Indiana Institute on Disability and Community

ANNUAL REPORT

2016

VISIONARY solutions in disability and community through research, education, and service in Indiana since 1970...

iindc.indiana.edu
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ACKNOWLEDGEMENTS

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FROM THE DESK OF THE director

Dear Colleagues –

Thank you for your time to review the 2016 Annual Report of the Indiana Institute on Disability and Community at Indiana University. It is an honor to have served as director of the Indiana Institute for 20 years and to continue to stand in solidarity with people with disabilities, advocates, providers, teachers, and those across the state of Indiana. Derek Nord, Ph.D., began as the new director of the Institute in July 2016. I know all of you will welcome him.

Derek comes to the Indiana Institute from the University of Minnesota’s Institute on Community Integration where he was the associate director of the Research and Training Center on Community Living. He will also join the School of Education at IU Bloomington as an associate professor in the Department of Curriculum and Instruction. Derek brings with him more than 15 years of experience working to improve services and support for people with intellectual and developmental disabilities, including leading or co-leading numerous national and statewide research, training and technical assistance projects related to community living and participation.

visionary solutions IN DISABILITY

From Deinstitutionalization to Communities for a Lifetime...

Construction began on the Indiana Institute on Disability and Community at Indiana University Bloomington, then known as the Developmental Training Center (DTC), in December of 1967. Funding for construction was authorized through a Public Services grant approved by the Department of Health, Education, and Welfare. Completed in 1970, at a time when institutionalization and sheltered workshops were the norm for those with intellectual and developmental disabilities, the purpose of the DTC was to “educate children with disabilities for life in a community.”
This was the vision of Dr. Delton C. Beir, then director of the Psychological Clinic and Graduate Training Program in Clinical Psychology at Indiana University and “father” of the design of the DTC as a residence center.

Thus began, what is now a 46-year journey, of VISIONARY and practical solutions in disability through research, education, and service in Indiana. The Indiana Institute works to put good ideas into everyday practice in schools and community settings to improve choices and quality of life for people with disabilities and their families.

seven CENTERS

As the Indiana Institute continues with investment in developmental disability issues, we constantly look for new ways to diversify and expand partnerships and relationships to include more of the generic community and university not traditionally associated with disabilities.

Collaborative efforts with these traditional and non-traditional partners assist us to identify needs and opportunities to “scale up” our organizational investment in the context of the broader community. To this end, our work is conducted through seven Centers that address issues in early childhood education; the learning needs of ever increasing numbers of students on the autism spectrum and with other disabilities; expanded employment options for those with disabilities; the redesign of communities that are welcoming to adults who are aging with disabilities; and more. Our seven Centers include:

- Early Childhood Center
- Center on Education and Lifelong Learning
- Center on Community Living and Careers
- Center on Aging and Community
Embedded in the Indiana Institute’s work scope are five broad service-related goals. These goals reflect state needs assessments, input from state partners, advocacy and provider organizations, and initiatives in disability nationally.

**Early Intervention and Education**

- Linking research and practice to advance the field of early education.

**Employment**

- Supporting work in education that is interdependent between schools and community.
- Implementing innovative ideas and approaches to transition.
- Tapping into a powerful labor and customer base.

**Autism**

- Working on behalf of individuals across the autism spectrum.

**Livable Communities**

- Supporting age- and ability-friendly communities.

**Self-Advocates and Families**

- Improving access to information and choice.

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The Indiana Institute serves as a liaison between academia and the community in Indiana through our membership in a national network comprised of 67 independent but interlinked entities known as University Centers for Excellence in Developmental Disabilities (UCEDD). This national network represents an expansive national resource for addressing issues, finding solutions, and advancing research related to the needs of individuals with disabilities and their families.
Our federal designation as a UCEDD mandates that we perform a set of four core functions that are embedded in our work across Centers. They include:

- Interdisciplinary pre-service preparation and continuing education;
- Research, including basic or applied research, evaluation, and public policy analysis;
- Information dissemination; and
- Community services, including training, technical assistance, and model demonstration.

**Core Function: Interdisciplinary Education**

In 2015-2016, there were eight undergraduate and graduate students or those in post-doctoral programs supported as part of the Institute’s Interdisciplinary Training Program. Students participated in curricular and field-based research experiences in order to increase their knowledge in disability and develop leadership skills. Disciplines represented included:

- Educational Psychology
- School Psychology
- Social and Behavioral Sciences
- Social Work
- Public Health

In addition to supporting students embedded within Institute projects and programs, our faculty and staff taught courses within Indiana University’s School of Education. Course subject areas included special education, educational leadership, and curriculum and instruction.

Since 2009, the Indiana Institute has impacted 3,636 students across 236 courses, generating 10,889 credit hours, and mentored or advised 242 students.

Additional courses were taught at Ivy Tech Community College. In 2015-16, 195 students received academic course instruction across 10 courses generating 636 credit hours. Indiana Institute faculty and staff provided mentoring and advisement to 10 masters and doctoral level students.
In the fall of 2013, I began a Master’s in Social Work through Indiana University with a concentration in mental health and addictions. My initial plan was to work with adults struggling with severe mental illness, ideally at a residential treatment facility. My first practicum, at the Indiana Resource Center for Autism, came as a bit of a surprise given the plan I had outlined for myself which was to concentrate on mental illness rather than developmental disabilities. What ended up to be more surprising, as I soon learned, was the way developmental issues and mental health intersect, and how uniquely prepared I am to work as a therapist because of my experience and knowledge of these issues.

