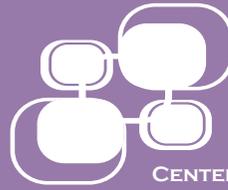


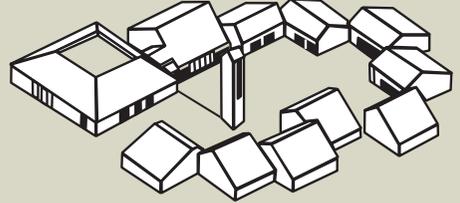


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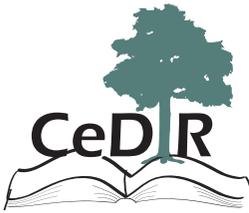
**INDIANA UNIVERSITY**

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**ANNUAL  
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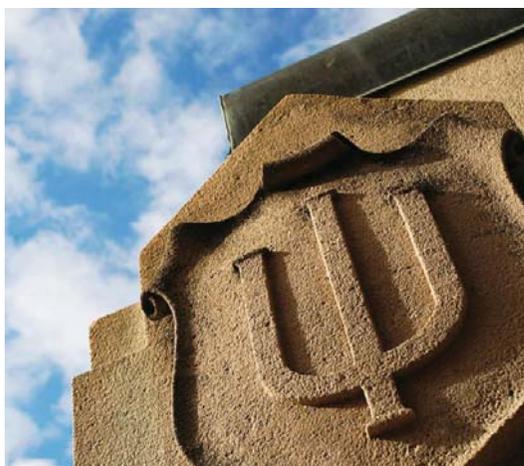
*Center on  
Community  
Living &  
Careers*

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## OUR MISSION

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



## ACKNOWLEDGEMENTS

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## FROM THE DESK OF THE DIRECTOR

Thanks for taking a few minutes to review our 2014 Annual Report. In March 2014, the 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, all with the intent of working toward our mission.



A handwritten signature in black ink that reads "David Mark".

## RESEARCH, EDUCATION, AND SERVICE

Since 1970, the Indiana Institute has been a leader in the transfer of research and new knowledge in disability from the university setting to the field in Indiana and nationally. Our work includes a lifespan approach in the areas of policy development and analysis, statewide training and technical assistance, creating and implementing innovations, active involvement with all stakeholders and alliance with government agencies in implementation of best practices, and solidarity with families and self-advocates with disabilities.

Last year, the Institute submitted and received continued core funding for 2012- 2017 through the Administration on Intellectual and Developmental Disabilities (AIDD). The Institute utilized this planning opportunity to reaffirm our continued work around four broad goals. These 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.

### **OUR WORK**

As the Indiana Institute continues our investment in developmental disability issues, while addressing broader community issues, we are increasing our partnerships and relationships to include more of the generic community and university not traditionally associated with disabilities. To accomplish this, our work is conducted through seven Centers that address issues across the lifespan and major life areas:

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

### **ORGANIZATIONAL INVESTMENT AND SHARED VALUES**

The Institute works with local and statewide partners to identify needs and opportunities for organizational investment. These collaborative partnerships both affirm and refine our commitment to role expansion in the context of the broader community.

Our work encompasses:

- Unique collaborations and partnerships;
- Investment in broader community ideas and initiatives;
- Expansion of university roles;
- Emphasis on our own work culture;
- Diversification of funding sources and other resources; and
- Sustained investments and contributions over time.

In support of our mission and partnerships, the faculty and staff of the Indiana Institute adhere to a set of shared values that permeate all of our activities. They 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.

## CORE FUNCTIONS

Since the 1970s, the Indiana Institute has been a member of the Association of University Centers on Disabilities (AUCD). AUCD is a network comprised of 67 university-based Centers located nationally. Through this association, the Institute is a federally designated Center for Excellence in Disabilities as authorized by the Developmental Disabilities Act and serves as a resource relative to the needs of people with developmental disabilities in four core function areas.

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

### INTERDISCIPLINARY EDUCATION

#### ***By the Numbers***

The Institute's Interdisciplinary Education Program emphasizes leadership and skills in best practice settings. Students at the undergraduate, graduate, and post-doctoral levels, engage in field-based training, technical assistance, and/or curriculum and material development in schools or the community.

A hallmark of our program is that participating students do not necessarily represent traditional disciplines typically associated with disabilities. In 2013-2014, the Indiana Institute’s seven Centers supported 14 students across six disciplines. Areas of focus included:

**Education:**

- Educational Psychology
- School Leadership
- Special Education

**Other:**

- Geography
- Public Health
- Social Work

**INTERDISCIPLINARY TRAINEE – MEAGHAN RANDALL**

“Last fall, I began working towards my Master’s degree in Social Work at Indiana University Purdue University Indianapolis. I have always had a passion for working with individuals struggling with mental health issues, and I was looking forward to having the opportunity during my practicum to work with this population. When I was told my first practicum would be at the Indiana Resource Center for Autism, I must admit I was a little confused — I thought I had made it clear that my interest was in mental health, not developmental disabilities. As time went on, however, it became clear that my concern about this experience being relevant to my professional development was not only based on ignorance— it was entirely unfounded.



