BIG IDEAS
CREATIVE APPROACHES
POSITIVE OUTCOMES
through research, education, service

ANNUAL REPORT
for
2017

A COMMUNITY
WHERE you BELONG
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www.iidc.indiana.edu

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*This publication is available in alternative formats upon request.*
July marked my first year as director of the Indiana Institute on Disability and Community (IIDC) at Indiana University. In this short and exciting time, I have had the great pleasure to listen to, watch, and learn from the Indiana Institute’s dedicated professionals, as they advance our mission daily. I was also honored to engage with hundreds of friends and partners of the IIDC from across the University, the state of Indiana, and the country.

As I turn the page on this first year, I want to personally thank you all for the ongoing commitment you have to the Institute and to improving the lives of people with disabilities; as well as the warm welcome you extended to me and my family to Indiana and Indiana University.

I want to also recognize my predecessor, Dr. David Mank. Not only did David provide exceptional leadership and stewardship of the Indiana Institute over his 20 year tenure as director, he also supported a smooth transition as leadership changed. On behalf of the organization, David, thank you for your ongoing commitment and support.

Finally, it is my privilege to share with you the IIDC 2017 Annual Report. Exemplified in this report is the Indiana Institute’s determination to improve opportunities for people with disabilities, across the lifespan. This determination remains as steadfast today as it was when the Indiana Institute was formed 47 years ago. Central to our success remains our ability to organizationally respond to the ever shifting environments from which we operate – to change – a vital attribute to our ongoing health and position as a leader across the state and nation. Change at the IIDC is driven by our values; that all people, including those with disabilities, have the right to and belong in the community, as full members. The result is a team of expert researchers and change agents that have big ideas and creative approaches that produce positive outcomes for people and the communities they live in.

As we continue to evolve and strive for new ways to serve people with disabilities, advocates, policy makers, and communities across the state and nation, I personally invite you to reach out. Let us know how we are doing or how we can partner with you.

Sincerely,

Derek Nord, Ph.D.
Director
The Indiana Institute has long been a place of vitality and dynamism and last year was no different. In this short period of time, major changes have occurred within the Institute related to our efforts, leadership team, and foci of centers. As a change agent in disability, the Indiana Institute is responding by scaling up to expand our research efforts, national partnerships, and funding, advancing system change efforts in Indiana, increasing employment options for those with disabilities, and health promotion and wellness. We celebrate the work of our retired colleague Phil Stafford for his efforts around issues of community for over three decades.

In September 2016, Dr. Teresa Grossi was appointed to a newly formed role at the Indiana Institute as director of strategic developments. After serving as the director of the Center on Community Living and Careers for over 17 years, Grossi’s new role will support the Indiana Institute and Centers expand the reach of research, build new internal and external partnerships, and cultivate new funding sources.

Dr. Allison Howland was hired as a research scientist to direct the newly reorganized Center for Collaborative Systems Change, formerly known as the Center for Planning and Policy Studies, in December 2016. This new center advances and supports complex systems change to more effectively achieve outcomes and serve those with disabilities, across the lifespan. Howland and her team bring a robust knowledgebase related to family studies, substance abuse prevention, special education, program evaluation, longitudinal data analysis, and mixed-methods study designs.

Dr. Philip Stafford, director of the Indiana Institute’s Center on Aging and Community retired in December of 2016 after 16 years. A cultural anthropologist, Stafford was active in research, training, speaking, and publishing around issues of community development for age-friendly communities for more than three decades.

In March 2017, Dr. Judith Gross was hired as the director of the Center on Community Living and Careers. Gross, currently an assistant research professor at the Life Span Institute at the University of Kansas, brings with her over 20 years of experience as a special education teacher, direct service provider, advocate, and researcher. Her research has primarily focused on promoting high expectations for employment of people with disabilities. Gross will begin her new position August 1, 2017.

Finally, as of this writing, a national search is underway for a research scholar to serve as director of a new center with a focus on health promotion and wellness, to start-up this upcoming year. The new center will act as a statewide and national resource to study, support, and advance health and wellness of people with disabilities in the community.
The purpose of this Annual Report is to provide a snapshot of the work of the Indiana Institute on Disability and Community for fiscal year 2016-2017. This report reflects our commitment to furthering our collaborative relationships with our developmental disabilities partners, institutions of higher education, state and local government agencies, community service providers, schools, people with disabilities and their families, and advocacy organizations to advance improvements in policy and practices in disability across Indiana and nationally.

Our work crosses the lifespan and is conducted through six centers and an Indiana University disability-focused library accessible to all state residents. Centers include:

- Early Childhood Center (ECC)
- Center on Education and Lifelong Learning (CELL)
- Center on Community Living and Careers (CCLC)
- Center on Aging and Community (CAC)
- Center for Collaborative Systems Change (CCSC)
- Indiana Resource Center for Autism (IRCA)

The mission of the Indiana Institute on Disability and Community is to work with communities to welcome, value, and support the meaningful participation of people of all ages and abilities through research, education, and service.

