Annual Report

Indiana’s University Center for Excellence in Developmental Disabilities

1970-2010

40 Years

2010

Indiana Institute on Disability and Community

INDIANA UNIVERSITY

INDIANA INSTITUTE ON DISABILITY AND COMMUNITY
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.

To work with communities – The Institute collaborates with community agencies, schools, advocacy organizations, government, institutions of higher education, and other community partners to effect improvements in quality of life.

To welcome, value, and support the meaningful participations of people of all ages and abilities – This is the core of our mission. It defines outcomes for diverse individuals, including people with disabilities, in all life spaces: schools, employment, home, and community settings.

Through research, education, and service – Research means investigation and inquiry into ideas and practices in order to develop knowledge that will benefit people of all ages and abilities. Education means teaching approaches, concepts, and new knowledge to students and community members in schools, institutions of higher education, and in community settings. Service means putting research and new knowledge into practice in educational and community settings. Service means collaborations and partnerships to promote inclusive communities. Service means participation in local, state, national, international, and higher education committees, councils, and association activities and governance.

Acknowledgements

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The Indiana Institute turned forty this year. Four decades of “working with communities to welcome, value, and support the meaningful participation of people of all ages and abilities through research, education, and service.” Forty years is a long time and we are gratified to be partners in solidarity with people with disabilities, their families, and so many organizations across Indiana.

Forty years has brought a great deal of change at the Institute. More important than the history of the Institute, is the broad history the Institute is a part of... in Indiana, in the U.S.A., and worldwide. Within that history, is the inexorable progress toward self-determination for people with developmental disabilities in every part of life.

A few years ago, a friend in Indiana government gave me a print displaying the many names in official letterheads, of what we now only remember as the Muscatatuck State Developmental Center.

The place had many names since it opened in 1920. Some names which are offensive to people with intellectual or developmental disabilities. Muscatatuck, as we came to call it most simply, closed for good in 2005. Its closure and what that represents is symbolic of the important history that we are a part of.

A history that defines the importance and future of everything we do. In our work in early intervention to insure a future of contribution and big dreams... In helping schools welcome and educate every child. In their transition to adult life and in employment, so everyone has a role of contribution... In our work in community living, where people can live where they want, with whom they want, for as long as they want... In autism spectrum disorders and positive behavior supports, where the contributions of all are discovered... In our work in policy and planning to define a better understanding of how to make the best ideas available to all... In our work on aging, promoting belonging in community without regard for age or ability... In our dissemination of ideas, making information available to as many as possible... And, in our work to support self-advocacy and the voice and contributions of people with intellectual and developmental disabilities.

The closure of Muscatatuck and all Indiana state developmental centers is a symbol of history and progress towards communities that welcome, value, and support the meaningful participation of people of all ages and abilities. We are proud to be a part of that history as we partner with all of you in the next forty years.
In 2010, the Indiana Institute on Disability and Community celebrated 40 years of work on disability through research, education, and service. Our work is about putting good ideas into everyday practice in schools and community settings to improve choices and quality of life for people with disabilities and their families.

The Institute works through seven Centers.

- Early Childhood Center
- Center on Education and Lifelong Learning
- Center on Community Living and Careers
- Center on Aging and Community
- Indiana Resource Center for Autism
- Center for Planning and Policy Studies
- Center for Disability Information and Referral
Our centers are organized around four broad goals.

**Early Intervention and Education**
- Early education and universal design of learning
- Transition from preschool to kindergarten
- Family support

**Employment**
- Quality employment outcomes
- Social Security work incentives and the Ticket-to-Work

**Support Self-Advocates and Families**
- People with intellectual and developmental disabilities speaking for themselves
- Indiana’s self-advocacy and family support movements

**Livable Communities**
- Personalized homes
- Full community participation

The Indiana Institute hosted an Open House in April of 2010 in celebration of 40 years of service. 

**Our work is about putting good ideas into everyday practice...**

Discussing autism-related resource materials.

Planning and policy discussion in the courtyard.
Core Functions

The Indiana Institute is funded in part by the Administration on Developmental Disabilities (ADD), U.S. Department of Health and Human Services. This designates the Institute as a University Center for Excellence in Developmental Disabilities as defined by the Developmental Disabilities Bill of Rights Act of 2000 (PL 106-104). This legislation defines a set of core functions (interdisciplinary education, research and evaluation, training and technical assistance, and information dissemination) that guide the scope of our work.