Throughout my semester at the Center, I’ve had the opportunity to visit schools for observations and trainings, worked with a student on the spectrum in a one-on-one setting to help with interview skills, and kept information on the Center’s website up to date so that individuals on the spectrum and their families can stay informed and receive the services they want and need. My time at the Center really pushed me to consider advocacy issues for people on the spectrum, and has opened my eyes to the comorbidity of mental health issues and ASD. At a time when 1 in 68 people are being diagnosed with autism, it has become even more important for people in the mental health field to be aware of, and engaged, in the special issues within the autism community, and my work at the Center has prepared me for exactly that.”

**Meaghan Randall**, Graduate Student in Social Work

In addition to providing student supported education and training, Institute faculty and staff regularly teach courses in general and special education, educational leadership, early childhood, educational psychology, and anthropology. Course infusion activities include lectures, co-teaching, and curricular input in many academic departments. Last year, 408 undergraduate and graduate students received academic instruction across 23 courses generating 1,218 credit hours. Faculty mentoring and advisement activities reached 28 students. Since 2009, the Indiana Institute has impacted 3,103 undergraduate and graduate students across 211 courses generating 9,160 credit hours, and mentored or advised 213 students.

**COURSES AT INDIANA UNIVERSITY/IUPUI/IVY TECH/WALDON UNIVERSITY 2013-2014**

Curriculum and Instruction/School of Education	<ul style="list-style-type: none"> <li>• <i>Human Diversity in the Classroom</i> (Fall 2013)</li> <li>• <i>Instruction in the Context of Curriculum</i> (Spring 2014)</li> </ul>
Educational Leadership/School of Education	<ul style="list-style-type: none"> <li>• <i>Issues in Special Education Leadership</i> (Spring 2014)</li> <li>• <i>Practicum in Special Education Leadership</i> (Fall 2013)</li> <li>• <i>Supervision and Evaluation</i> (IUPUI) (Summer 2014)</li> <li>• <i>Unified Systems</i> (Summer 2013)</li> </ul>
Inservice Education/School of Education	<ul style="list-style-type: none"> <li>• <i>Autism Summer Institute</i> (Summer II 2013)</li> </ul>
Special Education/School of Education	<ul style="list-style-type: none"> <li>• <i>Assistive Technology in Special Education</i> (Summer II 2013)</li> <li>• <i>Collaboration and Service Delivery</i> (Fall 2013)</li> <li>• <i>Education of the Socially and Emotionally Disturbed</i> (Spring 2014)</li> <li>• <i>Introduction to Special Education Leadership</i> (Spring 2014)</li> <li>• <i>Transition Across the Lifespan</i> (Spring 2014)</li> </ul>
Public Administration/School of Public and Environmental Affairs	<ul style="list-style-type: none"> <li>• <i>Performance Measurement and Program Evaluation</i> (Fall 2013)</li> </ul>
Human Services/Ivy Tech State College	<ul style="list-style-type: none"> <li>• <i>Women’s Issues</i> (Fall 2013, three sections)</li> <li>• <i>Women’s Issues</i> (Spring 2014, two sections)</li> <li>• <i>Issues and Ethics</i> (Spring 2014)</li> </ul>

**COURSES AT INDIANA UNIVERSITY/IUPUI/IVY TECH/WALDON UNIVERSITY 2013-2014**

Education/Waldon University	<ul style="list-style-type: none"> <li>• <i>Education and Social Change</i> (Fall 2013)</li> <li>• <i>Education and Social Change</i> (Winter 2013/14)</li> <li>• <i>Education and Social Change</i> (Summer 2014)</li> </ul>
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**RESEARCH AND EVALUATION**

***By the Numbers***

The Indiana Institute’s research, evaluation, and analysis projects are innovative and include statewide needs assessments, policy related surveys, studies about inclusive early childhood, school practices and employment outcomes, livable communities, case studies of client interventions, program evaluations, trainee follow-up surveys, and policy analysis.

**RESEARCH PROJECTS 2013-2014**

EMPHASIS AREAS BY CENTER	PROJECTS
<p><b>Early Intervention</b> <i>Early Childhood Center</i></p>	<ul style="list-style-type: none"> <li>• <i>Assessing Indiana’s Early Education Classrooms</i></li> <li>• <i>Evaluation of First Steps: Child and Family Outcomes</i></li> <li>• <i>First Steps Quality Review</i></li> <li>• <i>Using the ISTAR-KR to Evaluate Program Impact and Kindergarten Readiness</i></li> </ul>
<p><b>Education</b> <i>Center on Education and Lifelong Learning</i></p>	<ul style="list-style-type: none"> <li>• <i>A Survey of Educators’ Needs on the Use of Functional Behavior Assessment</i></li> <li>• <i>Center on Education and Lifelong Learning After School Programs</i></li> <li>• <i>INTASS (Indiana Teacher Appraisal and Support System) New Teacher Center, Teacher Appraisal Study</i></li> <li>• <i>INTASS (Indiana Teacher Appraisal and Support System) Teacher Evaluation Study</i></li> <li>• <i>Monroe County Community Schools: 21st CCLC After School Program Evaluation</i></li> <li>• <i>New Castle Area Special Services: Program Review of NCASS</i></li> <li>• <i>OSEP: SISEP Evaluation</i></li> </ul>

