For over 50 years, the Indiana Institute on Disability and Community has been at the forefront of promoting inclusivity and advocating for the rights of individuals with disabilities and their families through innovative research, education, and service contributions in Indiana.
Friends and Colleagues:

For over half a century, the Institute has proudly served the state of Indiana and Hoosiers with intellectual, developmental, and other disabilities. In this time, many changes have affected this group, and the biggest and most impactful is the recognition that people with disabilities have the same rights as every American. At the Indiana Institute, we’ve been fortunate to see these changes close-up – the emergence of new systems that provide education and community supports, the expansion of civil rights protections, the closing of state-run institutions, and many more. We’ve also witnessed firsthand as people with disabilities, including those with significant challenges, realized their rights to receive quality education, live and work in the community, recreate and socialize as they choose, and lead self-determined lives.

Today, the systems we operate in are varied, complex, and ever changing. By leaning into these challenges, the Institute and its seven centers serve as important partners in navigating the systems changes underway. Through our research, education, and technical support, we work with individuals, families, professionals, organizations, and service systems to overcome the complexity and challenges to put good ideas into everyday practice. And by engaging and listening to the diverse voices of Hoosiers with disabilities and their families, we seek to bring your voices to the forefront to inform what we do and how we do it.

Of course, the Institute does not achieve this on its own. It is through a rich network of new and long-term partnerships with individuals, organizations, and state agencies that makes our work possible. We are immensely grateful for these partnerships, and we look forward to continuing the advancements for Hoosiers with disabilities and their families.

The result, as exemplified in this annual report, is a vibrant organization with a deep, state-wide reach and impact. Looking to the future, where many opportunities and challenges remain, we look to leverage these successes to further advance opportunities for Hoosiers with disabilities. We look forward to working with you to make this possible.

Best Regards,

Derek Nord, PhD
Director

Research Centers at the Indiana Institute

- Center for Collaborative Systems Change
- Center for Health Equity
- Center on Community Living and Careers
- Center on Education and Lifelong Learning
- Early Childhood Center
- Eppley Institute for Parks and Public Lands
- Indiana Resource Center for Autism

Institute staff Advance Improvement in policy and practices in disability through five areas of emphasis...

- Competitive Integrated Employment
- Decisional Supports
- Education Across the Lifespan
- Health, Wellness, and Recreation
- Medicaid Home and Community-Based Services
Advancing Equity for All Hoosiers

The Indiana Institute on Disability and Community (IIDC), the federally designated University Center for Excellence in Developmental Disabilities (UCEDD) in Indiana, is committed to advancing equity for all Hoosiers. As a bridge between Indiana University, the state, and the nation, IIDC strives to ensure that individuals with disabilities are valued and fully included in every aspect of community life. For over 50 years, the IIDC has provided research, education, and best practices to the community with the goal of promoting inclusion and protecting the rights of people with disabilities and their families.

In addition to its mission and values, the IIDC has federally mandated “core functions” that it implements to achieve its goals. These functions include interdisciplinary pre-service preparation of students, providing training and technical assistance to individuals with disabilities and their families, professionals, policymakers, and others through demonstration and model activities, conducting research, evaluation, and public policy analysis, and disseminating information to multiple audiences.

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.

<table>
<thead>
<tr>
<th>People Impacted</th>
<th>Hours of Training and Technical Assistance Provided</th>
<th>Boards and Committees</th>
<th>State and National Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>114,945</td>
<td>7,811</td>
<td>171</td>
<td>10</td>
</tr>
</tbody>
</table>

**Research**

- Early intervention and education: 34
- Promotion and accessibility: 29
- Health promotion and equity: 15
- Self-advocacy and families: 7
- Employment: 5

**Service**

- Projects ranging in topics across the lifespan: 90
- People impacted at events: 114,945

**Scholarship**

- Products produced by Institute professionals: 124
- University students impacted by the Institute: 898

A special thank you to the IIDC Advisory Council members: Derek Nord, Chair, Kate Barrow, Sylvia Brantly, Courtney Clark, Frank Epperson, Shawn Fulton, Stacey Hauth, Leah Helwering, Sarah Horwitz, Melissa Keys, Mary Ann Lapenta, Kate McQueen, Cori Mitchell, Chris Myers, Cynthia Nassim, Amber O’Haver, Jordan Oliver, Jen Piatt, Abe Shapiro, Chris Stroguiludis, and Karen Vaughn.