Interdisciplinary Education

Highlight: Doctoral Student James Robinson

“I have just completed coursework on my Ed.D. in Educational Leadership. My dissertation will focus on questions of teacher development, role and identity, and how these manifest in RTI-related activities in schools. At the Center on Education and Lifelong Learning, I am primarily involved in work on Instructional Consultation Teams and Differentiated Instruction.

By the Numbers

The Institute has hosted hundreds of students in its Interdisciplinary Training Program. During their time with us, graduate and undergraduate students have worked in research, training, and program development activities. Student experiences create a foundation for their careers after they leave the Institute.

In 2009-2010, 16 graduate and undergraduate students representing five disciplines received support across the Institute’s seven Centers. Areas included:

- Education (curriculum and instruction, educational psychology, leadership, special education)
- Geography
- Library Sciences
- Public Health
- Social Work
Institute faculty taught courses in several departments at Indiana University, Bloomington and Ivy Tech Community College. In 2009-2010, courses included 401 undergraduate and graduate students through 32 courses. These courses generated 1,203 student credit hours. Indiana Institute faculty advised and mentored 33 graduate and undergraduate students.

### Courses for 2009-2010

<table>
<thead>
<tr>
<th>Courses/Indiana University</th>
<th>Titles</th>
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| Educational Leadership    | • Issues in Special Education Leadership  
                           | • Practicum in Special Education  
                           | • Unified Systems of Education  
                           | • Voices of Katrina/Voices of Service  |
| Educational Psychology    | • Managing Classroom Behavior  
                           | • Teaching Social Skills  
                           | • Topic Seminar in Education Psychology  |
| Library Sciences          | • Evaluation of Resources and Services  |
| Special Education         | • Autism Summer Institute  
                           | • Autism Team Training  
                           | • Differentiated Instruction  
                           | • Graduate Seminar on Disability Issues  
                           | • Instructional Consultation Teams  
                           | • Leadership in School-Wide Positive Behavior Supports  
                           | • Special Topics: Classroom Climate and Discipline  
                           | • Transition Across the Lifespan  |

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<tr>
<th>Courses/Ivy Tech Community College</th>
<th>Titles</th>
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<tr>
<td>Communications</td>
<td>• Speech Communications</td>
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</table>
| Humanities                        | • Health and Wellness  
                           | • Introduction to Disabilities  |
Research and Evaluation

**Highlight: Preparing for Kindergarten: Research on School Readiness**

Over the past four years, the Early Childhood Center has been investigating early education practices that promote school readiness and contribute to successful school outcomes for all young children. This work has focused on what early childhood programs can do to effectively prepare children for the social, physical, communicative, and instructional requirements of kindergarten. The Center is conducting a series of studies to identify and validate skills that kindergarten teachers considered essential for children to have when they enter kindergarten. The findings from this research are reported in a series of research briefs.

**By the Numbers**

The Institute’s research is embedded in the work of our Centers. Research, evaluation, and policy analysis also cross our four areas of emphasis (early intervention and education, employment, livable communities, and supports for self-advocates).

### Research for 2009-2010

#### Projects

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<thead>
<tr>
<th>Areas</th>
<th>Projects</th>
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| Early Intervention | • Essential Skills for Successful School Readiness  
• Increasing Social Engagement in Young Children with Autism Spectrum Disorders Using Video Self-Modeling and Peer Training |
| Education | • A Comparison of In-Vivo Modeling, Video Modeling, and Video Self-Modeling for Children with Autism Spectrum Disorders  
• A Comparison of Social Stories and Generic Social Narratives for Increasing Social Responses in Youth with Autism Spectrum Disorders  
• Examination of National and Regional Identification Rates of Students with Autism Spectrum Disorders  
• Examination of a Self-Awareness and Habit Reversal Technique to Reduce Nail-Biting in Children with ASD  
• Professional Development Outcomes for Educators  
• Program Evaluation: Assessing the Learning and Practice Outcomes of the Autism Team Training  
• Social Skill Interventions for Youth with Autism Spectrum Disorders: A Meta-Analysis of Interventions Implemented in Clinical Settings  
• Social Skill Outcomes of the Social Skills Research Center  
• Special Education Program Evaluation: Rochester, IN  
• Special Education Program Evaluation: Evansville School District |
### Research for 2009-2010 (cont.)

