

Center for Disabilities Studies

2014-2015
Annual Report



Greetings, from CDS

Friends, the pages of this annual report detail several ways that CDS is engaged with the state and local communities. They also show how CDS fulfills its responsibilities as a vital member of the University of Delaware community. The Center influences student learning, conducts research and maintains its economic self-sufficiency. CDS staff and faculty supported more than 1,000 university students this year through courses, assistantships, internships, advisement and other opportunities. Our research has been published widely and is sparking innovation on other campuses. CDS continues to be entrepreneurial, generating 95 percent of its operating funds through external grants, contracts, fees and gifts. And CDS has played a pivotal leadership role on campus relative to a domain that is on everyone's radar here: *diversity*.

Promoters of diversity often focus on the richness that individuals from different racial, ethnic and religious backgrounds bring to the enterprise, yet overlook people with disabilities as contributing to that richness. That's remarkable, considering that one in five individuals in our country has a disability. We at CDS have been instrumental in encouraging UD to include disability as an important consideration as we seek to make our campus more welcoming to all, and we are leading by example. Students who graduate with the [disability studies minor](#) – UD's largest – unleash their passion for equity and inclusion as they begin their careers and become members of new communities. Post-secondary students with intellectual disabilities in our [Career and Life Studies Certificate program](#) are engaging with UD courses, clubs, athletics and the larger community, and they feel welcome and valued in campus life. And UD will host several high-profile events, including a lecture series and [film festival](#), to engage the campus community and the general public in the issues that CDS was created to address. We would love to have you join us!

Beth



Beth Mineo marked her seventh year as director of CDS in 2015.



About the covers

Photos from Artfest, the inclusive community workshop and celebration that CDS hosts annually with [Art Therapy Express](#) of Newport, once again grace the covers of our Annual Report. Haley Shiber (with paintbrush) and Nicolette Longo are on the front cover. Other artists with disabilities and UD student volunteers are on the back cover. All of them made this year's Artfest a joyous and memorable experience. Visit our [Artfest slideshow](#) and [read about Artfest](#) in UDaily.

Climate change in Dover

When Melody Headen started at [Dover High School](#) four years ago, her teachers were quick to send her to the office for disrupting class. Oftentimes this meant she would end up meeting with Nyia McCants, the school's positive behavior support leader.

Today, McCants says she only sees Melody in the hallway. "Helping her to be in a positive environment where she could thrive was most important. You can see from her attitude that she's comfortable here."

McCants attributes much of the improvement in Melody's behavior, and the overall climate at Dover High, to the intensive professional development and technical assistance staff there received from the [Delaware Positive Behavior Support \(DE-PBS\) Project](#). In that same four-year period, Dover High has seen a more than 60-percent decrease in office discipline referrals, a nearly 80-percent drop in in-school suspension rates, and steady improvement across school climate indicators such as student engagement and teacher-student relations. The school also addressed concerns regarding its disproportionate rates of suspension and expulsion for students with disabilities.

A five-year, \$2.3 million award from the U.S. Department of Education's [School Climate Transformation Grant Program](#) to the [Delaware Department of Education](#) in October 2014 allowed the DE-PBS Project, a collaboration between DDOE and CDS, to increase its support of schools with climate needs such as Dover High, says program manager [Sarah Hearn](#).

Today, 140 schools receive DE-PBS services. The focus is on facilitating "a shift away from punitive discipline toward preventive behavior strategies," says project coach [Megan Pell](#).

Through Dover High's collaboration with DE-PBS, McCants says "teachers are more willing to sit down and talk with a student [who's having behavior difficulties] and engage in more preventive classroom-based interventions."

Melody agrees. "The teachers have actually started listening and trying to understand us more," she says. "We've gained a line of respect for each other."



Melody Headen (left) and Nyia McCants at their preferred meeting spot: the school hallway.

Making what's flat 3-D

[Disability studies](#) remained the top minor on the University of Delaware campus for a second year running in 2015. Its Senior Seminar, the culmination of the CDS-administered minor, is a unique course with a unique mission – to inspire the disability community's future advocates and leaders.

"We want students to think about issues in critical ways and to walk away with a sense of how disability rights are very much civil rights," says [Laura Eisenman](#), the minor's faculty coordinator.

The way in which the Seminar goes about doing that is by inviting experts with intimate professional and personal knowledge of the course's overarching topics – education, employment, healthcare, community living and relationships – to speak about their experiences. One such expert is Rachel Simon, author of the best-selling novel, *[Riding the Bus with My Sister](#)*, which chronicles Simon's journey through life with her sister, who has an intellectual disability. [To see a trailer for the movie based on the book, click here.](#)

The students learn about the concept of self-determination – the idea that people with disabilities should have the right to make their own choices about their own lives – in class, but "I am witness to that real experience," and sharing my story "helps to animate and make 3-D for them what might otherwise seem like flat, factual information," Simon says.