CORE AREAS OF CONCENTRATION

The IIDC serves as a liaison between academia and communities 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 (UDEDD). UCEDDs are affiliated with major research universities and work to advance policy and practice for full inclusion through a set of federally mandated core areas of concentration that include:

- Interdisciplinary pre-service preparation;
- Research and evaluation;
- Training and technical assistance; and
- Information dissemination.

Interdisciplinary Pre-Service Preparation

The Indiana Institute’s Interdisciplinary Education Program consists of three components that emphasize leadership and evidence-based practices in disability services, supports, and policy. Woven throughout each component include the values of the Institute and the broader field, a historical perspective, the contributions made by people with disabilities, and best practices.
Last year, the Institute engaged 10 graduate students or those in doctoral programs as student workers, graduate assistants, or interns. Disciplines represented included:

- Education
- Instructional Systems Technology
- Mental and Behavioral Health
- Psychology
- Public Health
- Speech-Language Pathology

**Interdisciplinary Trainee – Kelsey Larriba-Quest**

In the fall of 2016, I began my second year in the School Psychology doctoral program at Indiana University. As part of my program, I started working at the Institute’s Indiana Resource Center for Autism as a graduate assistant. My work primarily consisted of assisting Center staff in school consultations as well as disseminating information on autism to parents and educators.

As part of my assistantship, I was identified as an interdisciplinary trainee. Subsequently, I was asked to represent the Indiana Institute as the interdisciplinary trainee liaison with the University Centers for Excellence in Disabilities (UCEDD). As such, my role was to identify strategies to improve trainee networking and linkages within the UCEDD network. Becoming more involved in the network enabled me to learn about travel scholarship opportunities. As a result, I obtained a travel stipend to attend the Association of University Centers on Disabilities (AUCD) 2016 Conference in Washington, D.C. The best part of the AUCD conference was meeting all of the Interdisciplinary Trainees and sharing our passion for disability issues, advocacy, and inclusion.

Before attending the AUCD conference, I was unaware of the numerous possibilities to work within the AUCD network. On my last day at the conference, I attended a trainee-professional networking breakfast where I met a professor in a similar field to my own who is a Leadership Education in Neurodevelopmental and Related Disabilities (LEND) training director. I was excited to hear that not only does she continue her clinical practice, she also continues to supervise interdisciplinary trainees and teach the LEND curriculum. In the future, I hope to have a similar position within the AUCD network combining my interests in clinical assessment and intervention as well as teaching future professionals in the field of disabilities.
Academic teaching and supervision are important ways for the Indiana Institute to reach and influence a wider group of undergraduate and graduate students in their pre-service training and development. IIDC faculty and staff lectured, co-taught, and provided curricular input in many academic departments at Indiana University, Huntington University, and Ivy Tech Community College in 2016-2017. Last year, the Institute impacted 239 students across 13 courses, generating 675 credit hours. Additionally, Indiana Institute faculty provided mentoring and advisement to 10 doctoral level students.

Since 2009, the IIDC has educated 3,875 students across 249 courses, generating 11,564 credit hours, and provided doctoral guidance and supervision to 252 students.

Faculty and Staff Coursework
2016-2017

<table>
<thead>
<tr>
<th>IU School of Education Curriculum and Instruction</th>
<th>IU School of Education Special Education</th>
<th>IU School of Education Leadership</th>
<th>IUPUI School of Education</th>
<th>Huntington University</th>
<th>Ivy Tech Community College</th>
</tr>
</thead>
</table>
| • E348: Foundations of Early Care and Education I: Focus on Birth to Age 3 (fall 2016)  
• J500: Instruction in the Context of Curriculum (summer 2016)  
• J500: Instruction in the Context of Curriculum (spring 2017) | • K510: Assistive Technology in the Classroom (summer II 2017)  
• K541: Transition Across the Lifespan (spring 2017) | • A675: Leadership Issue in Special Education (spring 2016)  
• A695: Practicum in Special Education Leadership (fall 2016)  
• A735: Unified Systems (summer 2016) | • P251: Educational Psychology (fall 2016) | • SE325: Differentiated Instruction (spring 2017)  
• SE328: Behavior Management Strategies for Mild Intervention (fall 2016)  
• SE422: Assessment Strategies for Mild Intervention (fall 2016) | • Hums 220: Ethics (fall 2016) |
At present, Hoosiers with disabilities face major challenges across many domains of life. Though progress has been made on many fronts, many people continue to lack adequate education and services and remain socially isolated and excluded from their communities.

The Institute is dedicated to advancing an applied research, evaluation, and public policy agenda that develops, implements, and expands best practice in supporting people with disabilities across the lifespan.