## RESEARCH PROJECTS 2013-2014 (cont.)

EMPHASIS AREAS BY CENTER	PROJECTS
<b>Education</b> Center on Community Living and Careers	<ul style="list-style-type: none"> <li>• Evaluation of Transition IEPs-Indicator 13 Results</li> <li>• Impact of Indiana Project SEARCH</li> <li>• Indiana School-to-Work Collaboration</li> <li>• National Secondary Transition Technical Assistance Center</li> <li>• Transition Services Needs Assessment for Vocational Rehabilitation Services</li> </ul>
<b>Education</b> Indiana Resource Center for Autism	<ul style="list-style-type: none"> <li>• Institute for Advanced Study: Autism Collaboration</li> <li>• Program Evaluation: Assessing the Learning and Practice Outcomes of the Autism Team Training</li> <li>• The Feasibility and Acceptability of Evidence Based Practices for Youth on the Autism Spectrum: Perspectives on Coaching</li> </ul>
<b>Employment</b> Center on Community Living and Careers	<ul style="list-style-type: none"> <li>• Day and Employment Services Outcomes System (DESOS)</li> <li>• Effects of Embedded Employment Resources on the Employment Outcomes of Transition-Age Youth</li> <li>• Impact of Benefits Information Network and Sustainability</li> <li>• Vocational Rehabilitation Statewide Needs Assessment</li> </ul>
<b>Employment</b> Cross Center Collaboration	<ul style="list-style-type: none"> <li>• State Employment Leadership Network</li> </ul>
<b>Livable Communities</b> Center on Aging and Community	<ul style="list-style-type: none"> <li>• Lifelong Indiana Coalition</li> <li>• Communities for a Lifetime</li> </ul>
<b>Livable Communities</b> Center for Planning and Policy Studies	<ul style="list-style-type: none"> <li>• Critical Barriers to Protection and Advocacy Services (2014 Iteration)</li> <li>• 2014 Disability Poll: Leadership and Disability History</li> </ul>
<b>Support of Self-Advocates and Families</b> Center on Aging and Community	<ul style="list-style-type: none"> <li>• Advocates for Livable Communities Evaluation of the Self-Determination Effects of the Building Leadership Series</li> <li>• Disability and Health Task Force</li> <li>• Hoosier TYZE: Network Effects of Social Media Platform for Caregivers</li> </ul>

## RESEARCH AND EVALUATION – ADDRESSING QUALITY OF EARLY EDUCATION



In 2012, the Early Childhood Center replicated studies at the national level examining the quality of early education, and surveyed early childhood programs in Indiana. That study yielded several findings that were published in a number of papers and influenced actions at a state policy level. Because of our strong research to practice mission, the Early Childhood Center translated its research (and national research) to address the challenges and needs of local programs.

Using the data from this research project, Addressing Quality of Early Education, the Center developed a series of briefs that were subsequently translated into three workshops during this past year. All three topics were found

to be areas in which prekindergarten programs both nationally and statewide needed to rethink and retool their current practices based on research findings. The workshops focus on how preschool teachers can help children get ready for kindergarten and were offered in the northern, central, and southern regions of the state. These three topics have also been organized into a series of 90-minute webinars offered over several weeks.

The first, entitled *Instructional Strategies to Promote School Readiness*, introduced teaching strategies that emphasize not just what we teach, but how we teach. The second training, *Reexamining the Classroom Day*, looked at practices in designing effective classroom routines that increase learning opportunities for preschool children throughout the day. The third training, *What Is It about an Effective Curriculum that Increases Learning?*, discussed the elements that make curricula effective by using one specific curriculum.

## TRAINING AND TECHNICAL ASSISTANCE

### ***By the Numbers***

The outreach activities of the Institute are community-oriented and statewide. Our outreach training and workshop activities focus on a wide range of topics that cover the lifespan and life areas such as education, employment, and community living as well as issues related to self-determination, family support, and self-advocacy.

Our technical assistance activities are direct problem-solving approaches to build capacity in schools, state and local agencies, and consumer organizations. Last year, over 7,900 hours of training and technical assistance was provided by the faculty and staff of the Indiana Institute. Training formats encompass innovative technologies such as online classes, webinars, podcasts, as well as the more traditional training methods such as workshops and conferences.

**EARLY INTERVENTION**

- *Effective Curriculum*
- *Instructional Strategies for School Readiness*

**COMMUNITY LIVING**

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

**EDUCATION**

- *Culturally Responsive Practices*
- *Instructional Consultation Teams*
- *Teacher Appraisals*

**AUTISM SPECTRUM DISORDERS**

- *Applied Behavior Analysis*
- *Autism Team Training*
- *Structured Teaching Strategies*

**EMPLOYMENT**

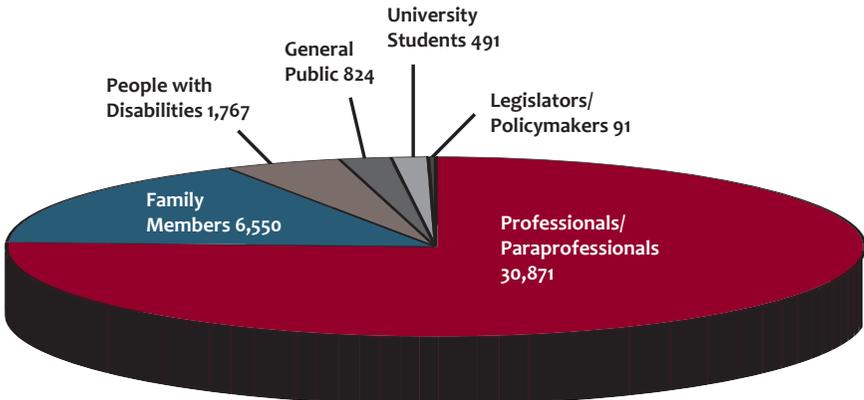
- *Benefits Information Network Training (BIN)*
- *Employment Specialist Training*
- *VRS Leadership Academy*

**PLANNING AND POLICY**

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

Over 715 training and technical assistance events were conducted in 2013-2014 reaching a total of 40,594 persons with disabilities, family members, and professionals.

