INDIANA INSTITUTE ON DISABILITY AND COMMUNITY
1970–2020
HONORING THE IU BICENTENNIAL

2020 ANNUAL REPORT
Celebrating 50 years of visionary solutions in disability and community through research, education, and service
From Our Director

Friends and Colleagues:

As we close out the fiscal year, our nation is reeling. The coronavirus has sickened millions of Americans, many of whom have died. Our daily lives have been tossed in disarray as our families, workplaces, schools, and communities take measures to ensure health and safety, while limiting community spread of the virus. During this same time, Black and Brown people across the country continue to face racist acts of suppression, violence and murder, resulting in national and international protests.

In these challenging times the Institute has responded. We know that the coronavirus has disproportionate effects on people with disabilities. This is why, within days of the coronavirus gaining its global pandemic title, the Institute faculty and staff entirely revamped internal and external operations to ensure we could meet our mission and obligations – even from a distance and at home. This nimbleness and fortitude exemplify the passion and dedication of the Institute faculty and staff.

We also know that Black and Brown people with disabilities continue to face extreme marginalization and our work is critical in addressing this problem. This is why the Institute has worked internally and through our funded projects to increase our capacity to more effectively address issues of systemic racism experienced by Black and Brown communities. As we continue to engage with systems of early education, K-12 education, health and human services, and beyond, the Institute remains committed to addressing inequality and supporting our partners in implementing equitable practices.

As the Institute begins its 50th year of research, education, and service, our work remains at the forefront. It is also expanding. As announced in a February press release (https://go.iu.edu/2RF5), beginning on July 1 the Institute will make the Eppley Institute for Public Parks and Lands its seventh research center. With a portfolio of work that aims to improve access to recreational resources, this move expands the Institute’s footprint into a critical area. I’d like to welcome the Eppley team to the Institute.

Now, I invite you to learn more about our work and achievements in this 2020 Annual Report and our newly redesigned website (iidc.indiana.edu).

Sincerely,

Derek Nord, Ph.D.
Director
A Foundation of Excellence

The Indiana Institute on Disability and Community (IIDC), Indiana’s University Center for Excellence in Disabilities, has fostered a foundation of excellence for community investment in developmental disabilities since 1970. Our mission 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. Our work crosses the lifespan and is conducted across six centers and an Indiana University disability-focused library accessible to all state residents. By the Numbers

54,975 PEOPLE IMPACTED
9,727 HOURS OF TRAINING PROVIDED
161 BOARDS & COMMITTEES
4 NATIONAL AWARDS

Advancing Improvement in Policy and Practices in Disability

The Indiana Institute is a bridge that connects the university to the broader community through the sharing of ideas and innovations to improve communities and lives. The Institute’s work achieves this through:

- Advocacy – Advancing effective policy and best practices by informing and educating decision makers.
- Coalition Development – Developing collaborative solutions by connecting and convening diverse community stakeholders.
- Family Engagement – Supporting families through partnerships among educators and human service providers to strengthen learning, independence, and community connections.
- Information Dissemination – Communicating and sharing information and research findings with broad constituencies over various mediums.
- Pre-Service Education and Preparation – Supporting the training of professionals to become leaders and prepare future practitioners to implement best practices in the field.
- Research, Evaluation and Policy Analysis – Conducting disciplined inquiry to test and improve policies, programs, and practices.
- Training and Technical Assistance – Building capacity to support community members and professionals in applying specific skills and best practices.

Visionary Solutions in Disability

Construction began on the Indiana Institute on Disability and Community, then known as the Developmental Training Center (DTC), in December of 1967. Funding for construction was authorized through a Public Services grant approved by the Department of Health, Education, and Welfare. Completed in 1970, at a time when institutionalization and sheltered workshops were the norm for those with intellectual and developmental disabilities, the purpose of the DTC was to “educate children with disabilities for life in a community.”

This was the vision of Dr. Delton C. Beir, then director of the Psychological Clinic and Graduate Training Program in Clinical Psychology at Indiana University and “father” of the design of the DTC as a residence center. Thus began, what is now a 50-year journey, of VISIONARY and practical solutions in disability through research, education, and service in Indiana. The Indiana Institute works to put good ideas into everyday practice in schools and community settings to improve choices and quality of life for people with disabilities and their families.