Because of my time at the Center and the experience I gained there as a student in the Interdisciplinary Training Program, I was able to work for the Autism Society of Indiana researching and developing a roadmap of services for individuals in the state who had a dual diagnosis of autism and mental illness. The research I did focused on identifying services in Indiana and how they related to specific therapeutic techniques as well as the diagnostic challenges that can arise for clinicians working with this population.

I am now employed by a large community mental health agency in a school setting, working with 12 to 19-year-olds in an underserved, urban area. I have been struck by the number of clients I work with who struggle with some sort of developmental issue (ranging from Intellectual Disability to Autism to ADHD) and how imperative it is to meet and work with these children in their natural setting. Thankfully, my time at the Indiana Resource Center for Autism as an interdisciplinary trainee, gave me the knowledge and resources to understand some of their unique challenges and needs as well as the strategies that are most likely to allow them to flourish.

**MEAGHAN RANDALL** – Licensed Social Worker (LSW)

*The Indiana Institute works with communities to welcome, value, and support the meaningful participation of people of all ages and abilities through research, education, and service.*
# Courses Taught in 2015-2016

| Curriculum and Instruction/IU School of Education | J500 - Instruction in the Context of Curriculum (spring 2016) |
| Educational Leadership/IU School of Education | A695 - Practicum in Special Education Leadership (fall 2015) |
| | A515 - Educational Evaluation (spring 2016) |
| | A625 - Issues in Special Education Leadership (spring 2016) |
| Special Education/IU School of Education | K420/510 - Assistive Technology in the Classroom (summer 2015) |
| | SE 424 - Assessment in Special Education (fall 2015) |
| | K305 - Teaching Exceptional Learners – Elementary (fall 2015) |
| | K306 - Teaching Students with Special Needs in Secondary Classrooms (fall 2015) |
| | K 441/541 - Transition Across the Lifespan (spring 2016) |
| Human Services/Ivy Tech Community College | H110 - Ethics Issues (spring 2016) |

## Core Function: Research and Evaluation

Indiana, like states nationally, is faced with continued uncertainty and economics shifts. Schools and communities are being called upon, even required, to do better – with diminished financial resources. The Indiana Institute is meeting these challenges through our research to practice initiatives. Some examples of initiatives around research to practice include:

- Quality review of Indiana’s First Steps Early Intervention program;
- Indiana Teacher Appraisal and Support System;
- Post-secondary education opportunities for students with intellectual disabilities;
- Autism training teams in 13 Indiana school districts; and
- Indiana Center on Teacher Quality.
The Indiana Institute’s Center on Education and Lifelong Learning and Center on Community Living and Careers received funding in the fall of 2015 to establish and operate the Indiana Center on Teacher Quality as part of a federally funded $5 million State Personnel Development grant to the Indiana Department of Education.

In partnership with schools, families, agencies, and communities, the Indiana Center on Teacher Quality seeks to improve educational outcomes for students with disabilities by ensuring their access to a Pre-K through 12 continuum of instruction from high quality teachers. The project will construct a professional learning framework to support systemic educational improvement throughout the state of Indiana with a focus on improved outcomes for students with disabilities through improved teacher quality.

Project goals and objectives are grounded in the concept of educational equity for teachers and students. The new Center builds on and supports Indiana’s significant state reform efforts in critical areas such as creating culturally responsive classrooms, transitions to college and careers, and supporting teacher and principal effectiveness.

Project outcomes will include:

- Expanding the number of high quality teachers serving students with disabilities by providing job embedded professional development at the state, regional, and district levels;

- Increasing the number of students with disabilities who have access to a high-quality teacher by improving recruitment, support, and retention of teachers who teach students with disabilities; and

- Improving school transitions and post-school outcomes for students with disabilities through partnerships and collaborations among schools, community agencies, higher education, and families by aligning the policies and practices of key educational stakeholders across the lifespan.

Since 1970, the Indiana Institute has been a leader in the transfer of knowledge in disability from the university setting to the field in Indiana and nationally.
### Research and Evaluation Activities for 2015-16

<table>
<thead>
<tr>
<th>Core Areas of Concentration by Center</th>
<th>Projects</th>
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| **Early Intervention**/Early Childhood Center | • AmeriCorps Evaluation  
• Creating a Strategic Plan for Family Engagement Practices in Early Education  
• Early Education Matching Grant Program Evaluation  
• Evaluation of First Steps Outcomes  
• First Steps Quality Review  
• Using the ISTAR-KR to Evaluate Program Impact and Kindergarten Readiness |
| **Education**/Center on Education and Lifelong Learning | • Exploring the Effects of Improvisational Training on Teenagers with Autism and Teachers  
• Exploring the Impact of Improv Classes for Teens on the Autism Spectrum  
• Indiana Department of Education: Local Evaluation Support and Coordination of IN 21st CCLC  
• Indy Parks and Recreation: 21st CCLC After School Evaluation  
• INTASS (Indiana Teacher Appraisal and Support System) Teacher Evaluation Study (3 studies)  
• IPS Instructional Review Process  
• MCCSC Evaluation Focus Group  
• MCCSC Evaluation Surveys  
• OSEP: University of North Carolina, State Implementation and Scaling Up of Evidence-Based Practices Evaluation |
| **Education**/Center on Community Living and Careers | • Evaluation of the Impact of Self-Determination Skills for Youth  
• Evaluation of Transition IEPs  
• Impact of Indiana Project SEARCH  
• Indiana Postsecondary Project  
• Indiana School-to-Work Collaborative |
| **Education** (autism focus)/Indiana Resource Center for Autism | • Implementing Change in Schools  
• Institute for Advance Study: Autism Collaboration  
• Mental Health in Schools  
• Evidence-Based Practices for Youth on the Autism Spectrum: Perspectives on Coaching |
Research and Evaluation Activities for 2015-16 (cont.)