<table>
<thead>
<tr>
<th>Areas</th>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education (cont.)</strong></td>
<td>• Using Video Self-Modeling to Increase Compliance in Children with Conduct Disorders</td>
</tr>
</tbody>
</table>
| **Employment** | • Day and Employment Services Outcomes System  
• Project SEARCH Evaluation |
| **Livable Communities** | • Communities for a Lifetime  
• Evaluation of the Direct Support Professional Career Ladder Program  
• 2009 Disability Poll: Focus on Transportation  
• 2010 Disability Poll: ADA Implementation in Indiana Communities |
| **Support of Self-Advocates and Families** | • Evaluation of the Self-Determination Effects of the Building Leadership Series  
• Family Needs Assessment |

### Training and Technical Assistance

**Highlight: Training in Video Self-Modeling Interventions for Individuals on the Autism Spectrum**

Each year, the staff of the Institute’s Indiana Resource Center for Autism provides training for professionals to support children and adults with autism. These trainings promote the use of best practices that are tailored to individual needs.

One such method is video self-modeling (VSM). VSM is an evidence-based approach for addressing the social, communication, emotional, and behavioral needs of individuals on the spectrum. Educators, early intervention providers, and family members were introduced to VSM and to why these strategies are particularly useful to individuals with autism. Examples of how to apply VSM interventions were highlighted with special emphasis on examples of easy to implement interventions. Obstacles to implementing the VSM model were also discussed with practical solutions offered as well as hands-on training in producing and editing video clips.

#### By the Numbers

Last year, over 7,900 hours of training and technical assistance was provided. Topics included:

- Training on federal and state work incentives;
- Differentiated instruction;
- Universal design;
- Employment strategies;
- Evaluation of Indiana’s First Steps Early Intervention System (Part C);
Indiana Institute on Disability and Community

- Financial literacy in money management and asset development;
- Leadership Academy in school-to-work and community-based employment;
- Leadership training in self-determination;
- Oral histories of ordinary citizens;
- School readiness for preschool and kindergarten-aged children;
- Service learning;
- State disability planning and ADA implementation;
- Team training to build schools capacity to educate and support students across the autism spectrum; and
- Transition planning for post-school outcomes.

In 2009-2010, Institute staff conducted 836 training and technical assistance events. More than 55,400 participated.

**Participants**

![Participant Chart]

Institute staff also contribute on various boards, committees, and working groups (national, state, university-related and local levels). Last year, Indiana Institute faculty and staff participated in:

- 61 national committees
- 47 state committees
- 17 university-related committees
- 22 local committees

**Dissemination**

Highlight: Indiana Institute Library Services

The Institute’s Center for Disability Information and Referral provides information and resources for people with disabilities, their families and, professionals through library services and website. Library services include a collection that offers residents of Indiana access to over 8,000 books, DVDs, videos, and kits that cover disability topics across the life span, life areas (such as education, employment, and recreation), and disciplines.
Reference services, listservs, a blog citing current events, book reviews, bibliographies, and a semiannual newsletter are also featured. The Center’s website provides access to disability-related topics and a comprehensive directory of state and local resources. Material searches can be done through the Indiana University Libraries online catalog.

Book Features for 2009-2010

Two books were authored recently by Institute personnel. Phil Stafford, Director of the Center on Aging and Community published a book titled Elderburbia: Aging with a Sense of Place in America. Kim Davis and Sue Dixon coauthored When Actions Speak Louder than Words: Understanding the Challenging Behaviors of Young Children and Students with Disabilities, published last spring.

By the Numbers

The Indiana Institute is committed to the dissemination of ideas and research findings to its constituents through a number of formats and distribution methods.

Last year, over 83,500 copies of Institute products were disseminated by the Institute.

In addition to traditional dissemination activities (see Publications and Products on p. 18), the Indiana Institute is exploring social media outlets such as pod casting, blogs, e-newsletters, Facebook and Twitter. The Institute’s websites logged 100,000 visits per month on average and over 1.2 million visits over the course of last year. The Institute works with IU’s Office of Media Relations to promote the visibility of research, education, and service.

What People are Saying...