Other speakers include self-advocates, such as mother-daughter team Jeannine and Karla Carrio, who present on their experience transitioning from pediatric to adult healthcare.

Recent graduate Liz Thurrell says the guest speakers add instant credibility to the course content. She says of the Carrios' talk, "It's one thing to read it in a book, but they really brought home what the transition process looks like for a family. To hear how these issues directly related to their life reminded me that they really do affect people and aren't just things you learn about in a class."



Author Rachel Simon animates her presentation to Disability Studies minor students by relating her experiences with her sister, who has an intellectual disability.

Pretty cool and charged

When panelist Janell Booker spoke excitedly of the day she got to shadow a personal trainer as part of her course load at UD, audience member Isaiah Boykin sat up in his chair. "I told my mom after the session that I thought it was pretty cool and I think this is something I might want to do," he said.

Today, Isaiah is a student in the program Janell and her fellow panelists discussed during one of CDS's recent Lunchtime Learning sessions, which the Center hosts to engage the public in research, programs and policies that affect the disability community.

Other Lunchtime Learning subjects last year spanned disaster preparedness ([hear or read a transcript of a related WDEL-CDS radio broadcast](#)), free communications technology and training for people with vision and hearing loss, and managing one's own healthcare decisions.

Janell had hooked Isaiah on the [Career and Life Studies Certificate \(CLSC\) program](#) – a two-year non-residential opportunity for students with intellectual disabilities that enhances their skills, confidence and ability to live independently.

"When these sessions educate or energize audience members – when one session spurs university students to volunteer in the disability community and another helps parents understand new IEP requirements affecting their children, as other recent sessions have done – we're fulfilling our mission," says [Victor Schaffner](#), the Center's director of communications and advocacy.

CDS Associate Director [Brian Freedman](#) notes that the sessions also benefit their presenters. This was true for [Karl Booksh](#), a UD professor of chemistry and biochemistry who led a session on how universities should address the shortage of students with disabilities in Science, Technology, Engineering and Math (STEM). [View Booksh's PowerPoint here](#). "Conversations I had after the session made me realize that other people wanted to solve this problem, too," said Booksh. Charged by the experience, Booksh says he'll take a sabbatical in Spring 2016 so that he can develop a program to better attract and serve these students.



Janell Booker recounts her job-shadowing experience as a student in UD's CLSC program. [View a slideshow of Janell's Lunchtime Learning event here.](#)

Having the skills stick

[Mount Pleasant High School](#) junior Kraig Hoffman credits his growing comfort around his classmates at school to [PEERS](#), the Program for the Education and Enrichment of Relational Skills.

“I have experienced changes in my self-confidence,” he says. PEERS taught me “how to use humor appropriately, how to handle teasing, and most importantly, how to make and keep friends.”

Since September 2014, PEERS has done the same for other middle and high school students with ADHD, autism, depression, anxiety and other challenges who’ve had difficulty fostering and maintaining relationships. Tasked by the [Delaware Department of Education](#) in 2013 to identify an evidence-based intervention that can enhance the social skills of these students, CDS tapped PEERS, one of only two such programs in the country.

Early results are encouraging. PEERS project director [Debby Boyer](#) says data from participating PEERS classrooms have shown a 25-percent average increase in students’ social-skill knowledge.

[Brandywine School District](#), home to Mount Pleasant High School, is one of several Delaware districts to receive training from CDS staff in the PEERS curriculum. Over the next two years, CDS plans to expand PEERS programming within those districts, and to invite new districts to begin implementing the curriculum.

“There really wasn’t a comprehensive program out there and we had to pull from different sources” before PEERS, says Donna Carroll, Brandywine’s social skills curriculum coordinator. PEERS lessons target a student’s ability to choose appropriate friends, have conversations, and manage electronic forms of communication. Our students “need these skills to be broken down and explicitly taught. What stands out most with PEERS is that it is scripted step-by-step. Students know what to expect from each lesson, which allows them to learn at their own pace and have the skills stick,” says Carroll.

Kraig’s mother, Christie Hoffman, sees them sticking. “PEERS has helped him to blossom,” she says.



Kraig Hoffman says his confidence and comfort around his classmates has increased, thanks to his school’s use of the PEERS social-skills curriculum.

Altering the landscape

CDS played a lead role in 2014-2015 in identifying and addressing health disparities affecting Delawareans with disabilities.