<table>
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<th><strong>Employment</strong>/Center on Community Living and Careers</th>
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<td>Program Evaluation: Assessing the Learning and Practice Outcomes of the Autism Team Training</td>
<td>Effects of Embedded Employment Resources on the Employment Outcomes of Transition-Age Youth</td>
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<td>Impact of Benefits Information Network and Sustainability</td>
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<td>Supported Employment Leadership Network</td>
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<td>Vocational Rehabilitation Services Technical Assistance</td>
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<th><strong>Livable Communities</strong>/Center for Planning and Policy Studies</th>
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<td>Lifelong Indiana Coalition</td>
<td>Disability Poll 2016: Disability State Plan</td>
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<th><strong>Support of Self-Advocates and Families</strong>/Center on Aging and Community</th>
<th><strong>Support of Self-Advocates and Families</strong>/Center on Community Living and Careers</th>
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<tr>
<td>Advocates for Livable Communities Training</td>
<td>Individual Experience Survey</td>
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<td>Communities for a Lifetime</td>
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<td>Disability and Health Task Force</td>
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<tr>
<td>Indiana Disability History Project</td>
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**Core Function: Training and Technical Assistance**

The Indiana Institute’s training and technical assistance activities touch thousands of Hoosiers annually. Training activities and formats can be customized based on specific needs. Training topics encompass lifespan and various life areas including early intervention, education, employment, and community living as well as skill-building in self-determination, family support, and self-advocacy. Advanced training formats are offered that include online classes, training modules, webinars, and podcasts.

Additionally, selected events offer attendees certificates of attendance, continuing education credits, and Indiana University graduate credit.
Examples of training topics include:

**Topics in Early Intervention**

- Evaluation Report to Early Learning Advisory Council
- Evidence-Based Practices

**Topics in Education**

- Facilitating Restorative Conferences
- Using Classroom Circles Effectively

**Topics in Transition and Employment**

- Benefits Planning and Information
- VR Employment Model/Rate Structure

**Topics in Autism Spectrum Disorders**

- Fundamentals of Structured TEACCH®ing
- Camp YES, AND: Teens on the Spectrum and Teachers - Laughing and Learning Together

**Topics in Community Living**

- The Art of Aging
- Advocates for Livable Communities

Technical assistance is a core component of many grants and contracts at the Indiana Institute. Our technical assistance activities are collaborative, systematic, targeted, and results-driven and designed to improve the capacity of schools, agencies, and organizations serving people with disabilities. Last year, over 8,000 hours of training and technical assistance was provided Institute-wide. Additionally, over 675 training and technical assistance events were conducted reaching a total of 57,298 persons with disabilities, family members, and professionals.

Since 2011, the Institute has provided 51,557 hours of training and technical assistance reaching 320,614 participants across 4,987 events.
Types of Participants

Our faculty and staff also contribute time on boards, committees, and working groups. Last year, staff involvement included:

- 10 university-related committees
- 17 local committees
- 44 state committees
- 25 national committees

Additionally, in 2015-16, faculty and staff received 10 local, state, and national awards.

Jane Harlan-Simmons  •  Jacob Piatt Dunn Jr. Award, Indiana Historical Society
Katie Herron       •  Maternal and Child Health Award for Family Leadership, Riley Child Development Center
Kristie Lofland   •  Continuing Education Award, Continuing Education Board of the American Speech-Language Hearing Association
David Mank        •  Career Achievement Award, Indiana Association for Rehabilitation Facilities
                    •  Distinguished Public Service Award, Indiana Governor’s Council for People with Disabilities
                    •  Lifetime Achievement Award, Bloomington Council for Community Accessibility
                    •  Lifetime Achievement Award, National APSE
                    •  Lifetime Achievement Award, The Arc of the USA, Council of Executives
                    •  President’s Award, Indiana Council for Exceptional Children
Phil Stafford      •  Ageless America Award, Partners for Livable Communities
Core Function: Dissemination

The Institute is committed to communicating information and research findings to our broad constituencies. Dissemination efforts include publication in scholarly journals and books, policy briefs, curricula, resource guides, reports, newsletters, and multimedia. We host multiple websites and utilize social media tools that include Blogs, Facebook, Twitter, and Pinterest. Primary information materials are available in Spanish and in alternative formats. The Indiana Institute collaborates with Indiana University’s Office of Media Relations in an effort to enhance our dissemination efforts around disability-related information to the public.

Our web efforts include mobile responsiveness for viewing on desktops, tablets, and mobile/phone browsing including a powerful search tool to enhance the user search experience. Last year, over 730,000 users viewed more than 2,500 pages of content organized by our core areas of concentration and Centers (www.iidc.indiana.edu/).