The IIDC’s research agenda is multi-dimensional, built, in part, from statewide needs assessments. However, our work is not limited to the disability service system alone. Our research and evaluation focus includes collaborative relationships across IU departments such as Education, Social Work, and Public Health (see affiliated faculty list p. 23) as well as individuals and initiatives include:

- Disability and Health Task Force
- Evaluation of First Steps Outcomes
- First Steps Quality Review
- Impact of Indiana Project Search
- Indiana Day and Employment Services Outcomes (DESOS)
- Indiana Disability History Project
- Indiana Project LAUNCH Systems Change Study
- Indiana School Mental Health Initiative
- Indiana Teacher Evaluation: Four-Year Analysis
- Perceptions of Behavior within a PBIS Framework organizations that represent the general community. Some research to practice
Training and Technical Assistance

The Institute’s outreach is community-oriented and state-wide. Our training events and workshops target a wide range of participants and cover the lifespan and life areas such as education, employment, community living, and issues related to self-determination, family support, and self-advocacy. Advanced training formats are offered that include online classes, training modules, and webinars. Selected events offer attendees certificates of attendance, continuing education units, and Indiana University graduate credits.

The Indiana Institute’s 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. In 2016-2017, our work encompassed over 8,710 hours of training and technical assistance. Additionally, over 651 training and technical assistance events were conducted reaching 76,642 persons with disabilities, families, and professionals.

Since 2011, the Institute has provided 60,267 hours of training and technical assistance reaching 397,256 participants across 5,638 events.

Facility and staff involvement also includes work on boards, committees, and working groups. Last year, staff involvement included eight university-related committees, 18 local, 52 state, and 38 national committees. Additionally, IIDC faculty received three state awards.

- **Jim Ansaldo**, Certificate of Commendation, Indiana Speech, Language and Hearing Association (ISHA)
- **Kirsten Bonifacio**, Stana Michael Graduate Scholarship recipient for 2016, Indiana Association of School Psychologists
- **Cathy Pratt**, Charles E. Heineman Allied Professional Award, Indiana Psychological Association
Sharon's Story: A Community Where You Belong

This is a story about Sharon. Sharon contacted the Indiana Institute seeking ideas for creative activities she could do at home. Sharon earned a degree in art and pursued a career that included journalism, but had lost most of her vision. “Isolated” was the word she used to describe her situation, with no access to a computer or transportation in her small town in southeastern Indiana. What might she do on her own that would engage her creativity?

While the work of the Institute is national in scope, we are committed to providing community-oriented outreach that connects Hoosiers with disabilities with resources that support learning, employment, and community participation. Sharon’s query was routed to Jane Harlan-Simmons of the IIDC’s Center on Aging and Community. As a co-founder of ArtsWORK Indiana (www.artsworkindiana.org), a statewide initiative on arts-related employment for people with disabilities, Jane often answers related inquiries.

Following up with Sharon, Jane asked if she could play her the audio from a YouTube video. Sharon listened to “Line of Sight,” narrated by Texas artist John Bramblitt. “The first year that I lost my eyesight I didn’t do any art... I was in the deepest, darkest hole,” recounted Bramblitt, going on to describe how painting transformed, perhaps literally saved, his life. Listening to his account and description of his working process as an artist who is blind was an emotional experience for Sharon. Jane asked if she could share Sharon’s phone number to some artists who had experienced vision loss and were happy to call her. Then she offered Sharon telephone numbers for several service organizations. “You have given me hope,” Sharon commented.

Additional follow-up revealed that Sharon was using a new Pebble hand-held video magnifier. “Now I can sort my papers,” she reported, thanks to an in-person visit and equipment loan from the Independent Living Center of Eastern Indiana. She valued even more highly the phone calls she received from people who could personally relate to her situation. Because Sharon had spent the week reaching out to various resources, she could share what she learned and bring some reciprocity to her conversations. Sharon was looking forward to enrolling in correspondence courses offered by the Hadley Institute for the Blind and Visually Impaired. They don’t require a digital connection. And since Sharon obtained some leads for acquiring a computer, more possibilities are on the horizon.
Dissemination

The dissemination efforts of the Institute start with more traditional publications that include scholarly journals and books, policy briefs, curricula, resources guides, reports, newsletters, conference presentations, and multimedia (see pp. 24-36). Primary informational materials are available in Spanish and in alternative formats.

The Indiana Institute’s web (www.iidc.indiana.edu) efforts are accessible and organized by core areas of concentration and Center work and are responsive for viewing across multiple platforms including desktops, tablets, and mobile/phone browsing. In 2016-17, over 860,000 users viewed thousands of indexed pages of content (www.iidc.indiana.edu). Our social media presence includes Blogs, Facebook, and Twitter.

The Library (www.iidc.indiana.edu/LIBRARY) at the IIDC is a full service lending library that houses a collection of over 8,000 books, CDs, and kits. Materials cross disabilities, the lifespan, and life areas including education, employment, recreation, and disciplines. The collection is available to faculty, staff, and students on the IU campus through IUCAT (www.iucat.iu.edu) and for checkout via the Institute’s Library to serve the residents of Indiana.
The Institute’s CENTERS

The following section of this report highlights various projects and initiatives from each of the six Centers that comprise the Indiana Institute on Disability and Community for 2016-2017.