In memoriam of Council member David Carter who passed June 22, 2023.

 IIDC Annual Report 2022-2023

iidc.indiana.edu
The Early Childhood Center (ECC) emphasized the need for increased coordination among professionals in early childhood mental health supports with accompanying evaluation data. A series of four webinars for professionals were developed highlighting data from the report while another featured the Infant Toddler Mental Health Endorsement in Indiana. The first webinar in the series focused on describing the data and benchmarks for early childhood mental health and provided an opportunity for participants to learn about the report and its implications for their work. The second webinar featured a discussion of the challenges and strategies for implementing the Infant Toddler Mental Health Endorsement in Indiana, with a panel of professionals and educators sharing information designed to build awareness among service providers in the state. The third webinar featured a collaboration with Indiana's IDCC: “Learn the Signs, Act Early.” Ambulances were used to bring awareness to social emotional development milestones and basic information about early childhood mental health and how families can support early identification of concerns. The webinars were well-attended, with over 70% of those surveyed saying the webinars were helpful in understanding the ways infants and toddlers interact with others. The final webinar was a collaboration with the Indiana Family and Social Services Administration (FSSA) to discuss the vision and implementation of the Infant Toddler Mental Health Endorsement in Indiana and the steps being taken to develop and implement the endorsement system.

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Many families are impacted by autism spectrum disorder and intellectual disabilities (ASD/ID), and the overall health and wellness of family caregivers can have a significant impact on family functioning. The Indiana Institute was funded by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) to examine issues related to family caregivers. This work has produced numerous products and outputs including two peer reviewed publications and national and international presentations.

Through this project’s funding, IIDC researchers sought to understand the health and work-related experiences of caregivers of autistic children and autistic children with intellectual disabilities (ASD/ID). The project examines whether there were economic engagement and health inequities between these caregivers and those who have children without ASD/ID. In order to complete the work, researchers used the National Health Interview Survey (NHIS), an annually national representative cross-sectional household interview survey conducted by the Centers for Disease Control and Prevention (CDC).

Through rigorous quantitative statistical methodology, the team found that parent caregivers of autistic children experienced unique challenges. Specifically, they were much more likely to report poorer health status, lower income, and universally designed services meet the needs of all students.

The IDC Institute conducted the Child Family Survey (CFS) in 2022 as part of its ongoing relationship with the National Core Indicators (NCI) project. NCI collects valid and reliable data about the performance of public IDD systems through a collaboration between the National Institute on Disability, Independence and Rehabilitation (NIDIR), the Human Services Research Institute (HSRI), and state IDD agencies. The Indiana Institute, with funding from the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDRR), conducted the state of services for children with intellectual and developmental disabilities (IDD) who live in the family home. The Institute surveyed 1,500 families in Indiana to elicit their perceptions and concerns about employment, disability rights, service planning, community inclusion, health, and safety. Results of both the state and national picture of services and supports will be distributed through reports and academic literature. The findings of the CFS will provide families, researchers, policymakers, and practitioners valuable takeaways to improve the service system for children with IDD and their families.