The Center for Disability Information and Referral is the Library at the Indiana Institute. The Library is a full service lending library (5,000 plus holdings) with a wide variety of resources about disability across the lifespan. The collection is available online through the Indiana University Libraries’ IUCAT system (www.iucat.iu.edu) or for check-out to residents of the state of Indiana.

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

visionary solutions IN EARLY CHILDHOOD EDUCATION...

AmeriCorps Family Engagement Program

One important component of early childhood education is family engagement. Family engagement is critical to achieving strong family and child outcomes such as increased school readiness, improved social and behavioral skills, improved attendance, higher levels of family confidence, and more positive attitudes toward school.
No matter how high quality an early educational setting may be, the family is the child’s first teacher and he or she spends more time at home than anywhere else. Effective, consistent family engagement practices build positive family-provider relationships and increase collaboration between home and program.

In keeping with the Early Childhood Center’s research to practice mission, the Center has provided support over the past year to Early Learning Indiana as it pilots an AmeriCorps Family Engagement Program. The goal of this program, in which 15 AmeriCorps members embed themselves in 15 early education programs for one year, is to work with families as well as Center staff to improve and increase family engagement. Because AmeriCorps members are lay people and do not necessarily have a background in early education, the Early Childhood Center compiled the latest research on family engagement and created a three-day orientation training as well as 40 one-hour interactive professional development modules to help AmeriCorps members understand the research around effective family engagement practices. The Center organized the professional development around a newly released, evidence-based family engagement framework that was developed for Indiana by the Early Learning Advisory Committee (ELAC)’s Family Engagement Workgroup in collaboration with the Center.

In addition to providing professional development for Early Learning Indiana’s AmeriCorps Family Engagement Program, the Center is also evaluating the efficacy of this pilot. Both AmeriCorps members and their supervisors have been submitting weekly contact logs throughout the year as well as completing monthly satisfaction surveys. Site supervisors at participating early education centers have also submitted monthly satisfaction surveys. The focus of the first year evaluation is on fidelity and identifying ways to improve the program moving forward. Was the program implemented as planned? Were the goals realistic? Were AmeriCorps members able to connect with families at the desired frequency? Were they able to complete the number of skills-based trainings originally targeted? Data collection will build on the survey data by gathering input from families about outcomes and processes as well as collecting qualitative data from AmeriCorps members, their supervisors, and the early education staff about strengths and challenges encountered during the first year of the program. This data will inform program changes as Early Learning Indiana moves into year two (www.iidc.indiana.edu/ECC).

The Center Also:

- Provides evaluation work with Indiana’s early intervention system, First Steps, to monitor compliance with state and federal regulations, quality of services, and its impact on children and families. This past year, the Center collaborated with the state to write its Annual Performance Report, reporting the impact of early intervention services on 6,105 children and their families.

- Supports the state in developing its Phase 2 State Systemic Improvement Plan (SSIP). The SSIP focuses on assessing the quality of current services and infrastructure needs in supporting the social emotional outcomes of infants and toddlers who are African American or living in poverty.

- Evaluates the Early Education Matching Grant Program (EEMG), Indiana’s first effort to provide publicly funded Pre-K services. EEMG supports both full and half-day preschool services to income-eligible children, including children with disabilities. The Center is completing its second year evaluation of a four-year evaluation project funded by the state of Indiana through its Office of Early Childhood and Out of School Learning. Center staff have directly assessed and collected program, child, and family assessment data on over 250 children served in 19 programs throughout Indiana.

Center on Education and Lifelong Learning

visionary solutions IN EDUCATION...

Supporting Literacy Education in Out-of-School-Time Settings

Reading at grade level by the third grade is a critical benchmark in a child’s development and is predictive of high school graduation and success in later life. The Annie E. Casey Foundation reported in April, 2011 that low-income students are more likely to fall short of this benchmark. “Students who don’t read proficiently by third grade are four times more likely to leave high school without a diploma than proficient readers, according to a study over time of nearly 4,000 students nationally,” reports the Foundation. The combined effects of poverty and underdeveloped reading skills can leave low-income students behind very early in their educational careers.
Many children who need academic support attend after school programs offered by a variety of school and community-based organizations. These Out-of-School-Time (OST) providers have the opportunity to help students develop and strengthen early reading skills that are so critical for later success. However, staff members employed by these programs often lack formal training in literacy education.

The Indiana Institute’s Center on Education and Lifelong Learning, over the past four years, has made available opportunities for OST providers to enhance students’ literacy development (Blue River Services, Michigan City/Safe Harbor, Austin Learning Center, Hoosier Uplands to name a few). Funded by the Indiana Department of Education, 33 OST Programs ranging from 20 to 125 plus students have had the opportunity to opt in for regional, virtual, and/or personalized, program-specific professional development focused on enriching literacy experiences. Based on individual program needs, follow-up resources aligned with best practices in OST literacy are e-mailed to directors to disseminate to staff. Directors have the option to request on-site observations, trainings, and additional resources such as books, print information, and skill building supplies to enhance learning opportunities made available to their students.

One of the primary objectives of the training was to have program staff members engage in joyful reading experiences to enhance their understanding of strategies useful in engaging students in a variety of informational and fiction texts. Modeling, whole and small group discussions, and opportunities to practice new strategies were embedded into the training sessions. Specific outcomes for staff included increased capacity to match informational text to students’ interests and reading levels, to use varied tools for students to identify main ideas and supporting details, to elicit from students what they already know, want to know, and have learned from interest-based informational text, to make text to self-connections with fictional text, and enhance students’ engagement with varied text (www.iidc.indiana.edu/CELL).