“Having spent a large part of my life in South Africa working with people with disabilities and the people who support them, I was immediately drawn to the staff at the Indiana Institute as I became familiar with their commitment and expertise in the field of disability. On numerous occasions I found myself turning to David and other IIDC staff for advice. The IIDC is without a doubt a major role player in disability in the region and I am privileged to have the opportunity to work with it.”

Erna Alant, Ph.D., Professor and Otting Chair in Special Education, Department of Education, Indiana University, Bloomington
The Institute’s Centers

The work of the Institute’s seven centers is guided by the Institute’s mission. The following section of this report highlights work within each of our seven Centers.

What People are Saying...

“We find the staff from the Indiana Institute to be supportive of our agency’s services including sharing best practices from throughout Indiana and beyond. We appreciate that they take a real world view of the challenges we face and help us think through the most effective use of available resources. It is also encouraging that they are involved at the state level on reshaping the infrastructure in efforts to create more employment outcomes for people with disabilities.”

Leslie Green, CEO Stone Belt

Early Childhood Center

Highlight: Indiana Family-to-Family Resources

The Center manages the Indiana Family to Family (INF2F) project linking families of young children with disabilities to people, information, and resources within their own communities. INF2F is part of Indiana’s Unified Training System established by the First Steps Early Intervention System. INF2F brings together parents of young children with disabilities so they can share their knowledge, concerns, and experiences with each other. INF2F includes:

- Family Involvement Fund (FIF) supporting family access to training and information;
- Family to Family website;
- Parent-focused listserv;
- Parent Liaisons and Parent Mentors who provide resource materials and localized community resources; and
- Bi-monthly newsletter.
The Early Childhood Center has also recently redesigned and expanded the Early Childhood Meeting Place, a web-based information clearinghouse for early childhood professionals serving young children in Indiana. Over 5,000 visitors have viewed more than 118,000 pages of events and resources.

**Center on Education and Lifelong Learning**

**Highlight: VETs Learn and Serve**

Combining oral histories, service learning, and career development is the focus of the Center’s VETS Voicing Experience through Service Project. VETS supports students, ages 14-21, as they build relationships with veterans and collaboratively record oral histories. To date, over 700 students (representing 26 schools) in Indiana have collected nearly 423 histories will be submitted to the National Veteran’s History Project at the Library of Congress. Two state-wide celebrations, attended by over 225 students, were held to honor students and veterans participating in the project.

**What people are saying...**

One student said that she “...was glad to be in VETS because it was the first time I was actually given a “real” assignment, something that had meaning.”

A Veteran expressed gratitude that “... this was the first time anyone other than family had actually asked about my service and seemed interested.”

The Center on Education and Lifelong Learning also provides training and technical assistance to six school districts to develop culturally responsive Positive Behavior Supports (PBS). The Center has established a statewide teacher training and technical assistance network and assists the state of Indiana in implementing a Resource Center for Improvement Activities with a focus on effective assessment and instruction.

**Center for Community Living and Careers**

**Highlight: Medicaid Infrastructure Grant**

Funding from Indiana’s Medicaid Infrastructure Grant (MIG) in collaboration with Vocational Rehabilitation Services, provides training and technical assistance to Benefits Information Network (BIN) Liaisons in Indiana.
The Network improves the ability of persons with disabilities to use federal and state work incentives. In 2009-2010,

- BIN networks now include 217 Indiana benefits employment specialists and other provider staff;

- Network Liaisons advised nearly 4,000 Vocational Rehabilitation beneficiaries;
- Center staff provided four basic and three advanced BIN trainings; and
- Within the first quarter of 2010, almost 7,000 searches were conducted on the Disability Benefits and Work website.

What people are saying...

- The BIN “...taught me about work incentives and the difference between Medicaid and Medicare.”

- “Hearing others ideas and stories. Sometimes, especially being the only person that does BIN in my agency, I feel isolated. Networking is amazing!”