By the Numbers

The Institute’s research to practice initiatives support the advancement of applied research, evaluation, and public policy outreach that is community-oriented and state-wide; technical assistance activities that are collaborative, systematic, and results-driven; and educational preparation that supports the pre-service and in-service training of professionals to become leaders in the field.
**EVIDENCE-BASED HOME-VISTING MODEL**

Indiana’s Part C early intervention program, First Steps, has adopted an evidence-based home-visiting model. First Steps recognized that adopting an evidence-based model with fidelity will increase the consistency of family-centered practices and improve child and family outcomes.

To begin this multi-year effort, First Steps sought guidance from the Interagency Coordinating Council (ICC). The ICC worked with the Early Childhood Center (ECC) to identify three models using an implementation science evaluation rubric. A literature review was conducted and interviews with the models’ authors took place, and early intervention directors in other states who had implemented the model were sought for input. After careful consideration, the ICC adopted the Julson Woods Family Guided Routines Based Intervention (FGRBI) model.

ECC staff is currently collaborating with the First Steps state team and Dr. Woods to design a plan for introducing and implementing the model over the next several years.

**Additional Highlighted Projects**

**Preschool Development Grant**

The state of Indiana Office of Early Childhood and Out of School Learning (OECSOL) received a large federal Preschool Development Grant (PDG) intended to strengthen Indiana’s early childcare and education system. The Early Childhood Center (ECC) and the Center on Collaborative Change Systems Change (CCSC) worked with the OECSOL to develop the performance evaluation framework and process involved in the PDG’s grant application. Staff from the two Institute centers and PDG stakeholders worked together to ensure that the evaluation plan is responsive to and aligned with Indiana’s vision. Currently, eight of the 22 PDG projects are developing important models or practices for improving access to or quality of early childhood and education, such as

Kindergarten Transition and Transition to Teaching. A final report to state decision-makers is expected to be developed that includes summative Teamwork data, details of the evaluation plan, and final recommendations regarding the adoption of the PDG projects’ models and practices.

**Indiana Preschool Inclusion Study**

Currently, Indiana provides less than one in three preschool children with disabilities which is below the national average of 30%. The Indiana Department of Education Special Education Office asked the Early Childhood Center (ECC) to conduct an initial inclusion study to gather and analyze data to better understand preschool inclusion in Indiana. What corporations are doing and why.

Staff analyzed preschool placement and impact data to identify strategies and practices providing inclusion. A survey was developed and interview format embedded in the Family-Child-Community Collaboration (FCC) tool. Information from these surveys was utilized to identify: regional disparities and gaps in practice; inclusion processes and practices; and challenges they face in implementing preschool inclusion.

Samples of reported evidence-based practices included special education services delivered within classroom routines and within the home. Staff is working with the Indiana Children’s Bureau and local educational professionals to include evidence-based practices in their plans as a way to measure impact.

SCAPP and the Monroe County Community Foundation both elected to include the evidence-based Evidence-Based Home-Visiting Model (EHB-V) model in their technical assistance. EHB support was provided both in person and virtually utilizing the online meeting application. When requested, administrators were regularly informed of their teachers’ coaching goals and plans via email and meetings with the EHB coach to share success stories and address challenges. As we know, the best laid plans can go wrong and when this happened, ECC staff met with organization administrators to problem-solve, address challenges, and successfully modify the technical assistance plans as needed.

**Bridging Research to Practice**

The Indiana Institute on Disability and Community’s Early Childhood Center (ECC) partners with community programs to bring research to practice through high-quality professional development and technical assistance. Such partnerships involve generating collaborative plans to achieve goals by using evidence-based practices, making data-informed decisions, and addressing challenges. Examples of these partnerships, and the evidence-based practices they focused on, include: Center work with the South-Central Community Action Program (SCAPP) regarding the Pyramid Model practices to address challenging behavior and work with the Community Foundations in Wabash and Monroe counties in Indiana. ECC staff has also been involved in the Indiana Classroom Assessment Scoring System (CLASS) practices to increase high-quality adult-child interactions.

These partnerships began by coordinating meetings with organization administrators to identify priorities and jointly design technical assistance to be delivered by ECC staff. All three projects included preliminary orientation training on either Pyramid Model or CLASS practices to build awareness and facilitate practitioners with the TA process. Because high-quality professional development requires more than just a single training to impact practices, follow-up coaching were also included. Data informed decisions were critical to high-assessments collected during the orientation trainings and formal pre-observations using the identified tool’s assessment instruments. Programs also incorporated post-observations into their plans as a way to measure impact.

**SCAPP and the Monroe County Community Foundation**

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L ast year, nearly 1,700 students with disabilities who had Individualized Educational Programs (IEPs) left Indiana high schools to begin the next phase of their lives. That next phase can include job training, postsecondary education, employment, and community life and participation. But a year after they’ve left school, what specifically are these young adults doing and how successful was their transition in preparing them for adulthood?