Directors and staff appreciated the Center’s ability to fine tune the training sessions to address the needs of their OST participants. Across programs, staff surveys indicated a deepening understanding of ways to create literacy opportunities for their participants. Some participant comments included: “Who knew this could be fun!” “Students attitudes have changed since we started book clubs.” “I now know how to read non-fiction myself.” “Our kids are now choosing to read – thanks for all the books.”

The Center Also:

- Collaborates with six school districts in Indiana to develop a model of Culturally Responsive Positive Behavior Intervention Supports (CR-PBIS). CR-PBIS is intended to ensure that all groups are benefiting equally from instruction and classroom management practices.
• Works to integrate the concepts of Restorative Practices and Positive Behavior Intervention and Supports (PBIS). Restorative Practices overviews and trainings are presented state-wide.

• Supports a teacher appraisal system of 15 school districts that meet and exceed the requirements of a 2011 Indiana state law requiring Indiana schools to conduct annual evaluations of all teachers.

• Engages in a research agenda focused on the characteristics and outcomes of high quality teacher evaluation systems.

• Improves educational outcomes for students with disabilities through the work of the Indiana Center on Teacher Quality.

Center on Community Living and Careers

*visionary solutions* IN TRANSITION AND EMPLOYMENT...

Training and Technical Assistance for Vocational Rehabilitation and Employment Service Providers

The Center on Community Living and Careers provides support as Indiana transitions to a new Employment Services Model, introduced by Indiana’s Bureau of Rehabilitation Services (VRS). The Center delivers training and technical assistance throughout the state to hundreds of community employment service personnel, employment specialists, and VR staff who, this past year, have participated in 11 Check & Connect webinars; eight new regional trainings; and introductory and advanced courses on the new Discovery process, job development, supports for job seekers with mental health/ex-offender challenges, and more. The Center is also delivering more intensive, multi-tiered technical assistance and supports to more than 25 Indiana community service providers around the state to help them improve employment outcomes for their job seekers (www.iidc.indiana.edu/CCLC).

• Supports Indiana Vocational Rehabilitation Services by providing training to VR counselors, case coordinators, and managers via the online Vocational Rehabilitation Leadership Academy and regional and statewide trainings such as an annual VR symposium.
The Center Also:

- Works to improve secondary transition education services in schools through professional development that focuses on Indicator 13, or Transition IEP data. The Indiana Secondary Transition Resource Center (INSTRC) reviewed approximately 1,000 Transition IEPs for two-thirds of the state’s districts. INSTRC works with schools to support seven cadres of transition leaders to build statewide capacity and improve transition outcomes.

- Researches methods of improving transition outcomes for students with disabilities leaving high school through data collection from five Indiana sites implementing the School-to-Work Collaborative. This data will help Center researchers examine the effectiveness of both embedding employment resources into high schools and creating collaborative teams of employment providers, Vocational Rehabilitation Services staff, parent representatives, and school personnel.

- Provides Employment Specialist Training (EST) to job developers and employment specialists in Indiana. Seventy-nine 79 employment specialists participated in online and face-to-face trainings; 66 people attended a daylong workshop on working with job seekers who are ex-offenders or who have mental health challenges.

- Supports 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 ninth year, 593 students have graduated from eight Project SEARCH sites. Interns hired worked an average of 27 hours per week, earning $8.65 per hour.

- Develops educational opportunities for students with intellectual disabilities at Indiana colleges and universities through the Indiana Partnership for Postsecondary Education and Careers. Seven Indiana colleges and universities have established campus academic activity, peer mentoring, and work experiences for high school students in transition. To date, 55 students were enrolled in one of the seven programs. Students audited over 50 courses, while at Vincennes University and over 100 courses were taken for course credit.

- Trains professional liaisons in benefits and work incentives. Seven Benefits Information Network (BIN) certification trainings and a two-day training on state and federal benefits and work incentives were held. A total of 189 certified BIN liaisons reviewed 1,382 benefit plans in the past year.
• Conducts evaluation activities to obtain a quality assessment of Indiana’s compliance with the Home and Community-Based Services. The Center analyzed the daily life experiences of 17,857 individuals with intellectual and developmental disabilities. Individuals represented in the survey receive services through Indiana’s Community Integration and Habilitation Waiver and/or the Family Supports Waiver. Additionally, evaluation data for the Day and Employment Services Outcome System report for over 13,000 individuals was conducted.

Center on Aging and Community

**visionary solutions IN COMMUNITY LIVING...**

### Livable Communities Project

The Center on Aging and Community’s Indiana Advocates for Livable Communities project began in 2013 as a way to help local communities identify opportunities to engage new advocates and develop a visible advocacy group that was knowledgeable about the concept of livability to improve the lives of others in their community.

The Center along with the University of Indianapolis was awarded funding from the Indiana Governor’s Council for People with Disabilities to develop a comprehensive training curriculum and workbook around livable communities, evaluate this training approach, and expand the model to new communities.