The Center on Community Living and Careers also:

- Paired 10 teams of adult employment providers, school systems, and local businesses to provide transition-aged students and young adults with internship experiences in preparation for competitive employment (Project SEARCH). Twelve individuals have been hired to date working an average of 29 hours per week at $9.47 per hour.
- Established the Indiana Secondary Transition Resource Center, funded by the Indiana Department of Education, to assist local education agencies, through professional development activities, to improve secondary transition-focused education services and outcomes for students with disabilities.
- Provided introductory, core, advanced, and specialized training courses to Indiana’s Vocational Rehabilitation counselors and community providers on VRS counseling, school-to-work and community-based employment for persons with disabilities through the VRS Leadership Academy.
- Supported the Bureau of Rehabilitative Services’ Corporate Job Development initiative linking Indiana employers with provider organizations. Businesses including Lowes, Walgreens, Best Buy and others are collaborating with area providers to recruit and hire people with disabilities. Relationships have been established with 15 corporations. More than 30 people with disabilities have already been hired, several into full-time positions.
Center on Aging and Community

Highlight: Becoming a Vital Data Source on Aging in Indiana

The Center developed a web-based resource entitled Aging Indiana providing support to community planners seeking to transform communities into good places to grow old in Indiana. The Aging Indiana website, supported by the Daniels Fund, contains census profiles for Indiana’s 92 counties providing age demographics, age-density, housing, disability, poverty, and home ownership.

The site also provides AdvantAge Initiative survey information that reports on 33 indicators across four domains of elder-friendly communities. Additions to the site offer comparative reports, one of which explores rural/urban differences on “aging in place” factors such as neighborhood satisfaction, fear of crime, public safety, and access to transportation.

The Center on Aging and Community also:

• Facilitated access to careers in the arts, through ArtsWORK Indiana, an employment-focused website providing networking opportunities and information resources. ArtsWORK Indiana was recognized by the 2009 National Accessibility Leadership Award.
• Conducted the Building Leadership Training Series designed to teach self-advocacy and self-determination skills to adults with disabilities. To date, the BLS training series has 72 graduates.

Center for Planning and Policy Studies

Highlight: ADA Survey

The Center conducts Indiana’s Disability Poll in collaboration with the Institute’s Developmental Disability Network partners. Last year, the poll focused on the “ADA in Your Community” and was conducted across the Great Lakes ADA Region. Survey results were reported at the state of Indiana’s 20th celebration of the signing of the ADA.

More than 800 people with disabilities, family members, and advocates responded to the ADA Poll in Indiana.
The Center for Planning and Policy Studies has also:

- Conducted regional meetings of consumers and providers to gather stakeholder input about needed changes in Indiana’s Medicaid waiver system.
- Provided futures planning with local health, human service, and business groups through the use of the Collaborative Work Lab.
- Collaborated with an emerging coalition of parents and higher education faculty interested in expanding postsecondary education opportunities for people with intellectual or developmental disabilities.

**Center for Disability Information and Referral**

Highlight: Parent and Professional Outreach

The Center provides information to students, families, and service providers throughout Indiana. Key contacts were made with First Steps providers about library services, making available the latest research on early intervention and education.

As a part of the Center’s outreach, families were introduced to the services of the Center through awareness fairs held throughout the state.

Center activities also focused on participating in diversity initiatives. Activities included:

- Involvement in the American Libraries Association (ALA) Diversity Poster Sessions;
- Participation on an IU Libraries panel *A Return to Civil Conversation*, during the Annual Diversity Day; and
- Representation on ALA’s Diversity Committee.

**What people are saying...**

- “I’m so glad to have found you.”
- “With budgets being so tight these days, I never would have been able to afford to purchase everything that I’ve checked out from CeDIR on my own. Thank you so much.”

The Center for Disability Information and Referral also:

- Manages a reference collection of electronic and print materials on disability-related information.
- Provided specialized hardware and software to convert online and print materials to accessible formats.
Indiana Resource Center for Autism

Highlight: Autism Team Training

The Center provides professionals and family members with the knowledge and skills to support individuals on the autism spectrum in their local communities. A major activity has been the Autism Team Training. Center staff provides six days of extensive training in evidence-based practices to district teams that support students across the autism spectrum. District teams are interdisciplinary and include family members. Participants are offered three hours of graduate course credit. Last year, 184 team leaders were trained.

The Indiana Resource Center for Autism has also:

- Collaborated with the National Professional Development Center on Autism Spectrum Disorders to provide professional development standards to teachers and practitioners. Three demonstration sites received technical assistance as part of this national grant.

- Received funding from the Autism Advocates of Indiana to support the translation, printing, and dissemination of materials on autism into Spanish. Materials are available in printed formats and can be downloaded from the Indiana Resource Center for Autism website.