Those are the questions IIDC’s Center on Community Living and Careers (CCLLC) is seeking to answer as it takes on the task of data collection to fulfill the federal Indicator 14 requirement. Indicator 14 is one of a series of requirements mandated by the U.S. Department of Education’s Office of Special Education Programs. It requires states to collect information about students one year after they’ve left school. The data is used to determine if a state’s transition programming is, in fact, meeting the needs and, if not, to find out just how many students with IEPs are, for instance, taking college classes or earning a paycheck.

To improve on those numbers this year CCLC created a new outreach campaign called “What’s Next?” Through campaign, the center is asking students and their families to stay in touch by subscribing to a monthly “What’s Next?” newsletter, featuring transition tips, resources, and next steps for that first year after school. By remaining engaged with the center, students and families will not only receive valuable monthly “What’s Next?” newsletter, featuring transition tips, resources, and next steps for that first year after school. By remaining engaged with the center, students and families will not only receive valuable

A primary focus of the Developmental Training Center in the 1970s was to address the need for assessment and the case management of children with developmental disabilities.
ADULTHOOD

A NEW ONLINE LEARNING BUSINESS VENTURE FOR DIRECT SUPPORT PROFESSIONALS

The Indiana Institute on Disability and Community (IIDC) has entered into a business venture with the Strategic Indiana Provider Network (SIPN), a group of non-profit agencies providing services to individuals with disabilities, children and families in more than 70 counties across Indiana. SIPN incorporated in 2008 to jointly plan and accomplish mutually beneficial projects and activities. Their goal is to improve, enhance, or increase the service delivery system in Indiana.

Training needs for Direct Support Professionals (DSPs) was amplified through the Lt. Governor’s Task Force for Assessment of Services and Supports for People with Intellectual and Developmental Disabilities” that has been meeting since 2018. The partnership between IIDC and SIPN emerged after lengthy conversations about the training needs of organizations throughout Indiana. The goal was to deliver an affordable web-based, easy access, and state endorsed training programs to all organizations.

The competency-based training meets all regulatory requirements for organizations. Building upon SIPN’s past efforts, this project is in the midst of revising over 60 modules/courses to ensure best practices and accessibility for online learning. Each of the courses is mapped to state standards, policies, and national standards for accreditation. The courses align within five curricula – Annual Training as required by the State of Indiana; Direct Support Onboarding; Direct Support Enrichment; Employment Supports Orientation; and Employment Supports Enrichment.

Staff at Indiana Institute provide the overall coordination and administration of the partnership and the Learning Management System (LMS). Staff provide technical assistance to each of the nine provider training coordinators. The provider training coordinators are part of the feedback loop for content, course development, LMS issues, and training needs. Currently, the partnership is focused on marketing and development of materials to expand the offer of modules or trainings (units). Simultaneously, the partnership is to encourage staff development and growth to improve the quality of services provided to individuals with disabilities and their families.

Since its inception, the OTP was, and is, an active member of the Association of University Centers on Disabilities (AUCD), then known as University Associated Facilities (UAF). AUCD is a national organization linking a network of interdisciplinary center working to advance policy and practices for individuals with disabilities and their families.

Additional Highlighted Projects

FACILITATING PRISON LITERACY

In a project supported by the New Frontiers of Creativity and Scholarship Fellowship at Indiana University, the Center on Education and Lifelong Learning (CELL) began a new initiative called Writing Out Resilience, a hybrid creative writing project and qualitative research study on the topic of trauma-informed care. This project was born out of a prison literacy program for all learners of all ages in Indiana titled the Power of a Sentence. Writing Out Resilience participants read and discuss poetry written by survivors of abuse that explore difficult themes including addiction, domestic violence, household dysfunction, and mental health. The curriculum is embedded with Educational Neuroscience activities and serves to help writers living with trauma learn how to write about their experiences in healthy ways. Participants in the class are invited to respond to readings by creating their own poems about critical topics, which will be compiled into an anthology. The project advances the understanding of the relationship between trauma and the criminal justice system.

BUILDING COMMUNITIES OF RECOVERY

Motivating resources to increase the prevalence and quality of long-term recovery support from substance and addiction is the focus of a funded project at the Center for Community Health Systems Change (CCSC), Partnering with the Substance Abuse and Mental Health Services Administration, One Community One Family, and Voices, the Center works with Dearborn County in Indiana to support the development, enhancement, and delivery of recovery support services (RSS), specifically supports via certified peer recovery support specialists. The project advances the promotion of, and education about, addiction science and recovery governed by people in recovery. The CCSC research team will conduct a comprehensive evaluation of the project including the collection and reporting of all required performance measures.

