARCH Indiana grads have now obtained competitive employment through the program, working an average of 27 hours a week, earning an average of \$8.37 per hour.
- Trains and coordinates statewide professional liaisons in benefits and work incentives. As of March 2013, 132 certified Benefits Information Network liaisons reviewed 1,421 benefit plans, helping people with disabilities better understand their Social Security and Medicaid benefits and state and federal work incentive programs, enabling them to work without fear of losing needed supports.
- Develops educational opportunities for students with disabilities at Indiana colleges and universities. The Indiana Partnership for Postsecondary Education and Careers (IPPEC) collaborates with both the Indiana University-Purdue University, Indianapolis (IUPUI) SITE program and Vincennes University Jasper Campus to support students with intellectual disabilities on campus. IPPEC is in the process of identifying additional Indiana college and university partners.

- Collects and analyzes data from the Day and Employment Services Outcomes System (DESOS) database, which tracks information from Indiana businesses that provide employment and other services to people with disabilities. DESOS is used to help disability service professionals and state legislators examine how people with disabilities spend their days and what opportunities they have for work, recreation, and social engagement. This year's report notes, for instance, that people working in sheltered workshops make, on average, \$1.81 per hour, a decrease of 73 cents an hour from the previous year. Persons with disabilities supported by service providers in community employment are working 20 hours a week making an average of \$8.51 per hour, 64 cents higher than in 2011.

CENTER ON AGING AND COMMUNITY

The Center works in partnership with adults who are aging with disabilities to promote their well-being, community participation, self-determination and leadership.

In Depth: Arts Mentoring and You



Photograph courtesy of James Walsh

In the fall of 2012, the Center on Aging and Community and South Central ArtsWORK Indiana (SCAI), sponsored a series of free workshops at Bloomington City Hall on how to get the most from a mentor. The trainings were targeted to emerging artists, performers, and writers with physical or intellectual disabilities.

Series attendees included local aspiring photographers, comics artists, and painters. Through hands-on exercises, presentations, and conversations with experienced area artists, the “Arts Mentoring and You” trainings addressed questions such as: How can an Arts Mentor help me? What are my goals and what skills do I want to learn? Is Arts Mentoring right for me? What do I need to know before I’m ready to work with a mentor artist?

Funding was provided by The MENTOR Network Charitable Foundation. The Indiana Institute and the City of Bloomington are local partner organizations for SCAI, a satellite of the statewide initiative ArtsWORK Indiana. Along with the Institute, ArtsWORK’s statewide partners are the Indiana Arts Commission and VSA Indiana (<http://www.artsworkindiana.org>).

The Center Also:

- Promotes long-term sustainability for communities to ensure that their residents of all ages and abilities are invested and thriving in their communities of choice. Three Indiana communities receive consultation and support to enhance naturally occurring retirement communities and age-friendly neighborhood development.
- Partners with the Governor’s Council for People with Disabilities and the Indiana Protection and Advocacy Services to create the “Indiana Disability History Project.” The Project preserves life stories (oral histories) of ordinary citizens that are linked with the “Museum of the Person Indiana,” which provides a ‘virtual place’ for Indiana citizens to add their story or view those of others. Materials will be made available in various formats for use by schools, public policymakers, and other advocacy groups (<http://www.bloomington.in.us/~mop-i/> and <http://www.youtube.com/user/cacvoices>).
- Expands the Building Leadership Series (BLS), a multi-day workshop series, to offer further training in life areas that include relationships and intimacy, community membership, civic engagement, and healthy living for individuals with disabilities.
- Addressed disparities in health care and preventive health access among people with disabilities in Indiana. In 2012, three Masters in Public Health students began to compile literature research around current services. The Institute and Indiana Department of Health, in early 2013, co-developed the next phase of the project, which establishes a statewide advisory group to develop a five year strategic plan to address health and health care access disparities statewide.