First came [the Center's assessment of disability and health](#), a report that detailed the inequities in the health and access-to-health-care of Delawareans with disabilities. Drawing on national and state health surveys and Medicaid claims data, the report showed that adults with disabilities were nearly three times more likely to have diabetes, depression, a heart attack or stroke as adults without disabilities; that their delays in seeing a doctor due to cost were almost twice as common as adults without disabilities; and that youth with disabilities were more likely to be overweight, smokers, depressed and to have considered suicide.

In interviews with CDS for the report, people with disabilities expressed their frustration with inaccessible care and insensitive health care professionals.

"I am required to go to [the hospital] since the office I get mammograms in is unable to do a pap smear because I cannot get on the table," said one person. "If my aide takes me to a doctor," said another, "a lot of times they'll talk to her first instead of asking me. So I usually jump in and say, 'Hey, she doesn't know anything about it, I do.'"

To alter the landscape, CDS, the [Delaware Department of Health and Social Services](#) and a diverse contingent of 60 advocates and experts developed (with funding from the [Centers for Disease Control and Prevention](#)) [The Plan to Achieve Health Equity for Delawareans with Disabilities](#). Several of its more than 80 recommended changes spanning compliance and promotional issues have begun to be implemented. That's in no small measure due to DHSS Secretary Rita Landgraf, who upon release of the Plan announced she's making health equity for people with disabilities "a department-level priority." [See a PowerPoint presentation from CDS and DHSS on the Plan and its implementation.](#)

"Achieving health equity" is the "next phase [in the] evolution of inclusion," she said. [Watch Landgraf honor CDS's work on disparities at the ADA25 festival in Dover.](#)



DHSS Secretary Rita Landgraf (left) made health equity a department-level priority after a CDS-led team headed by Healthy Delawareans with Disabilities Project Director [Eileen Sparling](#) released a collaborative plan to achieve it. [See their op-ed in the News Journal here.](#)

An appetite for collaboration

Sarah Sorden embraced the collaborative spirit at her first Family SHADE networking breakfast by connecting with representatives from organizations offering early intervention services. Sorden is a manager with [Wilmington Neighborhood House](#), a social services agency. At an adjoining table, Shawn Rohe connected with representatives from a clinic for children with developmental differences who wanted to know how Rohe's [321 Foundation](#) supports individuals with Down syndrome and their families. Rohe was attending her 10th Family SHADE breakfast in less than two years.

The breakfast, replete with free coffee and donuts, had all the earmarks of a typical early-morning meet-and-greet. In Delaware, however, it represents the new norm.

Diverse social gatherings of providers offering home healthcare, vocational rehabilitation, child care and other services were rarities in Delaware a few years ago. To change that – and to advance its mission of supporting children and youth with special healthcare needs – CDS-administered Family SHADE stepped forward.

Family SHADE (Support and Healthcare Alliance Delaware) Program Coordinator [Karen Zalewski](#) says the alliance wanted to create a community among service providers that focused on collaborating and connecting with one another. Achieving that, in turn, would make it easier for families to find the services they needed. Family SHADE members thus began convening bi-monthly networking breakfasts. While changes didn't happen overnight, the breakfasts fostered a spirit of camaraderie. "By getting to know each organization's specialties, you can find ways to help each other," says Zalewski. "Teamwork, cooperation, happen on the spot."

Now in their third year, the networking breakfasts continue to draw first-timers and repeat visitors, such as Sorden and Rohe, who anticipate making connections. "There's always someone new who comes, a new resource you can share with the people you support," says Rohe. "This won't be my last networking breakfast," says Sorden.

To attend a breakfast, visit www.familyshade.org for times and locations. [View a breakfast slideshow here.](#)



Sarah Sorden (right) and Shirley Larke of the First State Community Action Agency at Sorden's first Family SHADE networking breakfast.

Shining examples, harmful myths

CDS launched its Inclusion blog (blog.cds.udel.edu) in June 2015 to engage the community in provocative discussions of issues with the potential to bring about positive changes in the lives of people with disabilities.

Almost overnight, those conversations began happening. [David Lynch told readers why hearing “I’m sorry about your disability” denigrates him](#) and others with disabilities who lead blessed and rewarding lives. [Cory Nourie argued the case for accessible alternatives to poorly-run paratransit systems](#) while [Brian Bard, who uses a wheelchair, knocked people who abuse the ADA and even the ADA itself](#) for sometimes making it hard for people with “challenging disabilities” to park their vans and get jobs.

“I work in early intervention [where] families need encouragement,” responded a reader to Lynch’s offering, “and your post is a shining example.” A reader of Nourie’s post said her impulse to look beyond paratransit was “laudable,” but suggested that Uber is “not interested” in accessible transit. Of Bard’s commentary, someone wrote, “I hope your post opens some eyes to the issue without offending them.”