ICTQ Collaboration

Information sharing can be the catalyst to successful project implementation at the Indiana Institute. The collaboration between the Indiana’s Early Childhood Center (ECC) and the Center on Teacher Quality (ICTQ) resulted in successful project implementation of a validated survey tool that measures parents’ perceptions of the family-school relationship. The work of ICTQ supports districts to improve family engagement. Using the Indiana Department of Education’s (IDOE) Family Engagement Policy Initiative (FEP), ICTQ staff implemented the survey in six out of seven districts. Results indicate that a general population experiences a welcoming climate but felt that power to make school policy, program, or curricular decisions could be shared more effectively. District implementation teams have analyzed results and included action steps in their implementation plans going forward. Additionally, ECC staff designed a family engagement component for ICTQ trainings involving teachers and principals around the Dual Capacity-Building Framework for Family-School Partnerships.

Educating the Whole Child Summit

Camp Yes And

Since the inaugural Summit in 2019, the Indiana School Mental Health Initiative (ISMHI) has hosted an annual Summit for the educators, community organizations, and mental health professionals from across Indiana. The Summit is a day-long conference to share evidence-based practices to create the best conditions for learning for all of Indiana’s pre-K-12 school districts. Recognizing that students must experience well-being to achieve their full academic and social potential, ISMHI has continued to offer inspiring and engaging keynotes, breakout sessions, activities, and exhibits with consistent attendance of over five hundred attendees each year for a day of learning and networking. Preservice teachers are provided scholarships to attend, and most recently high school students have been in attendance to share their stories and their work to combat the stigma of mental health. Momentum for this event continues as well-being is recognized as an imperative piece of the educational process for students.

Camp Yes And, a project of the Center on Education and Lifelong Learning’s (CELL), is dedicated to fostering equity and inclusion in education. The camp offers a unique combination of educator professional learning and support for neurodiverse youth to make social connections. The curriculum focuses on integrating improvisational theater techniques into academic and social-emotional learning. Since its founding in 2015, Camp Yes And has served 92 youth and 66 educators directly, with an estimated impact on thousands of students across the country. “Camp just perfected the way I talk and the way I connected with other people, and I felt like I wasn’t shy any more. It was a safe haven, a safe heaven,” said a participating student. An educator reported, “I found myself wishing I was more like them. They found the capacity of educational systems and universally designed services meet the needs of all students. The IDC Institute conducted the Child Family Survey (CFS) in 2022 as part of its ongoing relationship with the National Core Indicators (NCI) project. NCI collects valid and reliable data about the performance of public IDD systems through a collaboration between the National Institute on Disability, Independence and Rehabilitation (NIDIR), the Human Services Research Institute (HSRI), and state IDD agencies. The Indiana Institute, with funding from the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDRR), conducted the state of services for children with intellectual and developmental disabilities (IDD) who live in the family home. The Institute surveyed 1,500 families in Indiana to elicit their perceptions and concerns about employment, disability rights, service planning, community inclusion, health, and safety. Results of both the state and national picture of services and supports will be distributed through reports and academic literature. The findings of the CFS will provide families, researchers, policymakers, and practitioners valuable takeaways to improve the service system for children with IDD and their families.

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A five-phase strategic training plan guides the case manager training initiative which is rooted in reflections of strengths, gaps, and observations accumulated over the past years. This continued emphasis on professional development underscores a commitment to providing the most comprehensive and effective support for individuals with disabilities.

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Family and Social Services Administration Grant

The Division of Disability and Rehabilitative Services (DDRS) of the Family and Social Services Administration (FSSA) awarded the Indiana Institute on Disability and Community (IIDC) a training grant for the years 2022-2024. In collaboration with leadership from Vocational Rehabilitation (VR) Services and the Bureau of Disabilities Services (BDS), the IIDC team provides training to VR staff and is working to revamp and develop new courses for case managers as well as organize a large-scale, state-wide conference for DDRS staff.

The Center on Community Living and Careers (CCLC) leads the Vocational Rehabilitation (VR) Staff training component. As part of this grant, the Center meets regularly with VR leadership, has conducted a needs assessment for VR staff, and has provided training on several topics, including motivational interviewing, career pathways, self-advocacy, social security benefits and work incentives, implicit bias, and autism.