**PARTICIPANTS**



## TRAINING AND TECHNICAL ASSISTANCE – STUDENTS ON THE SPECTRUM CLUB

The Institute’s Indiana Resource Center for Autism completed its fifth year of supporting college students on the autism spectrum at Indiana University, Bloomington. Each fall, there is an initial call out meeting to invite students to participate in the Students on the Autism Spectrum Club (SOS). Club activities include supports and information in the areas of self-advocacy and self-determination. The SOS club provides students the opportunity to engage with each other and others in the University community around topics and activities of interest.



*“The Students on the Spectrum club is a wonderful opportunity for students in the community to meet and learn in a comfortable, fun atmosphere. Marci Wheeler, Club Advisor, does a tremendous job of encouraging students to guide this organization in a direction they find is most helpful for them, as well as provide useful support and resources. She has found a variety of speakers to attend SOS meetings to stimulate dialogue on the various topics the students designate as useful and important. During these dialogues, students are able to ask questions and share personal experiences, all while Marci helps to facilitate the conversation and validate what students have shared.*”

*Students have shared how much they look forward to attending SOS each week, as these meetings not only provide an open environment to discuss important issues, but an opportunity to have a break to relax and hang out with friends, despite their busy schedules. The SOS club not only benefits students on the spectrum, but also the guests and students who are invited to share in the discussions and festivities.”*

*Chrystal Gray and Colleen Hester, School Psychology Ph.D. Students, Indiana University’s Department of Counseling and Educational Psychology*

Topics and activities, decided upon by student members, have included becoming an effective self-advocate, dealing with anxiety, communication and social skills, employment related issues, playing billiards and other games, as well as finding supports and activities on campus and in the community. Students at the local community college, Ivy Tech, as well any individual over 18 is welcome to attend as well. The club is advised by Indiana Resource Center for Autism staff member, Marci Wheeler. Since 2009, 75 students have participated in the club.

In addition to formalized training and technical assistance activities, Indiana Institute faculty and staff contribute time on various boards, committees, working groups, and present at local, state, and national events. Last year, our work included involvement in:

- 33 national committees
- 41 state committees;
- 24 local committees;
- 10 university-related committees; and
- 99 presentations.

## DISSEMINATION

### **By the Numbers**

The Institute produces and disseminates a wide array of information resources created to improve services and shape policy related to individuals with disabilities and their families. Our efforts include a wide range of publications that include scholarly journals and books, reports, curricula, resource guides, newsletters, and multimedia. Dissemination methods include the hosting of multiple websites, blogs and podcasts, social media such as Facebook, Twitter, webinars, and through traditional distribution methods such as conference presentations and hard-copied materials (see *Publications and Products* on page 27).

The Institute's website ([www.iidc.indiana.edu](http://www.iidc.indiana.edu)) is comprehensive and contains over 3,900 pages organized by Center. An additional five disability-related websites are administered by one or more Institute Centers. Last year, over 579,000 users viewed over 1 million pages of content within the Institute's websites. Primary informational materials are available in Spanish and in alternative formats upon request. Indiana University's Office of Media Relations assists the Institute in informing and educating the public through communication about IU research, education, and related activities.

The Indiana Institute's Library, Indiana's most comprehensive collection of disability information, with more than 5,000 holdings, targets university and statewide community users. Patrons can visit, call, e-mail, or instant message library reference staff to borrow items free of charge, pose reference questions, or be referred to other resources. The Library's holdings are catalogued electronically and searchable in Indiana University Libraries' IUCAT system ([www.iucats.iu.edu](http://www.iucats.iu.edu)) which enables inter-library loans for more universal and accelerated access.

## THE WORK OF THE INSTITUTE'S CENTERS

The following section of this report highlights various projects and initiatives from each of the seven Centers that comprise the Indiana Institute for 2013-2014.



### EARLY CHILDHOOD CENTER

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

#### In Depth: Evaluating First Steps

Since 2000, the Center has worked with our state's Part C program, First Steps, to carry out an ongoing evaluation of the impact of early intervention services on infants and toddlers with disabilities and their families. One of the first states to design and implement an outcomes-based evaluation system, Indiana's evaluation efforts have continued to evolve over these past 14 years to embrace both state and national efforts. More recently, the Office of Special Education Programs (OSEP) has introduced a Results Driven Accountability System that asks states to focus more extensively on improving results at the local level. It has put forth a State Systemic Improvement Plan (SSIP) framework that asks states to engage in far-reaching data analyses to discern the level and extent of early intervention's impact on all children, regardless of race, eligibility, family characteristics, or residence. From those analyses, states are to bring stakeholders together to identify where its impact is uneven or lower than expected, and develop a plan for how the state will address these concerns.