The Inclusion blog looks to stimulate and challenge readers, not offend anyone, says [Victor Schaffner](#), CDS’s director of communications and advocacy and the blog’s editor. But [the blog’s writers](#) are free to express their views regardless of whether they reflect those of their employers or the prevailing orthodoxy of policy makers or the public at-large. “The alternative – having them routinely express expected positions – would compel few and change little,” Schaffner says.

Being provocative isn’t the Inclusion blog’s ultimate goal, however. Motivating readers to want to learn more about issues that can affect people with disabilities (and to do something about them) is.

Myriad posts at the Inclusion blog that address everything from [an expanded school year for blind students](#) to [harmful myths about autism and vaccines](#) bear that out.



Elizabeth Harrington (pictured) inspired her mother, Debbie, to write at CDS’s Inclusion blog about the need for an extended school year for secondary school students with blindness.

Busy making a difference

At [Penn Medicine](#) in Philadelphia, Kara Magane is busy doing colorectal cancer screening research that she says should increase access to healthcare for people “that have been traditionally underserved by the system.”

Eighty miles to the south at the [Division of Public Health](#) in Dover, Ben Wallace is helping write the state’s plan to manage potential outbreaks of emerging infectious disease. It’s important “to focus on the vulnerability of people rather than the hazard” when writing such plans, he says.

Both are former UD graduate assistants at CDS where, among their other duties, [Magane examined healthcare challenges some Delawareans with disabilities experience](#) and [Wallace surveyed Delawareans about their level of satisfaction with the services they receive as part of the National Core Indicators effort](#). Other graduate assistants at CDS do everything from teaching courses to college students with developmental disabilities to [presenting research at national conferences](#) to [designing instructional materials](#) for students receiving special education services.

“We do everything we can to ensure that our graduate students learn and develop new skills in real-world settings,” says Director [Beth Mineo](#). “What results is something wonderfully symbiotic: Time and again people with disabilities and their families benefit from their connection to the students while the students themselves become better equipped to support the disability community in their careers.”

Wallace says the intimate knowledge he gained at CDS about the needs of people with disabilities gave him “a whole new appreciation for the need to include them” in disaster planning. Magane says CDS inspired her to continue to do work that matters to the community. One day at CDS I would “talk to providers about how they interact with their patients,” and the next “I would be talking to community members about their challenges. I really saw on a day-to-day basis how the work we were doing was making a difference.”



Former CDS graduate assistant Kara Magane’s commitment to community service is benefitting underserved populations in Philadelphia.

The third Wednesday in October

It only comes once a year, but Disability Mentoring Day in Delaware became a force for change in 2014 and in 2015, offering significant career development opportunities for young adults with disabilities.

“Growing connections between employers, students and communities has been a goal of CDS since we first coordinated national Disability Mentoring Day activities in Delaware back in 2009,” says [Brian Freedman](#), the Center’s associate director and administrator of its employment programs. “The expansion of the program in the past two years marks real progress,” he says.

2014 saw the [Delaware Department of Education](#), [Delaware Health and Social Services](#) and the [Division of Vocational Rehabilitation](#) join with CDS to boost on-site job shadowing and peer mentoring. Nearly twice as many high school and college students in New Castle County connected on Oct. 15 with area businesses than in the previous year. And at the end of the event in Newark, Gov. Jack Markell and community leaders came together to applaud them.

Oct. 21, 2015 marked the first time that the day’s hands-on career-exploration activities included students and employers in Kent and Sussex counties, making Disability Mentoring Day in Delaware a truly statewide event. Then, as in 2014, students connected with prospective employers in areas spanning retail, auto repair, education, food service, health, public safety and public policy.

“Going there today gave me a really excited feeling,” remarked Zach Martin following his stint at [U.S. Sen. Chris Coons’](#) district office in Wilmington. “I’m hoping to get a job ... advocating for people with disabilities.” A few weeks later, Coons’ office offered Zach an internship.

That was a wonderful outcome, says [Wendy Claiser](#), CDS’s career studies and employment services coordinator. “We’ll work to make more positive outcomes possible for this underemployed population on Disability Mentoring Day, and all days.”

Watch videos of [students connecting with area businesses](#) and of [Gov. Jack Markell](#), and read this [letter in the News Journal from CDS and Delaware officials on the need to employ people with disabilities](#).



From virtual to real: Zach Martin poses alongside a cardboard cutout of Chris Coons inside the senator’s Wilmington office. Soon after, Martin received an offer to intern there.