Early Childhood Center (ECC)

Big Ideas, Creative Approaches in Early Childhood Education

Indiana’s First Steps Early Intervention Program: Continuous Quality Improvement

The Early Childhood Center (ECC) works with Indiana’s First Steps Part C Early Intervention Program to look at continuous quality improvement. Center staff are charged with ensuring program compliance with state and federal requirements. These compliance measures are used to report data at the state and federal government levels. In addition to monitoring and promoting compliance, the Center identifies and encourages best practice. Although compliance with regulations is important, ECC work continues to strive to shift the quality review process toward a focus on positive outcomes for the children and families served through First Steps.

Annual on-site quality review visits with each Cluster System Point of Entry (SPOE) are conducted to gather data on federal and state compliance indicators and provide quarterly technical assistance as needed. First Steps currently has 40 provider agencies offering early intervention services to families around the state.

The Indiana First Steps program (Part C) began working on its State Systemic Improvement Plan (SSIP) in 2014. The SSIP is completed in three phases: analysis, planning and implementation, and evaluation. Indiana’s State-identifiable Measurable Result (SiMR) area of focus is to increase the percentage of low-income and African American children showing greater than expected growth in all three-child outcomes, but particularly social-emotional development.

To achieve this SiMR, Indiana is exploring a number of improvement strategies including the implementation of a new statewide Family Assessment Tool to better assess family concerns, priorities, and possible resources; increasing professional development resources, and carry out evidence-based intervention strategies.
The third phase focuses on evaluation and fidelity of the implemented strategies in Indiana. To evaluate the SSIP, the state will look to stakeholders by evaluating existing practices, operationalizing the three evidence-based practices into clear understandable procedures, provide professional development for the evidence-based practices, support data-based decision making efforts at the state/local levels, and assess family engagement in First Steps (www.iidc.indiana.edu/pages/first-steps-quality-review).

The Center Also:

- Develops targeted professional development opportunities as they relate to Indiana’s Part C program, First Steps. Center staff facilitate quarterly state updates, develop training sessions focusing on state priorities related to the State Systemic Improvement Plan (SSIP), and will coordinate a statewide First Steps conference.

- Participates in statewide initiatives related to positive family engagement with early education. ECC and Early Learning Indiana work to evaluate the implementation of a family engagement initiative in preschool programs using AmeriCorps members, co-chairs the Early Learning Advisory Committee’s (ELAC) Family Engagement Workgroup, and assists in the development of a family engagement toolkit and program self-assessment now in use statewide and written into preschool legislation.

- Provides administrative support to Indiana’s Interagency Coordinating Council on Infants and Toddlers (ICC). This body, appointed by the Governor, utilizes standing committees and task forces to identify current issues to make informed recommendations to the Bureau of Child Development Services around the Indiana’s First Steps Early Intervention System.

- Focuses on increasing high quality inclusive special education for preschool-aged children in conjunction with the Indiana’s Department of Education, Office of Special Education. Project efforts identify school districts that are successfully providing inclusive services and demonstrating significant impact on children’s learning and development. A series of interviews are being conducted in these districts to identify service and practices that can be replicated in Indiana.
Center on Education and Lifelong Learning (CELL)

Big Ideas, Creative Approaches in Education

Camp YES And...

Now in its third year, Camp YES And is a summer day camp, featured nationally on National Public Radio’s (NPR) All Things Considered, where teens on the autism spectrum and educators learn improv as a way to develop social communication skills and transform the teaching environment. A project of the Institute’s Center on Education and Lifelong Learning with support from the Indiana Resource Center for Autism and the AWS Foundation, Camp YES And will be held in Bloomington, Fort Wayne, and Indianapolis, Indiana in July 2017.

Improvisational theater, known in the U.S. as “improv,” is a form of drama in which plot, character, and setting are created during the moment of performance. Improv shows great promise as a method for developing social communication skills in a safe, supportive, and creative environment.

Teens and educators participate educators for a half-day prior to the camp week and each morning of the camp day, teaching and improv techniques and their application to support teens in games and exercises that reinforce five tenets of improv: Listening, Accepting, Supporting, Taking Competent Risks, and Letting Go of Mistakes. Camp trainers work alone with general and special educators, speech-language pathologists, and arts on the spectrum. Each afternoon, teachers work with camp trainers to co-facilitate an improv camp for teens on the spectrum—providing educators with coaching and feedback as they apply the skills they are learning in the morning sessions.

Evaluation of camp found measurable improvements in teens’ social communication skills and educators’ confidence around supporting teens with autism to succeed.

“After the camp, I feel like I can listen to other people and cooperate with them better.”