Two communities were identified each year to host a five-day comprehensive training. Each training session targeted 10 aging adults (60 and older) and 10 adults with a disability. A balance of persons with intellectual, developmental, visual, and/or physical disabilities were sought to take part. The training was twofold. The first half focused on livability components such as mobility, housing, social, health, education/employment/civic, and recreation. The second half concentrated on developing and enhancing effective advocacy through education, collaboration, letter writing, how to provide effective testimony, using the media, and visiting community master plans.
The training focused on active learning with time for both small and large group discussions, role playing, as well as presentations from outside city planners and other experts. Two homework assignments were given and attendees were asked to pair up with someone of a different age and ability than themselves. These assignments were productive in encouraging participants to explore their community and were an excellent way for them to get to know one another.

On the final day of training local leaders, as identified by attendees, were invited to attend an informal discussion. Participants were encouraged to discuss issues of importance that they were interested in pursuing with community leaders. Additionally, attendees were asked to make two personal pledges that they could accomplish in the next three to four months following the training.

Training outcomes have resulted in:

- Funding for an Active Living Workshop;
- Starting a Healthy Shelby Coalition;
- Organizing a ‘walkabout’ with local officials;
- Livable Community committee appointed by a Mayor;
- Improved and new curb cuts as well as new paint to cross walks; and
- Audible signals.

One community won the Lifelong Indiana Coalition 5 x 5 award for:

- Initiating a walk/bike school campaign;
- Developing a fairgrounds accessibility plan;
- Assisting in downtown redevelopment planning; and
- Creating an intergenerational center between the senior center and arts center.

Attendee John, an eighty-year-old retired councilman, said he had never really met nor talked to a person with a disability. He said he was ashamed of all the potential resources he had overlooked during his tenure. To date, the project has trained 75 advocates from the Indiana communities of Shelbyville, Crawfordsville, Bedford, and Richmond. A third round of meetings were held in Kokomo and Wabash Indiana in April 2016 (www.iidc.indiana.edu/pages/advocates-for-livable-communities).

The Center Also:

- Partners with Indiana’s Developmental Disabilities Network to develop and maintain the Indiana Disability History Project. The Project provides a permanent record of the lives and stories of people with disabilities (www.museumoftheperson.org).
• Addresses disparities in health care and preventive health access among people with disabilities in Indiana through the management of a statewide task force convened by the Indiana Department of Health. Recommendations for change are being collected through community conversations which will result in a comprehensive strategic plan for the state.

• Manages the ArtsWork Indiana website, a rich resource and networking tool for people with disabilities pursuing careers in the arts. Discussions are underway with the National Endowment for the Arts regarding the potential to take the website to national scale.

• Assists with the development of the Lifelong Indiana Coalition to advance work in age and ability-friendly communities with funding from the Pfizer Foundation through the Indiana Philanthropy Alliance.

• Leads local efforts to create public policy guiding the development of an intergenerational livable community along a downtown Bloomington multi-use trail.

Center for Planning and Policy Studies

visionary solutions IN SYSTEMS CHANGE...

Indiana Disability Poll – A Focus on the ADA 25 Years Later

Since 2007, the Center for Planning and Policy Studies and Developmental Disability Network partners, the Indiana Governor’s Council for People with Disabilities and Indiana Disability Rights, formally known as Indiana Protection and Advocacy Services, have conducted an annual disability poll around topics of interest as designated by the disability community in Indiana.

Annually, the disability poll is inaugurated at the state disability conference held in Indianapolis where kiosks are set up to allow participants to complete the survey during the conference. Following the conference, the disability poll is made available online at the Center’s Polling Place website.

Last year, the annual disability poll, Focus on the ADA, 25 Years Later, posed questions about the perceived implementation of the Americans with Disabilities Act (ADA) in Indiana as well as training needs of the disability community. Three hundred forty-seven respondents (232 with disabilities and 115 without disabilities) were asked to ‘grade’ their communities and point out areas of need regarding ADA compliance.
Poll results identified three top priorities for action in Indiana around ADA. They included:

- More employment opportunities for people with disabilities;
- Access to accessible transportation; and
- Provisions for providing accommodations for employment.

Areas of the ADA people wanted to know more about included:

- Obligations of local and state governments;
- Employment;
- Enforcement of the ADA; and
- ADA standards for accessibility.

Information on the ADA was primarily accessed through:

- The Internet;
- The Indiana Governor’s Council for People with Disabilities;
- ADA-Indiana;
- Great Lakes ADA Center; and
- Service providers.

Poll respondents represented 62 out of Indiana’s 92 counties. Twenty-three percent of respondents were from southern Indiana, 45% from central Indiana counties, and 32% were from the northern counties of the state. Poll results were disseminated as an ADA Report Card state-wide (www.iidc.indiana.edu/pages/2015-indiana-disability-poll).

The Center Also:

- Supports the convening and participation of the Institute’s Consumer Advisory Committee.

- Provides staff support to ADA-Indiana, a collaborative effort between the Indiana Institute, the Indiana Governor’s Council for People with Disabilities, and the Great Lakes ADA Center to promote the implementation and voluntary compliance with the Americans with Disabilities Act (ADA) in Indiana.
• Funds projects through the Coros ADA Grants program. Topics addressed include “livable communities” employment, Title II training for local governments, and accessible voting.

• Promotes ADA-related activities such as the “ADA at 25” celebration in Indiana that included numerous ADA Bus Tour stops as well as local and state celebrations.

Indiana Resource Center for Autism

_visionary solutions_ IN AUTISM SPECTRUM DISORDERS...