Energized like the old Mert

After her stroke in 2005, Mert Robinson struggled with typing on a keyboard. She managed to land several part-time jobs since then, but her typing speed was keeping her from finding a job that she wanted. That changed when she visited [CDS's Delaware Assistive Technology Initiative](#) in New Castle County.

DATI operates three AT lending libraries across the state – one in each county – where Delaware residents can learn about and take home AT to try at no cost. DATI's [Karen Latimer](#) recommended that Robinson try [Dragon Naturally Speaking](#), software that types what a user speaks.

"After trying Dragon for two weeks, I was able to type twice as fast as I can with my hands," says Robinson.

It is for people like Robinson that DATI used a combination of federal and state grants totaling more than \$100,000 to expand its 3,694-item inventory with 349 new AT devices over the last year. The new items range from educational toys for children to devices that help with seeing and hearing.

DATI also greatly expanded its [inventory of augmentative communication devices](#), which allow people who can't rely on speech in all situations to express themselves. After clients try them out and believe a device fits their needs, DATI staff will help them find somewhere to purchase it and to see whether they're eligible for financial aid. Augmentative communication devices can cost thousands of dollars.

After her success with Dragon, Robinson returned to DATI to borrow a [Samsung Galaxy tablet](#) – another item new to DATI – with apps that make Mert's favorite magazines more accessible. "When Mert first came to DATI, she was very hesitant about trying AT," says Latimer. "After working with Dragon, and now the tablet, her confidence has increased significantly."

"I feel much more energized," says Robinson. "Like the old Mert."

[To search DATI's inventory, click here.](#)



Mert Robinson (left) learns from Karen Latimer how to access magazines using a Galaxy tablet at one of DATI's three lending libraries.

Help is just a click away

Forget, for the moment, the marvel of GPS. For young people with disabilities and their families needing help navigating and accessing healthcare and other supports in Delaware, CDS and Family SHADE have developed a new road map and app.

Many parents of children with special healthcare needs “would come to us confused or even scared about what steps they should take and who they should turn to,” said Kathie Herel of the [Parent Information Center of Delaware](#).

For those parents and others in similar straits, [Family SHADE](#) launched the [Roadmap to Services](#) in October 2014.

Meanwhile, many young adults preparing to live independently lacked healthcare decision-making skills, said Cory Nourie of [A. I. duPont Hospital for Children](#). “I work with many who’ve never had to get their prescription filled or make appointments,” she said.

For them and other transitioning youth, CDS launched the [Healthy Transitions app](#) in January 2015.

Family SHADE collaborated with the Delaware chapter of the [American Academy of Pediatrics](#) and [Delaware Family Voices](#) on the Roadmap. The digital web tool resembles a town with 12 “locations” that provide an overview of services available in Delaware in specific domains, such as diagnosis, legal services and community life. “The roadmap’s intuitive and updated as services come and go,” says Family SHADE Project Director [Phyllis Guinivan](#). [Watch this video about the Roadmap](#).

The Healthy Transitions app is a smartphone application using videos produced by CDS and [Healthy Transitions New York](#) that teach young adults skills needed to become more independent in matters of healthcare, insurance, healthy lifestyles and relationships. It provides an interactive way for users to build skills, says CDS Program Manager [Annalisa Ekblad](#). [View this PowerPoint presentation about the Healthy Transitions app](#).

A federal grant through the [Delaware Division of Public Health](#) funded the projects.

“The key is that these resources are easy to use,” says Nourie. And just “a click away,” says Herel.



Phyllis Guinivan (left) and Annalisa Ekblad steered CDS’s efforts to develop the Roadmap to Services and the Healthy Transitions app.