The Early Childhood Center is assisting Indiana in these new efforts. It is using new data visualization tools to provide clear evidence of Indiana's impact on children; to determine if that impact evenly applies to all children and families regardless of age, race, gender, family income, and residence; and to identify any trends or changes in impact.

At a spring meeting of the Indiana Interagency Coordinating Council, the Center hosted a data exploration activity in which over 30 stakeholders were able to interact with the data via the use of iPads and online data dashboards developed by the Center. Working in small groups, stakeholders were able to look at and manipulate various demographic and outcome variables and see instant results displayed in easy to understand graphs and figures. At the end of this meeting, the stakeholder group generated almost 50 questions and possible areas of concern for further investigation.

### **The Center Also:**

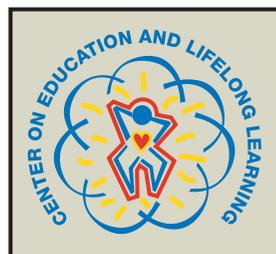
- Continues contractual work with First Steps, Indiana's Part C lead agency, to conduct an ongoing evaluation of early intervention services and its impact on infants and toddlers with disabilities and their families. This evaluation is used by the state in completion of their *Annual Performance Report* to the federal Office of Special Education and Rehabilitative Services, U.S. Department of Education. This past fiscal year, data was analyzed on 6,474 children and 4,810 families.
- Maintains the *Early Childhood Meeting Place (ECMP)*, a website designed as a clearinghouse for information, services, and resources for Indiana's early childhood professionals and families of young children. Major components include an events calendar, professional information and resources, and family information in English and Spanish. The ECMP site was visited 7,754 times in the 2013 calendar year.

## **CENTER ON EDUCATION AND LIFELONG LEARNING**

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

### **In Depth: Supporting Literacy Education in Out-of-School Settings**

Reading at grade level by third grade is a critical benchmark in a child's development and is predictive of high school graduation and success later in life. Low-income students primarily suffer from falling short of this mark, and the combined effects of poverty and underdeveloped reading skills can leave them behind very early in their educational careers. Many children who need extra academic support attend after school programs offered by a variety of schools and community-based agencies (e.g., Boys and Girls Club, YMCA, and local youth-serving organizations).



These out-of-school-time (OST) providers have an 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 Institute's Center on Education and Lifelong Learning supports the work of OST providers in Indiana and nationally through partnerships with the Indiana Department of Education (IDOE) and the Girls Inc. National Resource Center. This work includes technical and evaluation support to program leaders, staff members, and volunteers who work with children

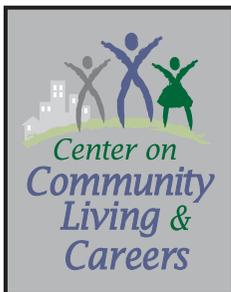
in grades K-3 in OST settings. In Indiana, the Center has spent the last year working with staff members from 16 after school program sites funded by the 21st Century Community Learning Centers (21st CCLC) initiative. 21st CCLC is federally funded, administered by IDOE, and focused on providing supplemental academic support and enrichment to those students most at risk for falling behind academically. Staff members receive on-site training, materials, and follow-up coaching from the Center's literacy specialist. Literacy specialist teach and model strategies for engaging children in hands-on activities intended to increase their enjoyment of reading and their reading skills. The Center is currently evaluating the efficacy of this effort by reviewing feedback provided by staff members of OST programs and analyzing the results of school-based reading assessments.

The Center also partners with the Girls Inc. National Resource Center, located in Indianapolis, to support and implement a new national initiative to develop literacy facilitation skills among its affiliate organizations throughout the country. This effort, funded by the Kellogg Foundation, is intended to affect literacy development outcomes in three areas: (1) Affective; (2) Behavioral; and (3) Cognitive outcomes. The Center designed and implemented the evaluation of literacy programming of three pilot sites located in Tennessee, Texas, and California. In the summer of 2014, the first year of data will be available for analysis.

### **The Center Also:**

- Works with six demonstration sites in Indiana to develop a model of *Culturally Responsive Positive Behavior Supports (CR-PBIS)*. CR-PBIS is intended to ensure that all groups are benefiting equally from instruction and classroom management practices.

- 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.
- Promotes teacher leadership in 35 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)*.
- Advises school districts to design teacher appraisal systems that meet and exceed the requirements of a 2011 Indiana state law requiring Indiana schools to conduct annual evaluations of all teachers.
- Provides program reviews of special education cooperatives or individual school districts. The process involves onsite interviews of professional staff, classroom observations, and a review of data such as finances, enrollment, and placement of students. Two large cooperatives are being reviewed this school year.



## 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: Day and Employment Services Outcome System (DESOS)**

The *Day and Employment Services Outcome System (DESOS)* is both 1) a compilation of data provided by Indiana disability service providers about their clients receiving day and employment services and 2) an annual report that gives readers a snapshot of how individuals with disabilities are spending their time. The DESOS web-based information management system is coordinated by the Institute's Center on Community Living and Careers.