The IRCA Marks Ten Years of Training First Responders in Indiana

The Indiana Resource Center for Autism believes in the importance of awareness training about autism spectrum disorders for first responders. With the prevalence rate of autism spectrum disorders continuing to increase (1 in 68 as of March 2016 CDC data), police officers and other first responders are very likely to encounter a person on the autism spectrum. Recognizing the signs of autism and knowing how to respond effectively is extremely important for first responders in serving this population.

To address this need, the Center received funding support from Answers for Autism in Indiana for the development of training materials in 2006 with subsequent updates in the summer of 2015. Both the original and updated versions were developed in collaboration with first responders from Indiana who have family members on the autism spectrum as well as parents and service providers. Additionally, global consultant and expert on autism training for law enforcement and emergency responders Dennis Debbaudt reviewed the materials developed and provided further guidance and support.

The original kits included PowerPoint presentations with notes, sample documents, and a professional video from Debbaudt Legacy Productions, LLC. The first responder training kits were distributed to public school-based autism team leaders and parent support groups throughout Indiana. Under the guidance of Indiana Resource Center for Autism staff, these groups provided training to first responders in their local communities. Formal and informal feedback was collected at the end of each training session and used in subsequent materials revisions.
Effective January 1, 2010, Indiana law required all first responders to be trained in working with individuals with autism spectrum disorders. At that time, the Indiana Department of Homeland Security began using the training materials as the basis for their mandatory training requirements. Updated materials were available in the following formats:

- Two PowerPoint presentations for training first responders entitled “Law Enforcement Personnel” and “Firefighters and Emergency Service Personnel.”
- Two DVDs titled “Autism and Law Enforcement Roll Call Briefing Video” and “Autism, Fire-Rescue and EMS Emergency Medical Services Video.”

Indiana’s First Responders Training Kits are made available for loan to any Indiana citizen from the Indiana Institute’s Center for Disability Information and Referral. In the first 10 months since the launch of the updated training materials, there were over 500 downloads of the training PowerPoints. IRCA staff has worked locally with the Indiana University Police Department to provide training on autism spectrum disorders using the updated materials. The director of public safety education for the Indiana University Police Department shared the following statement about the importance and extent of this training for all seven of IU’s campuses (www.iidc.indiana.edu/pages/first-responder-training).

“The Indiana University Police Department conducts annual training in autism, both for our full time officers and with our police cadets in the IU Police Academy. This training is vital for the professional development of all IUPD personnel. In order to obtain the best quality training on autism for our police personnel, we reached out to the Indiana Resource Center for Autism here at IU and their staff has provided our department with the quality instruction that we need to better understand and interact with subjects who may have an autism spectrum disorder.”

The Center Also:

- Promotes evidence-based practices in schools to support students on the autism spectrum. Now in its ninth year, the Professional Development in Autism Project has increased the number of participating school districts in Indiana from three in 2009 to 120 during the tenure of the project. Project outcomes are to create sustainable change in implementation of Evidence-Based Practices (EBP) through coaching and training.

- Provides access to resources, services, and training opportunities in autism spectrum disorders for families and professionals through a comprehensive website presence. Online resources include visual supports, practical articles for families and professionals addressing a range of issues, as well as social networking opportunities through Twitter, Facebook, and Pinterest.
• Builds local capacity in schools and districts around programming for students with autism. In 2015-2016, Center staff trained 13 school teams from local special education planning districts in Indiana to address the diverse learning needs of students on the autism spectrum. A network of autism leaders representing every school district in the state receives ongoing support in an effort to maintain local capacity. These 210 leaders are part of a listserv and attend 4 regional and 2 statewide meetings annually.

• Addresses issues pertaining to Indiana’s insurance mandate as it relates to Applied Behavior Analysis (ABA) clinics. Indiana is the first state to have an insurance mandate and the Center has formed a state-wide working group to address issues related to funding, licensure, program quality, and collaboration with schools using the collaborative impact model.

Center for Disability Information and Referral

**visionary solutions IN INFORMATION AND REFERRAL...**

**Collecting for All: Disability Related Resources for Library Collections**

As part of our ongoing goal to help libraries better serve people with disabilities in their communities, the Center for Disability Information and Referral has been developing new resources and services for public and academic libraries. In June of 2016, the Center published the first issue of their biannual online magazine titled JAZZHANDS, which reviews new books and media related to disabilities across the lifespan that would be of interest to patrons of public libraries. Also included in each issue are popular backlist titles every collection should have and bibliographic essays by people in the field highlighting their favorite resources. The Center has also developed a catalog of professional development workshops and talks to meet the needs of librarians wishing to learn more about serving patrons with disabilities (www.iidc.indiana.edu/pages/cedir).

The Center Also:

• Partnered with the School of Education at Indiana University to incorporate information literacy skills into their curricula.
• Collaborated with library organizations such as the Indiana State Library to provide professional development opportunities to public libraries across the state.

• Participated in the “Targeting Autism” Forum hosted by the Illinois State Library to help improve library services for people on the autism spectrum.

• Served as editor of the Special Issue of the Association of Specialized and Cooperative Library Agencies’ newsletter Interface, which focused on services for patrons with disabilities.