The Year in Review

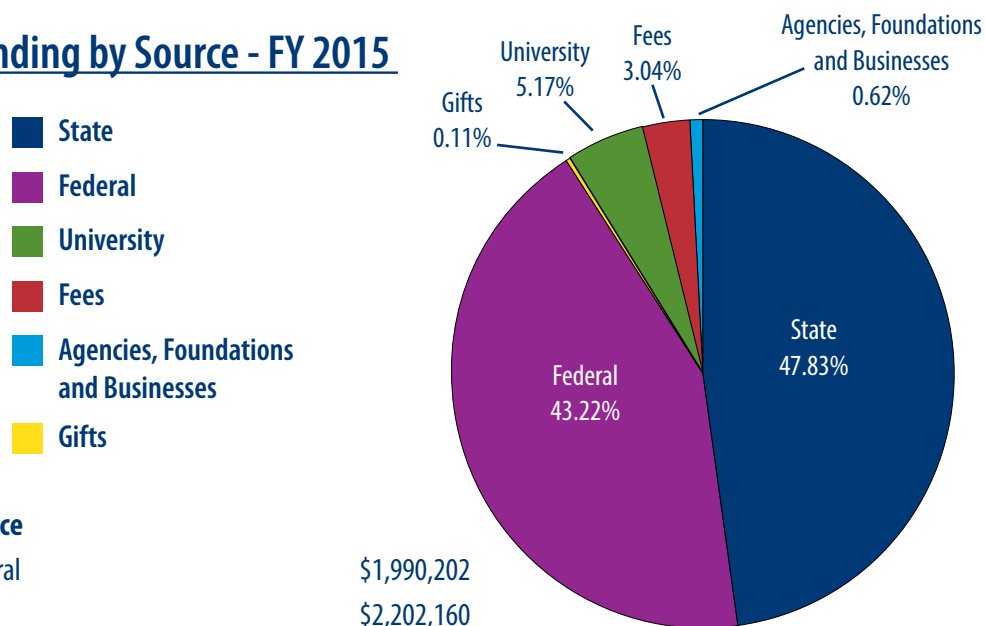
Funding and Financials

The Center for Disabilities Studies had an operating budget of \$4,604,413 from July 1, 2014 through June 30, 2015.

Sources of funding

The vast majority of CDS funding is realized through external grants and contracts from federal and state agencies, nonprofit organizations, schools, foundations and businesses. Included in the federal portion is the \$535,215 from the [Administration on Intellectual and Developmental Disabilities](#) (AIDD) for our core funding as a [University Center for Excellence in Developmental Disabilities](#). This U.S. government organization is responsible for implementation of the Developmental Disabilities Assistance and Bill of Rights Act of 2000. Other sources of funding are the University of Delaware, gifts from individuals and fees charged for services.

Funding by Source - FY 2015

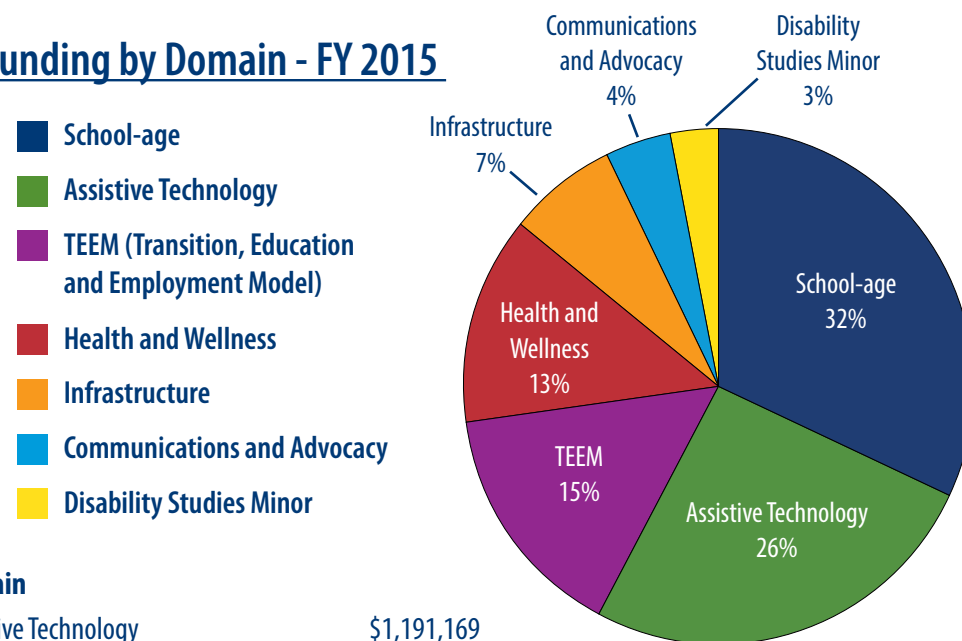


Source	Amount
Federal	\$1,990,202
State	\$2,202,160
Gifts	\$5,035
University	\$238,253
Agencies, foundations and businesses	\$28,700
Fees	\$140,063
Grand Total	\$4,604,413

Project-specific funding by domain

This chart shows the proportion of external funding supporting each of the Center's programmatic domains. The infrastructure domain includes those funds that support overall Center operation rather than domain-specific activities.