In June of 2013, Indiana providers submitted information regarding 10,704 individuals with disabilities. Key points from this past year's report include:



- Twenty-seven percent held individual competitive employment (jobs in the community);
  - Those individuals working in sheltered workshops were making, on average, \$2.44 per hour;
- For those individuals working in competitive jobs, the average number of hours worked each week remained at 20, but the average hourly wage decreased from \$8.51 in May 2012 to \$7.26 in May 2013; and
  - Forty-six percent of individuals represented in the data spent their day with nine or more people with disabilities and had no other contact with people without disabilities (excluding paid staff).

DESOS data helps state agencies and providers look at what people with disabilities actually do; who they interact with; and what opportunities they have for work, education, leisure time, and inclusion.

*“Stone Belt Arc provides a variety of Day Services — including Community Employment, Lifelong Learning, and Sheltered Work. We frequently use the DESOS data to see how we compare to other providers in terms of where clients spend their time.*

*As the Director of Community Employment, I am particularly interested in how much people earn and how much time they spend in each setting. As a board member for Indiana APSE — the Association of People Supporting Employment First — I know we regularly use the data to show where people spend their time, how much money they earn, and how much their supports cost. Although it can sometimes be challenging as a provider to submit all the data, it is well worth the effort when we get such a thorough and comprehensive report.”*

Bitta DeWees, Director of Community Employment, Stone Belt Arc

The report itself is intended to enable Indiana professionals, agencies, and self-advocates to work together to establish statewide benchmarks and determine how a “meaningful day” is defined for individuals with disabilities who receive a wide variety of day supports and employment services.

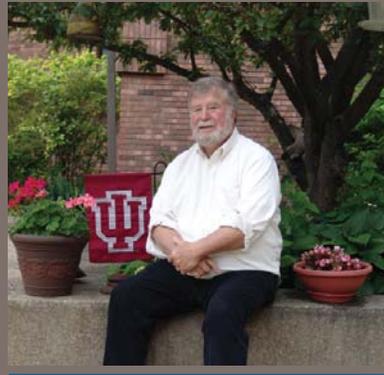
### **The Center Also:**

- Works with the Indiana Department of Education to improve secondary transition education services and outcomes in schools through professional development and a focus on Indicator 13, or Transition IEP data. The Center's Indiana Secondary Transition Resource Center works with schools to support a cadre of transition leaders in Indiana to build statewide capacity and improve transition outcomes.
- Researches new methods of improving transition outcomes for students with disabilities who are leaving high school. In 2014, the Center selected five sites in Indiana to implement a *School-to-Work Collaborative*, funded by the National Institute for Disability and Rehabilitation Research. Data collected from the 5-year pilot 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.
- Supports Indiana Vocational Rehabilitation Services (VRS) by providing support and training to VRS staff through the online *Vocational Rehabilitation Leadership Academy*. Since 2009, the *Leadership Academy* has helped 125 VRS staff complete orientation. During that same period, VRS personnel, primarily counselors and supervisors, completed a total of 420 core courses.
- 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 seventh year, 405 students have graduated from *Project SEARCH Indiana*, which currently has 10 sites. A total of 237 (59%) *Project SEARCH Indiana* graduates have obtained competitive employment through the program, working an average of 27 hours a week, earning an average of \$8.38 per hour.
- Trains and coordinates statewide professional liaisons in benefits and work incentives. As of April 2014, 157 certified *Benefits Information Network (BIN)* liaisons reviewed 1,803 benefit plans, helping people with disabilities better understand how their Social Security and Medicaid benefits and state and federal work incentive programs can support them.

- Develops educational opportunities for students with intellectual disabilities at Indiana colleges and universities through the *Indiana Partnership for Postsecondary Education and Careers* (IPPEC). IPPEC collaborates with five Indiana colleges and universities to support high school students in transition as they participate in campus work experiences, peer mentoring, and academic activities.

### IN PERSPECTIVE – ISETT TRAINING TEAM

The *Indiana Supported Employment Training Team* (ISETT) has benefited enormously from our partnership with the Indiana Institute. David Mank and his team have provided support to our training programs for nearly two decades allowing ISETT to provide affordable, quality supported employment training to more than 1,500 Employment Training Specialists. As professionals in the field of employment, we appreciate the research, training, and support the Indiana Institute brings to our programs as well as other programs and services that touch Indiana and beyond.



Indiana Institute staff has assisted us in many ways: with space, marketing, communication, as well as content. With our partnership, we are able to access their skill, expertise, and resources to help us ensure we are providing cutting edge training. The collaboration with the Institute has been an invaluable asset in our ability to serve Indiana’s employment support professionals and ensure people with disabilities can access supports to get and stay employed.

Steve Savage, Co-Founder, Indiana Supported Employment Training Team

### 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: Advocates for Livable Communities: Working Together for Change

The Institute's Center on Aging and Community, in conjunction with the University of Indianapolis, developed and facilitated a five-day training held in two communities in Indiana, Shelbyville and Crawfordsville, on core components and core advocacy skills necessary for promoting livable communities. Audiences included twenty participants from each community, 10 seniors and 10 people with disabilities.

Outcomes from the training included:

- Recruited and graduated 38 advocates;
- Brought together older adults and persons with disabilities to explore common concerns;
- Engaged 19 community leaders across both communities;
- Developed a 130 page workbook to accompany training; and
- Achieved very high levels of satisfaction with the training as indicated by trainee surveys.