- Developed a “Livable Communities Advocates Training Program” designed to bring together older adults and people with disabilities to become advocates for livable communities in their respective towns. In the first year, the 35 hour training program will be conducted in Shelbyville and Crawfordsville, Indiana. The project is funded by the Indiana Governor’s Council for People with Disabilities and in partnership with the University of Indianapolis Center for Aging and Community.
- Works collaboratively with the Center for Planning and Policy Studies on issues of ‘family support’ through social media for families that are assisting and/or arranging care for family members with disabilities. The Hoosier TYZE Project supports eighteen families representing three communities in Indiana (Huntington, Valparaiso, and Bloomington).

IN PERSPECTIVE:

SALLY MORRIS

“The Arc of Indiana is fortunate to have had the Indiana Institute as a partner for many years. From Director David Mank’s long time service on The Arc Board of Directors, to collaboration with staff from the Institute’s seven centers, this partnership has benefited people with intellectual and developmental disabilities and their families throughout Indiana and beyond. We are particularly grateful for the Indiana Institute’s leadership in providing staff support for Self-Advocates of Indiana in its formative years, as well as their national voice in promoting the message that all people with disabilities deserve the opportunity to work. As the person responsible for communications at The Arc, I know I can always turn to the Institute as a reliable source for fact-based information ranging from early childhood issues, to autism, to young adults transitioning from school, to the needs of aging caregivers. Without a doubt, our collaboration with IIDC has made the work for all of us at The Arc better and stronger.”



Sally Morris, Assistant Director of Public Relations, The Arc of Indiana

- Collects and preserves life stories of ordinary people and those whose voices often go unheard through the Center’s Storytelling Project. Topics include personal life stories from the Self-Advocates of Indiana, stories of Muscatatuck (closed state Institution), as told by former residents, family members, and staff, and personal life stories collected from attendees at the Indiana Governor’s Council state conference (<http://www.youtube.com/cacvoices>).

INDIANA RESOURCE CENTER FOR AUTISM

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

In Depth: Act Early



The CDC released new figures in 2012 indicating that the prevalence rate of autism spectrum disorders in the U.S. had climbed to 1 in 88 children. The estimated rate is 1 in 54 among boys and 1 in 252 among girls. In Indiana, based on 2011 census and child count data collected by the Indiana Department of Education, Office of Special Education, the prevalence rate is now approximately 1 in 83 in Indiana schools.

A new publication, developed by the Center and the Indiana State Department of Health, encourages parents to have their young children evaluated if they suspect autism and provides guidance for professional evaluations. The brochure, “Roadmap to Services: When You Are Concerned Your Young Child May Have an Autism Disorder,” includes information on the early signs of autism in the areas of communication, social skills and restrictive or repetitive interests, along with steps for obtaining a diagnosis and where to find services and support.

The publication is one of a number of materials developed with help from an Act Early grant awarded to Indiana and other states by the U.S. Centers for Disease Control and Prevention. The grant focuses on reducing the average age of diagnosis of children with autism as well as gaining earlier access to intervention services. The Indiana Resource Center for Autism and Riley Child Development Center at Indiana University and other stakeholders partnered with the State Department of Health to develop the materials.

The Act Early brochure answers the question many families ask: “What if I’m told to wait to see if he/she outgrows it?” The information is designed to empower families to take steps to help their child now. A Spanish version is also available. Over 30,000 English and 3,800 Spanish versions were disseminated in the first year. Materials were made available free of charge to any individual or organization in Indiana concerned with the development of young children (<http://www.iidc.indiana.edu/index.php?pagelid=3586>).