Family and Individual Resource and Support Team (FIRST)

The Institute’s Family and Individual Resource and Support Team (FIRST) supports the voices of those with disabilities and their families. FIRST membership includes parents, family members, and individuals with disabilities. Activities include:

- Providing parent-to-parent support; and
- Responding to presentation requests.

Last year, three family-focused products were developed by FIRST.

- Tips Folder to Promote Working Partnerships between Families and Medicaid Case Managers
- Tips Folder on Emergency Preparedness for Families and Direct Support Staff
- Tips Folder to Promote Working Partnerships between Families and Service Providers
Consumer Advisory Council

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

Discussion topics this past year included:

- Direct support professional as a worthy career;
- Employment for people with disabilities;
- Futures planning for families;
- Public transportation; and
- The role of the Indiana Alliance for Full Participation (IN-AFP).

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

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

Funding Sources

- U.S. Department of Health and Human Services
- State of Indiana
- Indiana Department of Education, Center for Exceptional Learners
- Indiana Family and Social Services Administration, Division of Disability and Rehabilitative Services
- Indiana Vocational Rehabilitation Services (VRS)
- Autism Advocates of Indiana
- Emerald Consulting
- Indiana Chamber of Commerce
- University of Illinois at Chicago
- Indiana University
The Institute is a member of the network of University Centers on Disabilities (AUCD). Network members receive core funding through the Administration on Developmental Disabilities (ADD). The AUCD network is comprised of 67 interdisciplinary centers advancing policy and practice for individuals with developmental and other disabilities, their families, and communities.

AUCD membership includes 39 Maternal and Child Health (MCH) Leadership Education in Neurodevelopmental and Related Disabilities (LEND) programs, and 21 Intellectual and Developmental Disabilities Research Centers (IDDRC).

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

Developmental Disabilities Network collaboration includes:

- ADA-Indiana training (statewide audio conferences and webinars: ADA Community Implementation Grants Program)
- Annual Disability Polls
- Annual state conference for people with disabilities
- Building Leadership Series training
- Development of State Plans
## Publications and Products

### Refereed Journal Articles


### Books


### Book Chapters


### Technical Reports and Nonrefereed Publications


Center on Community Living and Careers (2009). *How to choose an employment provider* (2nd ed.). Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.


Jensen, A., & Banks, B. (2009). *A study of variables impacting access to the Indiana MED Works program and other work incentives*. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.


**Podcasts**


**TITLES:**

Center for Disability Information & Referral
Family and Individual Resource and Support Team (FIRST)
Family Involvement Fund (FIF)
Indiana alliance for full participation state Team
Subscribe to Indiana Institute specialty newsletters
Building leadership series for adults with developmental disabilities
Organizational Change Forum
When actions speak louder than words: Understanding the behaviors of young children with disabilities

Online Courses and Educational Modules


Dawalt, L., Held, M., McCann, K., Smith, R., Thompson, M., & Henning-Harris, S. (2010). Disability support teams (Rev. ed.) [online course]. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community. Retrieved from https://wwwapps.ivytech.edu/cor3/i/8/5/pxWQsp7rMtrWrTa15wdHjHfAgaAK7J61XWi15nsUz2V8BVYoEYRRRxO-qLAFNVPD1f

Dawalt, L., Held, M., McCann, K., Smith, R., Thompson, M., & Henning-Harris, S. (2010). Introduction to disability (Rev. ed.) [online course]. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community. Retrieved from https://wwwapps.ivytech.edu/cor3/y/0/7/16C3oeunWIJ0v0bKcrJJsEzR4QnUyAdll6oykhrVMYj4YmGKqiiSRaYmcA151f

Dawalt, L., Held, M., McCann, K., Smith, R., Thompson, M., & Henning-Harris, S. (2010). Positive personal supports (Rev. ed.) [online course]. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community. Retrieved from https://wwwapps.ivytech.edu/cor3/r/3/7/545SWKTIRTYUL3mbfca9sLqFCo64xSeZhLB1zpTrwzrHVdZ4Ch02TOJZ39YjT8gO


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<td>Newsletters</td>
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Indiana Institute on Disability and Community


Dissertations (in progress)

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

Robinson, J. (in progress). An examination of teacher’s sense of personal and professional identities as they change and evolve as a result of professional development activities within the context of Instructional Consultation teams.
Indiana Institute on Disability and Community

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