**advisory council AND AFFILIATIONS**

The Indiana Institute’s Consumer Advisory Council is comprised of individuals with disabilities and family members, representatives from the Self-Advocates of Indiana, the Executive Directors of the Indiana Governor’s Council for People with Disabilities and the Indiana Disability Rights, formerly known as Indiana Protection and Advocacy Services, and faculty representatives from Indiana University.

The role of the Consumer Advisory council is two-fold. First, members are asked to review current Institute initiatives around support for individuals with disabilities and their families. Secondly, feedback is sought regarding new directions and roles as they relate to our goals and embedded within our five-year plan. Consumer Advisory Councils are required by the Developmental Disabilities Assistance and Bill of Rights Act, PL 106-402, (DD Act). Areas of focus as identified by the Council this past year included:

• Employment;
• Transition services;
• Collaboration amongst disability organizations;
• Expansion beyond ‘developmental disability;’ and
• Aging and disability.
Developmental Disabilities Network

The Institute is a member of Indiana’s Developmental Disabilities Network. The Network is comprised of the Indiana Governor’s Council for People with Disabilities (www.in.gov/gpcpd/index.htm) and Indiana Disability Rights, formerly known as the Indiana Protection and Advocacy Services Commission (www.in.gov/idr/). Indiana’s DD Network works to promote partnerships with state governments, local communities, and the private sector to assist people with disabilities to reach their maximum potential.

All three entities receive core funding through the Administration on Intellectual and Developmental Disabilities. The Indiana Governor’s Council engages in advocacy, capacity building, and systemic change activities to promote the integration and inclusion of people with disabilities in all facets of life. Indiana Disability Rights works to assure adequate legal and advocacy services for the protection, promotion, and empowerment of the rights and interests of individuals with disabilities throughout Indiana.

For 2015-16, DD network partners collaborated on the following projects:

- ADA-Indiana
- Advocates for Livable Communities
- Indiana Disability History Project

Association of University Centers on Disabilities (AUCD)

Since 1963, University Centers for Excellence in Developmental Disabilities (UCEDDs) have worked towards a shared vision that foresees a nation in which all Americans, including Americans with disabilities, participate fully in their communities. Independence, productivity, and community inclusion are key components of this vision.

UCEDD’s are in a unique position to facilitate the flow of disability-related information between community and university.
Centers work with people with disabilities, members of their families, state and local government agencies, and community providers in projects that provide training, technical assistance, service, research, and information sharing, with a focus on building the capacity of communities to sustain all their citizens (www.aucd.org/template/index.cfm).

The national network of UCEDDs is authorized under Public Law 106-402 (The Developmental Disabilities Assistance and Bill of Rights Act of 2000 or “DD Act”) with core funding administered by the Administration on Intellectual and Developmental Disabilities (AIDD).

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. OVPR’s mission is to work with individuals, teams, centers, institutes, and schools to foster excellence in research and creative activities and to offer support to faculty to successfully compete for external funding. OVPR provides consultation, proposal development services, competitive internal funding programs, and research infrastructure for a wide range of research, scholarly, and creative activities (ovpr.indiana.edu/).

funding SOURCES

Federal

- U.S. Department of Education
- U.S. Department of Health and Human Services

State

- Indiana Department of Education
- Indiana Family and Social Services Administration (FSSA)
- Indiana Governor’s Council for People with Disabilities
- Indiana State Board of Education
- Indiana State Department of Health
Other

- Answers for Autism
- Central Indiana Community Foundation
- Early Learning Indiana
- Indiana Philanthropy Association
- Indiana University, Office of the Vice Provost for Research
- Indy Parks and Recreation
- Joyce Foundation
- University of Illinois at Chicago
- University of North Carolina
- Welborn Baptist Foundation
- Westat

publications AND PRODUCTS

Peer-Reviewed Publications in Scholarly Journals Published


Book Chapters


Conference Presentations and Posters Presented


**Distance Learning Modules**


Tijerina, J., & Gilbride, M. (2016). *Person centered planning and the discovery process* [Training module]. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Tijerina, J., & Gilbride, M. (2016). *Principles of supported employment* [Training module]. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.


**Electronic Products**


Thomas, F. M. (2015, September). *To write a goal or not write a goal. That is the question*. Retrieved from https://www.youtube.com/watch?v=Xk_VHGI3pdc


**Newsletters**


Pamphlets, Brochures, or Fact Sheets


**Reports and Monographs**


Press Communications


Cole, S., Fosha, J., & Grossi, T. (2016). IU Centers to receive Indiana Department of Education funding to establish Center on Teacher Quality to improve outcomes for students with disabilities (press release). Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.


Web-Based Products


Crawford, S. (Producer). (2016, March 4). Early childhood matching grant: Mid-year evaluation activities. Webinar retrieved from https://connect.iu.edu/p8x5ftb33gq/?OWASP_CSRFTOKEN=f511e1047cb85049e3b016a0dd7d039836fbcf2716110d336b6e7a43f5a562a7

Crawford, S. (Producer). (2016, March 8). EEMG year 2: Navigation ISTAR KR. Webinar retrieved from https://connect.iu.edu/p8a3z8b055h/?OWASP_CSRFTOKEN=88d8003190814b2b62eb15b4a70139186e6461064187a89b5849b8bcb43cbe21


Thomas, M. F. (2016). Ensuring a smooth transition to college for students with disabilities [Webinar]. Retrieved from https://connect.iu.edu/p8ati06vv6l/?launcher=false&fcsContent=true&pbMode=normal


Doctoral Dissertation