The Center Also:

- Builds local capacity in schools and districts to establish evidence-based programming for students across the autism spectrum. In 2012-13, a total of 14 new teams participated in the six-day intensive training. To date, a total of 390 interdisciplinary teams have received training by staff of the Center.
- Coached 25 Indiana schools/districts to build local capacity and encourage the use of evidence-based practices for guiding programming and measuring outcomes for students with an Autism Spectrum Disorder (ASD). Over the last five years, Center staff have worked intensively in over 55 schools/districts in enhancing their efforts around educating students with ASD. In some schools, strategies have been shown to benefit other students as well, and have been universally applied school-wide.
- Maintains a website of services, resources, and training opportunities for families and professionals who work with persons on the autism spectrum. Online activities include an Autism Blog, visual support resources, app downloads for augmentative/alternative communication (AAC) and speech/language therapy, and a social networking presence through Facebook.

CENTER FOR PLANNING AND POLICY STUDIES

The Center promotes systems change that helps communities and organizations include, support, and empower people with disabilities.

In Depth: Indiana Disability Poll - Focus on Health Issues

For the seventh consecutive year, the Center coordinated the annual “Indiana Disability Poll,” a joint effort of the Institute, the Indiana Governor’s Council for People with Disabilities, and the Indiana Protection and Advocacy Services. Each year, a topic of interest to the Indiana disability community is selected and developed with the input of topical experts and Hoosiers with disabilities and their families. Past Indiana Disability Poll topics have included Health Care, Voting and Civic Participation, Transportation, the ADA in the Community, Shaping Indiana’s Disability Plan, and Livable Communities.



Each “Disability Poll” is inaugurated at the annual Disability Conference held in Indianapolis, where a survey kiosk is set up to allow conference attendees to complete the poll over the course of the conference. Following the conference, the “Disability Poll” is made available online. Survey results are used to provide direction for future activities and are made available to the public and other stakeholders.

This year, the expertise of the Indiana State Department of Health was sought in order to focus on health and wellness issues in the disability community. Questions pertaining to the overall health status and access to health care from people with disabilities and families, as well as issues around accessibility barriers to health care such as transportation, medical offices, and medical diagnostic equipment, were included in the poll. The respondents were also asked if they were managing what is referred to as a chronic disease (Cancer, Diabetes, Heart Disease, and Asthma), and what barriers, if any, they had experienced because of their disability in seeking diagnosis and treatment.

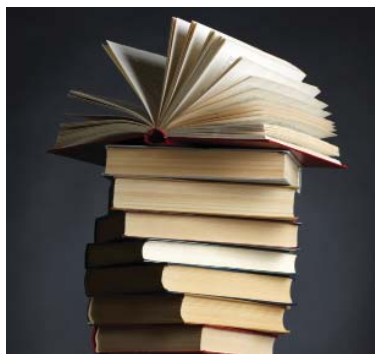
Finally, Hoosiers with disabilities were asked what they were doing to maximize their health and wellness in their community and about opportunities and obstacles they were experiencing. This year's poll received close to 400 responses (<http://www.iidc.indiana.edu/cpps/survey/>).

The Center Also:

- Coordinates the ADA-Indiana project in collaboration with the Indiana Governor's Council for People with Disabilities and the Great Lakes ADA Center. ADA-Indiana is a statewide resource for individuals, groups, and organizations to receive information, training, and technical assistance on the Americans with Disabilities Act (ADA).
- Hosts the Collaborative Work Lab providing an innovative computer-supported meeting environment and experienced facilitators to support collaborative planning activities such as strategic thinking, futures planning, state planning and public policy development, interagency collaboration, and research support.
- Serves on committees and boards of several local and state disability-related initiatives such as the Indiana University - Bloomington Accessibility Committee, Back Home Again in Indiana (housing), and the ADA Advisory Workgroup for the Indiana Department of Transportation.

CENTER FOR DISABILITY INFORMATION AND REFERRAL

The Center strives to be the primary disability library for residents of the state of Indiana by providing access to appropriate, quality materials and services.



In Depth: Subject Cataloging

In libraries, categorizing and labeling items helps us to organize, classify, and identify the best resources for our patrons' needs. In the disability studies field, we know how powerful and potentially harmful categorization can be.