BENEFITS INFORMATION NETWORK

Funded by Indiana Vocational Rehabilitation and administered by the Center on Community Living and Careers, the Benefits Information Network (BIN) supports Hoosiers with disabilities by providing an informed, efficient network of benefits information counselors throughout all of Indiana. These certified BIN liaisons advise individuals and families on how their current employment and earnings can impact Social Security, SNAP/TANF, and Medicaid or other state benefits. BIN liaisons receive extensive training in Social Security’s work incentive programs, which help workers maintain or extend their benefits while earning and saving more of their paychecks. The BIN training curriculum includes validation of basic knowledge standards, provides updates focused on federal and state work incentives, and delivers ongoing training and technical assistance to 449 BIN liaisons, who work with 30,000 service providers and organizations around the state.

VOCATIONAL REHABILITATION LEADERSHIP ACADEMY

The Center on Community Living and Careers (CCLC), in partnership with Indiana Vocational Rehabilitation, has developed 38 online, professional development training courses for Indiana Vocational Rehabilitation Services (VRS) personnel. The Vocational Rehabilitation Leadership Academy (VRLA) consists of a series of modules or trainings (units) in specific area of study. These include orientation, core, and specialty courses that align with the standards, procedures, and requirements of VRS, which are, in turn, aligned with federal and state laws and regulatory requirements. VRLA ensures that all trainings and courses online are interactive and accessible to all participants. Course evaluations, embedded learner feedback, and pre/post test results are components of all courses. Between July 1, 2019, and June 28, 2020, a total of 449 VRLA enrollments, and VR staff have completed 242 courses thus far.

iidc.indiana.edu
In 1987, the DTC refocused to reflect changes at the national level regarding the inclusion of students with disabilities into the Least Restrictive Environment. As a result, the DTC, no longer a residential facility, changed its name to the Institute for the Study of Developmental Disabilities (ISDD). In 1999, the ISDD was renamed the Indiana Institute on Disability and Community (IIDC).

In 2008, the Indiana Institute on Disability and Community’s (IIDC) Interdisciplinary Education and Training Program (IETP) is a leadership development program for students working at the IIDC. The IETP trainee experience includes engagement in research, field-based training, technical assistance, and curriculum and materials development in community settings.

Living Well Initiative

In a collaborative between the Indiana Division of Disability and Rehabilitative Services (DDRS) and the Center for Collaborative Systems Change (CCSC), Living Well is an initiative that engages professionals in health care, health education, and public health in community settings. The combined attendance of all three workshops was 60 participants.

Additional Highlighted Projects

Jail Chemical Addiction Program

For several decades, drug use has shaped the criminal justice system, and drug offenders often move through the system in a prescribed pattern: arrest, prosecution, conviction, incarceration, and release. The Dearborn County Court Services in Lawrenceburg, Indiana, aims to improve community safety by reducing repetitive criminal behavior and encouraging rehabilitation through evidence-based practices. With funding through Indiana’s Office of the Attorney General, the Center for Collaborative Systems Change (CCSC) is the evaluator of Dearborn County Jail Chemical Addictions Program. The program also includes two problem-solving courts focused on breaking the cycle of criminality as it relates to alcohol and drug abuse. In exchange for successful completion of one or more of these programs, the courts may dismiss participants’ original criminal charge or reduce it to a fine, appropriate, returning individuals to productive functioning in their family, workplace, and community.

Sexual Health Literacy and Advocacy Skills Project

Lack of formal sexual health education can make individuals with intellectual and developmental disabilities (IDD) vulnerable. This can lead to unsafe sexual practices, sexually transmitted diseases (STDs), and sexual abuse and exploitation. This is a serious risk for people with disabilities in general, but it can be more pronounced for individuals with IDD. The Center for Health Equity’s (CHE) Sexual Health and Literacy Skills Project aims to improve health and wellbeing of women with IDD in Indiana by enhancing their sexual health literacy and advocacy skills through evidence-based sexual health education. Project objectives include identifying the current landscape of sexual health for adult women through literature reviews, key informant interviews, and focus groups; and development of pilot sexual health education curriculum for the target audience. Project outcomes will lay the foundation for future efforts in Indiana regarding sexual health literacy and advocacy skills for women with IDD to improve their sexual health.