Camp Participant
Teen feedback:

“The activities exercised my imagination. It was really creative and fun.”
“I made some friends, and there were many activities I enjoyed.”
“I will use what I learned in social situations at school.”
“After the camp, I feel like I can listen to other people and cooperate with them better.”

Parent feedback:

“My son absolutely loved camp. From the first day, he came home raving about what a wonderful time he had. He said it’s normally hard for him to speak up around peers, but he felt safe doing so at camp, saying that he knew the other campers could relate to him.”

Teacher feedback:

“I will use the information I learned to subtly improve communication skills among my students in all of the different classes I teach.”

The Center Also:

- Collaborates with six school districts in Indiana to develop a model of Culturally Responsive Positive Behavior Intervention Supports (CR-PBIS). Using a three-tiered framework, CR-PBIS provides districts and schools with capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

- Works to integrate the concepts of Restorative Practices by building social capital and social discipline through participatory learning and decision-making 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. Indiana Teacher Appraisal and Support System (INTASS) supports the design, implementation, and monitoring of teacher evaluations systems, training teacher evaluators, and supporting teachers to engage in evaluation and professional growth opportunities.

- Improves educational outcomes for students with disabilities through the work of the Indiana Center on Teacher Quality (ICTQ). ICTQ works to ensure access to a Pre K-12 continuum of instruction from high quality teachers. There are a total of six Indiana school districts participating in the project.
Center on Community Living and Careers (CCLC)

Big Ideas, Creative Approaches in Employment

Shared Solutions: Resources for Employment Specialists

With the debut of its new blog, Shared Solutions (sharedsolutionsin.blogspot.com), the Center on Community Living and Careers began sharing creative strategies and resources with employment specialists, community employment providers, and other professionals who are charged with implementing Indiana’s Employment Services Model for job seekers and other Indiana Vocational Rehabilitation Services consumers.

The blog is the brainchild of CCLC’s VR Training and Technical Assistance Team which provides intensive consultation to dozens of employment providers around the state. Shared Solutions allows the team to speak directly to even more specialists with relevant topics and resources. Posts this past year have included:

- Effective billing how-to’s;
- Information on national cost of living (COLA) increases and how that affects their clients;
- Cheat sheets for completing required documentation;
- Tips for informational interviewing; and
- Videos with suggestions for a better “meet and greet,” the initial home visit meetings with new job seekers.

The Center Also:

- Works with Indiana Vocational Rehabilitation Services to provide training to VR counselors, case coordinators, and managers via the online Vocational Rehabilitation Leadership Academy and by facilitating regional and statewide trainings such as an annual VR symposium. Center staff deliver training and technical assistance to hundreds of community employment service personnel, employment specialists, and VR staff. Training includes intensive, multi-tiered technical assistance and supports to more than 25 Indiana community service providers to help improve employment outcomes.
• Collaborates with the Indiana Department of Education to improve high school transition education services and outcomes through professional development and coaching within schools and by monitoring Transition IEP data to improve both compliance and the quality of Transition IEPs. The Center’s Indiana Secondary Transition Resource Center (INSTRC) provides regular communications and creates online resources for transition teachers and supports seven cadres of transition leaders to build statewide capacity and support creative solutions, strategies, and resources.

• Researches new methods of improving transition outcomes for students with disabilities who are leaving high school. The Center collects data from five Indiana sites implementing the School-to-Work Collaborative, funded by the Administration for Community Living, a division of the U.S. Department of Health and Human Services. This data will help Center researchers examine the effectiveness of both embedding employment resources into high schools and creating collaborative teams of employment providers, VR staff, parent representatives, and school personnel.

• Provides Employment Specialist Training to job developers and employment specialists affiliated or employed by Indiana disability service providers and school systems around the state. Eighty-four professionals received employment specialist certification this past year.

• Trains and coordinates statewide professional liaisons in benefits and work incentives via Benefits Information Network (BIN) certification trainings and a two-day training on state and federal benefits and work incentives. One hundred eighty-two certified BIN liaisons reviewed 1,348 benefit plans in the past year, helping people with disabilities better understand how Social Security work incentives and other state and federal programs can support them.

• Conducts evaluation activities for the Division of Disability and Rehabilitative Services, Bureau of Developmental Disabilities, to assess Indiana’s compliance with the Home and Community-Based Services rules. Last year, CCLC published the Individual Experience Survey using data from 17,000 individuals with cognitive and intellectual disabilities to help state agencies and legislators understand where these individuals live and how they spend their time. Annually, the Center collects evaluation data and publishes the Day and Employment Services Outcome System (DESOS) report of over 13,000 individuals.
Center on Aging and Community (CAC)

Big Ideas, Creative Approaches in Aging, Health, and Wellness

Indiana Disability and Health Project: A Timeline

In 2012, a collaborative project between the Center on Aging and Community and the Indiana State Department of Health, Division of Chronic Disease, Primary Care, and Rural Health (ISDH) was funded to investigate how the state might respond to health disparities faced by people with disabilities. Since that time, the Indiana Disability and Health Project (www.iidc.indiana.edu/pages/about-indiana-disability-and-health) has:

- Developed an inventory of disability and health stakeholders and programs to foster communication in 2012.
- Conducted a state-wide survey in 2013 on health issues and disability supported by ISDH and the Indiana Governor’s Council for people with Disabilities.
- Facilitated several meetings of the Indiana Task Force on Disability and Health in 2014. The Task Force participated in listening sessions featuring ISDH staff.
- Issued a final report of the Task Force findings and recommendations in 2015. The report included action steps to address chronic diseases and health disparities for people with disabilities as well as steps ISDH might consider to address risk factors such as unhealthy weight, physical inactivity, use of tobacco products, and environmental barriers for people with disabilities.
- Initiated several “community conversations” in 2015-16 to gather local feedback on Task Force recommendations to ISDH and stimulate discussion around the inclusion of people with disabilities in local health initiatives.
- Hosted a Disability and Health Summit in the fall of 2016 that featured national speakers on topics of health equity and disability and introduced programs designed specifically for persons with intellectual and developmental disabilities. The event feature a “5x5” Award competition to engage communities to think creatively about health and wellness opportunities for people with disabilities at the local level. Two $5000 prizes were awarded.
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2016 Disability and Health Summit 5x5 Winners

The Blind Social Center, Gary, IN
Future Choices Center for Independent Living, Muncie, IN

Task Force recommendations include:

• Support existing health-related organizations and initiatives to expand outreach to people with disabilities.
• Improve the state’s capacity to gather and use data on the health status of and health-related services to people with disabilities.
• Increase compliance with federal and state requirements by health care providers and programs to provide inclusive, accessible, and adaptive materials and equipment.
• Expand the ability of disability service providers and organizations to promote the health and wellness of their staff, clients, and volunteers.
• Support environmental and infrastructure changes that make communities more livable and improve the health of all residents.
• Promote self-determination and personal responsibility of people with disabilities related to wellness and health care.

The Center Also:

• Trains individuals with disabilities and aging adults in selected communities around the state to be effective advocates on the concepts of community livability including health, housing, mobility, recreation, and self-advocacy through work, education, and civic engagement. To date, approximately 108 individuals have participated representing six Indiana communities.

• Partners with the Governor’s Council for People with Disabilities to create a rich repository of oral history accounts documenting the disability rights movement. A website to be launched in late 2017 will present first-hand, captioned video interviews, transcripts, and other materials providing insights into the changing experiences of Hoosiers with disabilities.

• Disseminates information for, and about, artists with disabilities. ArtsWORK Indiana is an informal, statewide group of individuals and organizations who seek to increase arts related professional opportunities for people with disabilities. ArtsWORK Indiana reaches over 1,100 state and national audiences via a website, social media, and an e-newsletter.

• 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. Four local projects in Gary, Vigo County, Indianapolis, and Bloomington were funded through the Coros ADA Grants Program this year addressing issues such as employment, access to the arts, and recreation.
Center on Collaborative Systems Change (CCSC)

**Big Ideas, Creative Approaches in Systems Change**

**Linking Action to Unmet Needs in Children’s Health: Project LAUNCH**

Rural Indiana families are currently experiencing poor health/mental health outcomes at concerning rates, and are medically underserved, particularly regarding available mental health services and substance abuse treatment. Families with children ages zero to eight are especially at risk, given the limited options for early childhood care and education, as well as transportation and financial issues commonly experienced by rural caregivers. The Center for Collaborative Systems Change has partnered with the Indiana State Department of Health (ISDH) and the non-profit system of care, One Community One Family (OCOF), to evaluate Indiana Project LAUNCH in communities that include Dearborn, Decatur, Franklin, Jefferson, Jennings, Ohio, Ripley, and Switzerland counties. This project is funded through a four-year cooperative agreement between the Substance Abuse and Mental Health Services Administration (SAMHSA) and ISDH.

Indiana Project LAUNCH envisions a state where all individuals responsible for the care and development of children, before birth to age eight, are supported to ensure optimal social and emotional wellness, leading to healthier families and safer communities.
This vision is accomplished through a public health approach that aims to improve the systems that serve young children and their families by implementing five core strategies: 1) Family strengthening and parent skills training, 2) Integration of behavioral health into primary care settings, 3) Screenings and assessment practices in a range of child-serving settings, 4) Mental health consultation in early care and educational settings, and 5) Enhanced home visiting through increased focus on socio-emotional well-being.

Key Project LAUNCH outcomes to date include:

- Over 2,000 children and families have received services through LAUNCH;
- Over 1,600 children have received social/emotional and developmental screenings;
- Over 1,000 children in Head Start benefited from Conscious Discipline programming found to predict positive student social-emotional outcomes; and
- Over 130 caregivers have received parenting support through the Incredible Years program, resulting in significant improvements in positive parenting practice.