Bringing together the two populations as one group was key to the pilot project, but the feasibility of doing so successfully was not known. The success of this aspect of the project cannot be underestimated. The melding of the aging and disability groups into a singular group of advocates for a more livable community was a highlight of the training, as attitudes shifted, myths were broken down, and friendships and alliances developed.



Comments from attendees regarding the value of having diverse groups come together around common issues of livability, as well as the observations of the trainers, all point to the value and success of this approach. To quote one retired Shelbyville resident, “Many times during my service to this community, I had the feeling somebody else would take care of the person with a disability. Now that I have been exposed to that person, I truly have a different outlook.”

In addition to the training time, participants completed two homework assignments and were asked to pair up with someone of a different age and ability and someone they had not worked with previously. The homework assignments involved exploring livability aspects of their community, familiarizing themselves with the local comprehensive plan, and drafting a letter to the editor. One gentleman, who does not drive and lives in a senior housing development, mapped out all the grocery stores in his community. None were near his home. He reported that had he done this prior to moving, he would not have chosen the same location.

Each community of trainees identified community leaders that were invited to the final day of training. Mayors and former mayors, program administrators from local community foundations, and directors of city planning, parks and recreation, united fund, redevelopment, and building commissions all came and joined a lively discussion. Participants shared many of their ideas including a plan for making the town square more user friendly as well as the possibility of a complete street ordinance and sites where it might be most useful. The community leaders left knowing they had excited and educated citizens to help push community livability initiatives forward. The project was funded by the Indiana Governor's Council for People with Disabilities and Indiana Protection and Advocacy.

### **The Center Also:**

- 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.
- 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.
- 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 18 families representing three communities in Indiana (Huntington, Valparaiso, and Bloomington).

- Addresses disparities in health care and preventive health access among people with disabilities in Indiana. The Center and Indiana Department of Health, in 2013, co-developed a statewide advisory group to develop a five-year strategic plan. In late 2013, under contract with the Indiana State Department of Health, a statewide Task Force on Disability and Health was created to develop recommendations for addressing significant disparities in health care and preventive health care experienced by people with disabilities.
- Completed year one of a contract with the Indiana Philanthropy Alliance – Grantmakers in Aging, a national *CommunityAGEnda Project* to create more age and ability friendly communities. The Center also assisted in the creation of a statewide coalition entitled *Lifelong Indiana* and, in Bloomington, advanced work on a public policy initiative creating a *Lifetime Community District* along the downtown ‘B-line’ pedestrian trail.



### INDIANA RESOURCE CENTER FOR AUTISM

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

#### **In-Depth: Professional Development on Evidence-Based Practices in Autism Spectrum Disorders**

Over the last five years, the Institute’s Indiana Resource Center for Autism (IRCA) has been involved in a federal project to implement evidence-based practices in schools focusing on students with autism spectrum disorders. Since its inception, the *Professional Development in Autism (PDA) Project*, has steadily increased the number of participating districts in Indiana from three in year one, to a current level of 28. Outcomes of the project are to create sustainable change in the implementation of Evidence-Based Practices (EBP) that focus on student outcomes through coaching and training strategies.



Project participants have found that evidence-based practices focusing on students on the autism spectrum have been universally adopted in some places to benefit all students (universal design), and strategies have been used to promote educating students in general education settings alongside non-disabled peers. Additionally, this project has strengthened districts' efforts around *Response to Intervention (RTI)* and *School-Wide Positive Behavior Supports (PBIS)*.

### **The Center Also:**

- Builds local capacity in schools and districts to establish evidence-based programming for students across the autism spectrum. In 2013-14, 13 new teams participated in the six-day intensive training. To date, a total of 403 interdisciplinary teams have received training by staff of the Center.
- 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 Twitter, Facebook, and Pinterest.



### **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: The Collaborative Work Lab (CWLab)**

The Indiana Institute's Center for Planning and Policy Studies hosts the *Collaborative Work Lab (CWLab)* supporting activities such as focus groups, futures planning, interagency collaboration, and research support.

Last year, the staff from the CWLab supported the planning efforts of several local groups affiliated with the Indiana Institute, the local community, and in other parts of the state.



Some examples of how the CWLab was used in 2013-14 included:

- Hosted a planning session to make preparations for local implementation of the *Affordable Care Act* by the Volunteers in Medicine of Monroe County;
- Engaged community stakeholders and staff in brainstorming

about affordable and accessible housing needs and options in the community in conjunction with LIFE Designs, a local disability service provider; and

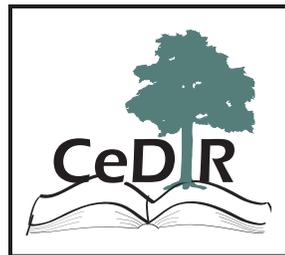
- Sought input on transportation and community living for people with disabilities and older adults in several counties with LifeStream Services, Inc., an Area Agency on Aging in East Central Indiana.