As part of the deliverables for this grant, the team will assist in orchestrating two large-scale conferences, one in September 2023 and one in 2024. The 2024 conference is a statewide conference for all of Indiana’s DDRS’ 500+ employees to focus on one vision and one message enhancing follow-through. The trainings average 27 attendees per session (in-person and online) and work in suburban, and rural communities and is offered in different community annually and in three regions (northern, central, and southern) covering urban, suburban, and rural communities and is offered in an online format each winter. FEAT provides individual and group support to participants to enhance their transition to postschool years. The training average 27 attendees per session (in-person and online) with projections expected to reach at least 100 participants annually. In 2024, the online FEAT training will be available in Spanish to reach a more diverse audience.

Young Adulthood

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Additional Featured Projects

In 2022, Indiana was one of 14 states whose vocational rehabilitation agency received a grant to decrease the use of sub-minimum wages for people with disabilities and increase access to competitive integrated employment. The grant funding the SWTCIE Model Demonstration Project is the result of the Statewide Vocational Rehabilitation (SVR) Services, the Department of Career Education and Workforce Development (DEW), the Department of Workforce Development (DWD), the Bureau of Disabilities Services (BDS), the IIDC team, and the Department of Workforce Development (DWD). This grant provides training to VR staff and is working to revamp and develop new courses for case managers as well as organize a large-scale, state-wide conference for DDRS staff.

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Disability in Clinical Trials Project

It is well documented that people with disabilities are more likely to have chronic health conditions than their counterparts without disabilities which indicates greater needs for medication among those with disabilities. Through the Disability in Clinical Trials Project, the Center for Health Equity (CHE) works to promote equity, diversity, and inclusion in clinical drug trials.

Given the underrepresentation of disadvantaged populations in medical research, people with disabilities might not be well represented in clinical drug trials despite their poorer health conditions and greater health care needs compared to those without disabilities. CHE staff examined potential challenges and barriers to the inclusion of adults with disabilities in clinical drug trials through a review of the policies and regulations governing clinical trials and in discussion with a representative from an Indiana University research compliance office.

Some of the identified practices and barriers included: stringent procedures for obtaining informed consent; lack of experience and training about individuals with disabilities among clinical research staff; research staff’s concerns about being held to the same standards as those without disabilities due to potential additional work and complexity pertaining to informed consent, and safety issues related to co-morbidity; and the logistics of clinical trials including those with disabilities due to potential additional work and complexity pertaining to their participation.

The Disability in Clinical Trials Project promotes vaccine outreach and increased vaccination rates among people with disabilities and their families as well as their caregivers. To this end, staff from CHE and Indiana Resource Center for Autism (IRCA) collaborated to deliver a vaccination webinar and developed fact sheets and vaccination promotional videos in English, Spanish, and American Sign Language. An advisory committee consisting of disability advocates from FEMAS’s Region 5 provided guidance to promote vaccination outreach in the states. The promotion specifically focused on people’s life experiences, the importance of vaccinations, and the unique challenges of people with disabilities in receiving equitable access to vaccines.

National Core Indicators Survey

The Indiana Bureau of Disability Services (IBDS) partnered with the Indiana University Center on Disability and Communities (CDHC) for Collaborative Systems Change (CSCC) to conduct part of the National Core Indicators (NCI) survey. CCSC managed the dissemination of the NCI Adult in the Public Survey component which included interviews with over 1,100 adults with intellectual and developmental disabilities (IDD) and their families. Survey data was analyzed to develop technical reports, trainings, technical assistance, and interactive dashboards for the Division of Disability and Rehabilitation Services (DDRS) and IDD providers. The NDI analyzed NCI-IDD data for use as performance indicators for the Medicaid Waiver, QI and Quality Improvement, and DRS systems transformation initiatives focused on employment, independent living, and community integration. Similarly, the EDC has integrated other data sources (e.g., CDSOS, case management satisfaction surveys with NCI-IDD to better understand systems transformation, and impact on individuals, families, and their providers).