The Center Also:

- Provides expertise in capacity building for interagency collaboration among local and state agencies to implement family-centered services. 2016-17 marked the sixth year of the Center’s evaluation of the Indiana Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program serving 11 counties in Indiana. To date, MIECHV has expanded home visiting services to include over 5,000 additional at-risk families and has provided for program service enhancements including mental health consultation and comprehensive community resource and referral support to over 200 home and nurse-home visitors that serve caregivers and their children.

- Promotes student health and wellness through research and evaluation partnerships with local schools and school corporations. This past year, CCSC partnered with the Paramount School of Excellence and the Community Health Foundation to examine the link between the frequency and type of student health issues associated with school nurse visits and academic outcomes. Study findings informed the development of a student health intervention model. A formative evaluation of this model is currently in progress.

- Facilitates networks of stakeholders focused on innovative solutions to complex social challenges through coalition development. In 2016, the Center collaborated with community coalitions to provide technical assistance, strategic planning, and evaluation to address issues or barriers to citizen health within 10 Indiana communities. The Center also supported Local Coordinating Councils (LCCs) for substance abuse prevention including a regional collaborative of LCCs from six counties to facilitate an Opioid Prevention Planning Grant. Technical assistance to individual county LCCs to prepare applications for federal Drug-Free Communities grants was also provided.
Indiana Resource Center for Autism (IRCA)

Big Ideas, Creative Approaches in Autism and Mental Health

Mental Health and Systems of Care

In 2016, the Indiana Resource Center for Autism (IRCA) surveyed members of the Indiana Council of Administrators of Special Education (ICASE) to determine their level of concern and need related to students with significant mental health and/or behavior support requirements. Specific questions addressed involvement with Systems of Care and district needs. It was reported that 98.06% of respondents believed that students with mental health issues have become an increasing concern in schools. Special education administrators also reported that lack of trained personnel was the greatest barrier to supporting students with significant mental health or behavioral challenges (67.65%). The need for staff training/experience was ranked as the number one need at 42.05%. To quote one respondent, “So far in my day I have assisted students dealing with the stress of an abusive family life, students with deep anger issues, and students with poor social skills. I have met with parents and suggested referrals to mental health agencies, I have contacted police and DCS services. These are issues that need to be addressed in assisting our elementary students in today’s society.”

In 2014, the Division of Disability and Rehabilitative Services (DDRS) commissioned an evaluation to determine mental health support needs for those with co-occurring developmental disabilities. Increasing training and expertise across the state was the number one recommendation. Specifically, it was suggested that crisis responses were more often accessed as a result of the lack of capacity for organizations, agencies, and providers to effectively support and program for these individuals.

Recognizing the growing need and concern in schools around students with mental health issues, the IRCA initiated a number of activities this year. This work was a logical extension for the Center since 80% of individuals on the autism spectrum have co-occurring health or mental health issues. This reality has led to numerous requests for IRCA services to support students with predominantly mental health challenges. The Center created a listserv for behavior consultants around Indiana to form a community of practice. Over 170 school behavior consultants connect regularly to share resources and problem solve situations. The first statewide meeting of this group was held in February 2016 to receive training on the neuroscience influencing mental health. In Indiana, a model of Systems of Care is being promoted.
IRCA developed an article on Systems of Care providing information about community mental health centers and hubs for systems of care. To manage these initiatives, the Center received funding to hire a mental health-behavior support facilitator to coordinate future activities that will include intensive training sessions, regional workshops, materials development, and the creation of model demonstration sites across the state.

The Center Also:

- Promotes evidence-based practices in schools to support students on the autism spectrum. Since 2009, IRCA has provided intensive coaching to over 145 schools and districts supporting evidence-based practices across grade levels. In some cases, these practices utilized school-wide support initiatives around PBIS, RTI and MTSS (Multi-Tiered System of Support). Center staff work with school district staff on articulating personalized goals and developing action plans.

- Builds capacity in schools and districts around programming for students with autism. In 2016-2017, IRCA staff trained 13 school teams from special education planning districts in Indiana and seven district autism leaders 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 four regional and two 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.

- Provides access to resources, services, and training opportunities on autism spectrum disorders for families and professionals through a comprehensive website presence and newsletter. Online resources include visual supports, practical articles for families and professionals addressing a range of issues, and YouTube videos as well as social networking opportunities through Twitter, Facebook, and Pinterest.
Advisory Council and AFFILIATIONS

The Indiana Institute’s Consumer Advisory Council includes 15 members who actively participate in the ongoing strategic visioning of the organization and as it relates to the five-year plan, its annual review, and renewal. Mandated by the Developmental Disabilities Assistance Bill of Rights Act of 2000, Council members are appointed by the Institute’s director for three-year terms and include individuals with a variety of disabilities, family members, IU faculty, and directors of Indiana’s DD Council and the protection and advocacy system. The following are some priority areas identified by the Council to focus on for 2016-2017:

The Council identified the following priority areas for the state:

- Education across the lifespan
- Employment across the lifespan
- Health-related issues
- Resources and training for self-advocates and families
- Systems change

Developmental Disabilities Network

The Indiana Institute on Disability and Community, the Governor’s Council for People with Disabilities, and Indiana Disability Rights, make up Indiana’s developmental disabilities triad that 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 (www.in.gov/gpcpd) is an independent state agency that facilitates change. Their mission is to advance the independence, productivity, and inclusion of people with disabilities in all aspects of society through planning, evaluation, collaboration, education, research, and advocacy.