Funding by Domain - FY 2015



Domain	Amount
Assistive Technology	\$1,191,169
Communications and Advocacy	\$204,050
Disability Studies Minor	\$128,628
Health and Wellness	\$580,508
Infrastructure	\$302,605
School Age	\$1,490,620
TEEM (Transition, Education and Employment Model)	\$706,833
Grand Total	\$4,604,413

Funders

Federal government agencies

Federal Communications Commission

U.S. Department of Education

- Office of Postsecondary Education
- Office of Special Education Programs
- Rehabilitative Services Administration

U.S. Department of Health and Human Services

- Administration for Community Living
 - Administration on Intellectual and Developmental Disabilities
 - Center for Integrated Programs
- Centers for Disease Control and Prevention

State government agencies

Delaware Department of Education

Delaware Department of Health and Social Services

- Division of Developmental Disabilities Services
- Division of Public Health
 - Bureau of Oral Health and Dental Services
 - Bureau of Maternal and Child Health
 - Children with Special Health Care Needs Program

Delaware Department of Labor

- Division of Vocational Rehabilitation

Delaware Department of Safety and Homeland Security

- Delaware Emergency Management Agency and Citizens Corps

Nonprofit organizations, schools, foundations and businesses

Association of University Centers on Disabilities

Delaware Coalition Against Domestic Violence

Sesame Workshop

TransCen, Inc.

Donors

We would like to give special THANKS to the people listed in this section for their generous support of the Center for Disabilities Studies, enabling us to enhance the lives of individuals with disabilities in Delaware. This acknowledges gifts received in the year beginning July 1, 2014 and extending through June 30, 2015.

Gifts from individuals and organizations

David S. Annand '52

Heidi L. Beck '99M

Timothy F. and Martha A. Brooks

Central Campus Community Council

Matthew S. Harris '07

Anne Remley Harris '77

Katherine Hughes

Kevin P. Linton '99

Yolanda H. McKinney '07M

Gary H. Heckert '72 '76 and Beth A. Mineo

Cory Wellman Nourie '02

Megan Pell

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Eric H. Rosen '11 and Hillary Jacobs Rosen '11

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Gifts to Community Connectors

Roseann B. Ferri

Gifts to the Tobin Fund

Gary H. Heckert '72 '76 and Beth A. Mineo

Shirley R. and Allen E. Smith

Gifts to Delaware Assistive Technology Initiative

UD Chapter of the National Student Speech-Language-Hearing Association

To donate to CDS, please visit www.udel.edu/makeagift and note "Center for Disabilities Studies" in the "other" designation box.

The Year in Review

Who we are and what we do

Our mission is to enhance the lives of individuals and families through education, prevention, service and research related to disabilities. We promote independence and productivity so individuals and families can fully participate in the life of their communities in Delaware and beyond.

The Center for Disabilities Studies is...

- One of 67 University Centers for Excellence in Developmental Disabilities Education, Research and Service nationwide, with core funding from the U.S. Department of Health and Human Services, Administration on Intellectual and Developmental Disabilities.
- A focal point for generation of new knowledge and translation of existing knowledge to inform and enrich the community.
- A hub for the professional and personal development of students through coursework, internships, assistantships and participation in research and demonstration projects.
- The administrative home to the interdisciplinary Disability Studies Minor, the largest minor on campus with enrollment this past year reaching 424 students from six colleges and 18 departments.

An engaged center, with faculty and staff collectively serving on 50 boards, committees and task forces; providing editorial support for 15 journals; and reviewing funding, conference and publication proposals for five agencies and organizations.

In 2014 - 2015, CDS staff and faculty cultivated student learning by...

- Teaching or co-teaching 19 courses, reaching a total of 153 graduate and 212 undergraduate students.
- Delivering guest lectures to 62 UD graduate students, 236 undergraduate students and 139 students at other institutions of higher education.
- Providing full assistantships to 10 graduate students from the School of Education, School of Public Policy and Administration, Department of Behavioral Health and Nutrition, and the Department of Human Development and Family Studies.
- Engaging 45 undergraduate students from five colleges in the work of the Center.

In 2014-2015, CDS staff and faculty fostered the development of new knowledge—and the translation of existing knowledge—by...

- Developing 28 project proposals internally and with external partners.
- Offering 26 conference presentations and publishing 27 journal articles and other documents.



Above: Esley Newton, a member of CDS's School-age unit

Right: Debbie Bain, a member of CDS's TEEM unit

Visit www.udel.edu/cds for more information about the Center for Disabilities Studies.