#### **The Center Also:**

- Hosted training for municipal ADA coordinators featuring a speaker from the U.S. Department of Justice on *Title II of the ADA*. The training was attended by 80 individuals.
- Funds five projects, through the Coros ADA Grants program, that addresses “livable community” topics such as transportation, employment, community access, and emergency preparedness for people with disabilities in local communities.
- 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.
- Supports the Indiana’s Governor’s Council for People with Disabilities and family members through the Institute’s Consumer Advisory Committee.
- Provides meeting space and support for a local coalition of organizations promoting the increased availability of mobility options for people with disabilities in the Monroe County area.

## CENTER FOR DISABILITY INFORMATION AND REFERRAL

CeDIR 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: Improved Access to the Indiana Institute's Library Collection

Resources are only as useful as our ability to access them. In 2013-2014, the staff of the Institute's Center for Disability Information and Referral worked to improve access to the materials in the lending library in two ways. In September, the Center began participation in the *Indiana University Libraries Request Delivery Program*. This program allows patrons affiliated with Indiana University to request materials through the online catalog, and have the items delivered to any participating Indiana University library throughout the state. This service significantly increases the level of access that researchers, pre-service teachers, and interested faculty and staff have to our materials.



The Center took further steps to increase access to materials by transitioning our resource guides to the *LibGuide* system. Not only does this make it easier for other *LibGuide* users to discover our resource guides, it also allows us to create more dynamic content to ensure that our patrons have access to up-to-date resources both online and in print. Center staff are

working to ensure that patrons have better access to the lending library.

Additionally, the Center is working to make sure that the research and practical information developed by Institute faculty and staff are widely available and easy to find, even if they are not published in traditional outlets. Broader access to Institute publications is now possible by including them in the Indiana University institutional repository, *ScholarWorks*.

#### **The Center Also:**

- Developed a guide for librarians to help them make online learning opportunities more accessible for patrons with disabilities.

The guide was published in the *Journal of Library & Information Services in Distance Learning* titled *Practical Strategies for Making Online Library Services and Instruction Accessible to All Patrons*.

- Teamed with the Institute’s Information Technology department to help Institute researchers become better stewards of data by developing training modules and ongoing support to insure that our researchers have the tools to make the right decisions to protect critical and sensitive data encountered in our research.

## **CONSUMER ADVISORY COUNCIL AND AFFILIATIONS**

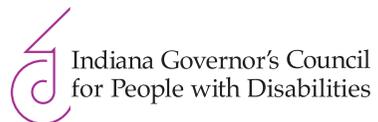
**T**he Indiana Institute’s Consumer Advisory Council is comprised of persons with disabilities and family members, representatives from the Self-Advocates of Indiana, and the heads of Indiana’s DD Council and Protection and Advocacy Services. The Advisory Council provides advisement and direction regarding the Institute’s work around best practice in schools and the community. This past year, the Council added a new member who brings expertise in the areas of Augmentative and Alternative Communication (AAC).

Identified areas of focus by the Council for 2013-2014 included:

- Visitability and Livable Communities;
- Choice of housing options for people with disabilities; and
- Attitudes and misconceptions that hinder community participation.

### **Indiana’s Developmental Disabilities (DD) Network**

The Indiana Institute on Disability and Community, the Indiana Protection and Advocacy Services Commission, and the Indiana Governor’s Council for People with Disabilities, make up Indiana’s Developmental Disability Network. All three programs receive funding through the federal Administration on Intellectual and Developmental Disabilities.



The major goal of the DD Network is to encourage and promote partnerships with state governments, local communities, and the private sector to assist people with intellectual and/or developmental disabilities to reach their maximum potential.

Collaborative projects and priorities as identified by Indiana’s DD Network included:

- *Advocates for Livable Communities*
- *Americans with Disabilities Act (ADA) Initiative*
- *Building Leadership 2 Series*
- *IPAS Critical Barriers Survey*
- *Indiana Disability Poll: Leadership and Disability History*
- *Indiana Disability History Project*
- *Indiana Postsecondary Education Coalition*

### **Association of University Centers on Disabilities**



The entities now known as University Centers for Excellence in Developmental Disabilities Education, Research, and Service (UCEDD), were initially created over four decades ago with the enactment of Public Law 88-164 (1963)

to serve people with mental retardation. Currently authorized under the Developmental Disabilities and Bill of Rights Act of 2000 (PL 106-402), UCEDDs are now a resource for Americans with a wide range of disabilities. The UCEDDs receive their core funding from the Administration on Developmental Disabilities (ADD) within the U.S. Department of Health and Human Services.

The network has grown to include 67 UCEDDs — at least one in every US state and territory. Each UCEDD is affiliated with a major research university and serves as a resource for all people in the areas of education, research, and service relative to the needs of people with developmental disabilities.

### **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**  
**BLOOMINGTON**

## **FUNDING SOURCES**

### **Federal**

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

### **State**

- Indiana Department of Education
- Indiana Family and Social Services Administration
- Indiana Family and Social Services Administration: Division of Disability and Rehabilitative Services (DDRS)
- Indiana Family and Social Services Administration: Vocational Rehabilitation Services (VRS)
- Indiana Governor’s Council for People with Disabilities
- Indiana Protection and Advocacy Services
- Indiana School for the Deaf
- Indiana State Board of Health

### **Other**

- Girl’s Inc.
- Indiana Grant Makers Alliance
- Indy Parks and Recreation
- Joyce Foundation
- University of Illinois at Chicago
- Welborn Baptist Foundation

## **PUBLICATIONS AND PRODUCTS**

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