To live in a society where persons with disabilities are free from abuse and neglect, are free to be effective self-advocates, and are free of discrimination; allowing for full inclusion in society is the vision of Indiana Disability Rights (https://in.gov/idr). This is achieved through protection and promotion of the rights of individuals with disabilities through empowerment and advocacy.
In 2016-17, DD Network partners collaborated on the following projects:

- ADA-Indiana
- Advocates for Livable Communities
- Annual Disability Poll: 2012-2016 and Beyond
- Community of Practice (CoP) for Cultural and Linguistic Competence in Developmental Disabilities
- Indiana Disability and Health Project
- Indiana Disability History Video Project

Office of the Vice Provost for Research

The Indiana Institute receives support from the Office of the Vice Provost for Research (OVPR) at Indiana University Bloomington. OVPR is dedicated to supporting ongoing faculty research and creative activity, developing new multidisciplinary initiatives, and maximizing the potential of faculty to accomplish path-breaking work. OVPR provides consultation, proposal development services, competitive internal funding programs, and research infrastructure for a wide range of research, scholarly, and creative activities (http://ovpr.indiana.edu).

Affiliate Faculty

The Indiana Institute collaborates with a number of affiliate faculty who conduct research and engage in project initiatives that advance the mission of the IIDC. Institute affiliate faculty include:

- **Erna Alant**, Ph.D., Professor and Otting Chair in Special Education, Indiana University School of Education
- **Ana Maria Brannan**, Ph.D., Associate Professor, Department of Curriculum and Instruction, Indiana University School of Education
- **Kristin Hamre**, Ph.D., Assistant Professor, Indiana University School of Social Work
- **Hardy Murphy**, Ph.D., Clinical Faculty, School of Education, Indiana University-Purdue University Indianapolis
- **Theresa Ochoa**, Ph.D., Associate Professor of Special Education, Indiana University School of Education
- **Pat Rogan**, Ph.D., Professor, Special Education, School of Education, Indiana University-Purdue University Indianapolis
Peers-Reviewed Publications in Scholarly Journals Published


**Conference Presentations and Posters Presented**


Grossi, T., & Schmalzried, J. (2017, March). *Using authentic assessments to inform transition IEP decisions, planning and services*. Presented at the 5th Annual Rhode Island Transition institute, Providence, RI.


Nord, D. (2017, May). *Putting faith to work: Lessons learned through partnership with congregations across four states*. Invited presenter for the Jewish Disability Leadership Seminar, Newark, DE.


Schmalzried, J. (2017, February). *It’s never too early: Supporting students with disabilities for a successful transition to postsecondary education*. Presented at the meeting of Indiana University-Kokomo’s College Pathways, Kokomo, IN.

Schmalzried, J. (2017, April). *Strategies for transition assessments: Using all of your resources*. Presented at the 2017 Purdue University Leadership Development Program, West Lafayette, IN.

Schmalzried, J., & Grossi, T. (2016, October). *Using authentic assessments to inform transition IEP decisions, planning, and services*. Presentation at the Division on Career Development and Transition conference, Myrtle Beach, SC.


Updike, J. E. (2016, July). *Effective collaborations between disability services and programs for students with intellectual disabilities in Indiana*. Presented to services track at Association on Higher Education and Disability (AHEAD) conference, Indianapolis, IN.


**Distance Learning Modules**


Web-Based Products


Cacvoices. (2016, October 19). Take a listen to Ann Ruth as she talks about employment and choice [Video file]. Retrieved from https://www.youtube.com/watch?v=Lln_dfNfR7Y


Cacvoices. (2016, December 13). Carrying the torch was a kick [Video file]. Retrieved from https://www.youtube.com/watch?v=Yit11Ci3h3bs


Indiana Disability History. (n.d.). Home [YouTube Channel]. Retrieved from https://www.youtube.com/channel/UCKTaOP3sSzyrvsHJ0ZgAvw


Newsletters


Pamphlets, Brochures, or Fact Sheets


Block, S., Cox, M., Land, K., & Tijerina, J. (2017). Discovery planning [Fact sheet]. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.


Fosha, J. (2016). Indiana Institute on Disability and Community at a glance [Fact sheet]. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.


Reports and Monographs


Press Communications


**Doctoral Dissertation or Master’s Thesis**