Staff and Faculty

Beth Mineo, Director
 Debbie Bain
 Eileen Baker
 George Bear
 Blake Bossert
 Debby Boyer
 Sandi Bradford
 Jamie Caruso
 Chelsea Clasier
 Wendy Claiser
 Teresita Cuevas
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 Mary Thomas
 Susan Veenema
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 Sandy Walls
 Sharon Wiegner
 Karen Zalewski

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Carly Alfaro
 Skye Beckley

Brittany Cheadle
 Marisa Cheng
 Laura Davidson
 Kristen Fraley
 Angela Harris
 Carly Herring
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 Thomas Celenza
 Megan Comer
 Jordan Hill
 Rachel Jackson
 Rebecca Jewell
 Kathryn LaRosa
 Breanna LeCompte
 Kathryn Leonard
 Jennifer Mouser
 Miranda Partie
 Jessica Reedy
 Lindsey Roque
 Jackeline Saez-Rosario
 Amelia Weiss
 Hayley Wilson



Top Left: Ariel Perez, graduate assistant in CDS's School-Age unit.

Top Right: Blake Bossert, CDS administrative assistant.

Bottom Right: Karen Zalewski, a member of CDS's Health and Wellness unit.



Top Left: CDS staff and their family members march in the ADA 25 parade in Dover.

Top Right: Jae Chul Lee, director of CDS's Health and Wellness unit.

Bottom Right: Melanie Sipko, a member of CDS's TEEM unit.



Individuals whose service concluded during the past year

Staff and Faculty

Stephanie DeMayo
 Deanna Pedicone

Graduate Assistants

Jennifer Knapp
 Jessica Kradjel
 Kara Magane
 Margo Price
 Audrey Rossi
 Anna Rutledge
 Rebecca Vitelli
 Matthew Wattenmaker

Undergraduate Students

Allison Alestra
 Devon Aleszczyk

Micah Bernard
 Jillian Bradford
 Madison Chase
 Larissa Corwin
 Kristina Frisenda
 Chelsea Ganc
 Courtney Hahn
 Kayley Harkins
 Darnee Lawrence
 Jordan Lazaroff
 Rebecca Lloyd
 Anthony Machi
 Demi Maglio
 Samantha Malamut

Gabrielle Mangini
 Alison McQuiston
 Shannon McWilliams

Noelle Mechini
 Charles Meyer
 Anthony Monaco
 Cassidy Nalbome
 Briana Nolan
 Hannah Orlando
 Fayoumata Sall
 Ariel Schuman
 Kelsey Shallow
 Taylor Soave
 Jacquelyn Soloman
 Paige Sordelet
 Jen Sparano
 Juliana Sullivan
 Elizabeth Thurrell
 Josh Titus
 Nicole Zito

The Year in Review

Community Advisory Council

Members of the Community Advisory Council partner with the Center for Disabilities Studies to advance our mission. The council includes individuals with developmental and related disabilities who serve as self-advocates; parents and other family members of individuals with developmental disabilities; representatives from disability-related training, service and advocacy organizations; state agency representatives; and others who advocate on behalf of people with disabilities.



CAC Executive Committee

Chairperson

Bob Valihura, Esq., advocate

First vice chairperson

David Lynch, self-advocate

Second vice chairperson

Cory Nourie, Nemours/Alfred I. duPont Hospital for Children

Secretary

Deborah Dunlap, parent

At-large member

Linda Heller, self-advocate

CAC Members

Karl Booksh, self-advocate

Deborah Bradl, Division of Vocational Rehabilitation, parent

Tim Brooks, parent

Lisa Carnley, parent

Anthony Carter, JEVS Support for Independence

Ernest Cole, Freedom Center for Independent Living

Bobbie Dehaven, self-advocate

Susannah Eaton-Ryan, Arc of Delaware

Micki Edelsohn, parent

William Fitzpatrick, self-advocate

Carmella Giddins-Jones, Division of Prevention and Behavioral Health Services, parent

Brian Hartman, Delaware Disabilities Law Program

Debra Heffernan, state representative, parent

Larry Henderson, Independent Resources, Inc.

Kyle Hodges, State Council for Persons with Disabilities

Kathy Hughes, family member

Jane Luke, parent

David Lynch, self-advocate

Daniel Madrid, Division for the Visually Impaired

Pat Maichle, Developmental Disabilities Council, parent

Karen Mancini, parent

Susan Mateja, Division of Medicaid and Medical Assistance

Mary Ann Mieczkowski, Department of Education

Sandra Miller, Division of Vocational Rehabilitation

Keith Morton, Parent

Information Center, parent

Dara Schumaier, Division of Public Health, Bureau of Oral Health and Dental Services

Monika Shafi, parent

Wendy Strauss, Governor's Advisory Council for Exceptional Citizens

Janet Villarreal, Division of Services for Aging and Adults with Physical Disabilities

Carl Wexler, Division of Developmental Disabilities Services

Kim Williams, state representative, parent

Members whose service concluded during the past year

David Hill, self-advocate

Laurie Nicoli, parent

Corrine Pearson, parent



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University of Delaware
College of Education and Human Development**

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