Most libraries use nationally and internationally recognized subject classifications, like the Library of Congress classification or the Dewey Decimal system, so that patrons can walk into any library and understand how it is organized. At CeDIR, due to the focus of our collection, we are fortunate to have a unique call number system that gives us the flexibility to treat our call number system as a living document that can change to be responsive to the evolving meaning and representation in our field.

In the winter of 2012-2013, CeDIR assessed and updated our subject classification to reflect the changes in the way people think and talk about topics related to people with disabilities. One of the many encouraging discoveries made during this process has been the shift away from publishing materials that assume people with disabilities will be separated from their communities towards materials which promote the full inclusion of people with disabilities in schools, the workplace, and communities (<http://go.iu.edu/7gC>).

The Center Also:

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

CONSUMER ADVISORY COUNCIL AND AFFILIATIONS

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

Consumer Advisory Council

The Institute's Consumer Advisory Council was re-organized in the last few years to recruit stronger input from people with disabilities and family members regarding our current activities and visions for the future. Included are individuals with a variety of disabilities and family members, plus the Executive Directors of Indiana's DD Council and the Protection and Advocacy Services.

Identified areas of need include:

- Reforms in services for people with disabilities in Indiana;
- Livable communities to support the needs of all citizens regardless of age or disability;
- Improved family supports;
- Employment; and
- Post secondary education opportunities for individuals with ID/DD.

Indiana's Developmental Disabilities Network

The Indiana Institute has a long, productive history of collaborating with our sister agencies, the Indiana Governor's Council for People with Disabilities and Indiana Protection and Advocacy Services. The three Directors meet regularly to review activities, map strategies for state policy, and identify collaborative projects. Collaborative projects and priorities by Indiana's DD Network have included:

- Co-sponsor of the Indiana Self-Advocates Conference;
- Building Leadership Series 2;
- Indiana Partners for Criminal Justice;
- Evaluation of IPAS Customer Satisfaction;
- Communities for a Lifetime Survey; and
- Indiana Disability History Projects.



INDIANA
PROTECTION
AND ADVOCACY
SERVICES

IPAS

Indiana's Developmental Disabilities Network



ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES
RESEARCH, EDUCATION, SERVICE

The Institute is a member of the Association of University Centers on Disabilities (AUCD). Network members receive core funding through the Administration on Intellectual and Developmental Disabilities (AIDD). 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 43 Maternal and Child Health (MCH) Leadership Education in Neurodevelopmental and Related Disabilities (LEND) programs, and 19 Intellectual and Developmental Disabilities Research Centers (IDDRC).

Office of the Vice Provost for Research

The Indiana Institute reports to, and collaborates with, the Office of the Vice Provost for Research (OVPR) at Indiana University, Bloomington. OVPR supports centers, institutes, and museums that provide special environments for research and other scholarly activities. Indiana University's Research Center and Institute system facilitates quality inter-and multi-disciplinary research around themes that involve researchers from multiple units across disciplines, departments, schools and campuses.



INDIANA UNIVERSITY
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FUNDING SOURCES

Federal

- Indiana Partnerships for Post-Secondary Education
- U.S. Department of Health and Human Services

State

- Indiana Department of Education
- Indiana Family and Social Services
- Indiana Governor's Council for People with Disabilities
- Indiana Protection and Advocacy Services
- Indiana State Board of Health
- Vocational Rehabilitation Services

Other

- Advantage Initiative
- Girl's Incorporated
- Indiana Grant Makers Alliance
- Indianapolis Parks and Recreation
- Joyce Foundation
- Mentor Network Foundation
- Wellborn Baptist Foundation
- University of Illinois at Chicago

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Ormiston, H. E., & Otero, T. L. (February, 2013). *Skill deficits at setting events in the FBA process*. Poster presented at the National Association of School Psychologists annual convention, Seattle, WA.

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Stafford, P. B., & Benedict, Z. (2013). *Retrofitting small cities for aging in place*. Presented at the American Society on Aging annual meetings, Chicago, IL.

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