



Center for  
Disabilities Studies  
2015-2016 Annual Report

# Greetings, from CDS

Facing leadership changes at the state and federal levels, people with disabilities—and those who care for and about them—are understandably wary right now. But of one thing I am certain. The disability community has proven itself to be a powerful agent of change, and we won't be idle if there is any erosion in our progress toward greater inclusivity, equity and opportunity. Students for whom access to the curriculum has enabled them to reveal their true capabilities will not settle for anything less. Young adults who now see a future for themselves in competitive integrated employment will not tolerate a return to non-work or work for paltry wages. People who can live the lives they choose for themselves because the funding system has been modernized in favor of community integration and inclusion will expect that to continue.

Here at UD, we are also in a state of evolution. A positive state. The university recently inaugurated its 28th president, [Dr. Dennis Assanis](#), who champions interdisciplinary work and substantive investment in our students' success. And [he has spoken often of his commitment to diversity, equity and inclusion](#).

UD will help to define and respond to the greatest challenges of our time: climate change, the global economy, ethical use of technology and quality of life for all. I am particularly attuned to the role that the university can play in helping faculty, staff and students to recognize their role in enabling ALL people to be their best selves. That goes not only for teacher candidates and future healthcare professionals, but for all who live, work, learn and enjoy leisure pursuits alongside others. Presuming competence and promoting dignity is everybody's business. In his inaugural address, President Assanis noted that "valuing diversity is about appreciating the dignity and worth of every single human being." We couldn't agree more.

*Beth*



[Beth Mineo](#) marked her eighth year as director of CDS in 2016.



## About the covers

Artfest, the annual creative workshop co-sponsored by CDS and [Art Therapy Express](#), celebrated its 10-year anniversary in 2016. That's Meredith Storm demonstrating her flair for color —“Awesome!,” she exclaimed during the photo shoot—on the front cover, while on the back cover several of the more than 150 artists with disabilities and UD student volunteers who attended the event express their inner artist. Visit our [Artfest slideshow](#) and read about Artfest in these [UDaily](#) and [WDDE](#) articles.

# Look past the stigmas

Something cool was happening on UD's campus last winter, and it wasn't the weather. On Thursday evenings in January, students, faculty and members of the community gathered for CDS screenings of classic and contemporary Hollywood and indie films that showcased disability through alternately tragic, triumphant and transformative lenses. Later in the spring, [a new humanities course](#) developed by CDS and the Department of English offered students a window on representations of disability in popular culture. All the while, at CDS, two new Enhancing Diversity in Disabilities Studies Fellows were busy connecting with minority groups on and off campus, helping them to increase their cultural competency concerning disability issues.

Each was part of a concerted and continuing push at CDS and UD to create greater disability awareness and sensitivity. "It's about building a more inclusive society," says [CDS Associate Director Brian Freedman](#).

[Disability Studies Faculty Coordinator Laura Eisenman](#) says that can happen by helping people to broaden their understanding of disability. "The film series and humanities course facilitated that, bringing cultural issues into the fold and going beyond the more customary wellness and special education offerings on campus," she says.

The diversity fellows concentrated on introducing disability issues such as accessibility and person-first language to students who tend to be underrepresented in UD's Disability Studies minor, such as men and people of color. "It's important to make personal connections to help us understand why disability stereotypes exist and to work to dispel them," says undergraduate diversity fellow [Jackeline Saez-Rosario](#).

Eisenman says having people with disabilities help steer these efforts enhanced their effectiveness. Saez-Rosario and the humanities course instructor, [Stephanie Kerschbaum](#), both have disabilities, and most film screenings featured speakers with disabilities. "When individuals with disabilities are doing the outreach, people see us for who we are," says Saez-Rosario. "They look past the stigmas."



Stephanie Kerschbaum (center), Jackeline Saez-Rosario (right) and [Susan Veenema](#) facilitated community discussions during CDS's [Disability Cinema Showcase](#). An image from [Fixed](#), one of the films in the showcase, appears behind them.

# His limits aren't his limits

It took years for Kaden Stone to reach what today is his consistently happy state at [Postlethwait Middle School](#), where he's taking the science and social studies classes he loves and student-managing the wrestling team. "I wanted to come here," the seventh-grader says. "I just wanted to be an average person."

As a grade-school student, Kaden attended [Charlton](#), a school for students with autism and severe disabilities. He then took classes in mainstream elementary schools, but often struggled keeping up with the reading because of his print disability. "You could tell he was becoming overwhelmed," says his mother, Jen Stone. Having academic materials in a format that played to Kaden's strengths had the potential to be game-changing, but as Postlethwait's assistant principal, Kris Failing, says, "Sometimes you just don't know what's out there."

At Stone's urging, Charlton and Postlethwait educators investigated accessible instructional materials (AIM) that could benefit Kaden. They contacted the [AIM Center](#) at CDS, and [Karen Latimer](#), an assistive technology specialist, administered the [Protocol for Accommodations in Reading \(PAR\)](#).

"The result was stunning," she says. It indicated that Kaden was capable of succeeding with grade-level materials using a suite of tools that convert written text to spoken words and vice versa. With Latimer's help, the team found programs that read text aloud from the screen of Kaden's iPad and Chrome book through headphones and programs that enter his dictation into a word processor. Using apps, he can photograph a worksheet, hear it read and dictate answers directly into the worksheet.

In the past two years, the AIM Center has fulfilled some 450 orders for accessible materials, notes [CDS Director Beth Mineo](#). The project gets its funding from the [Delaware Department of Education](#).

At Postlethwait, Failing says Kaden's success is "getting everyone excited. Teachers are researching [Google apps](#) and are amazed because they never knew stuff like this existed."

"Kaden is constantly showing us his limits aren't his limits," his mother says. "I have no idea what his boundaries are."



Educators marvel at Kaden Stone's achievements. He takes them in stride, calling himself "an average person."

# A priority becomes policy

Following the release in 2015 of CDS-led reports that [identified troubling gaps](#) in health care and health outcomes for people with disabilities—and that [recommended ways to close them](#)—[Delaware Health and Social Services \(DHSS\)](#) Secretary Rita Landgraf vowed to make health equity a departmental priority. DHSS “needed to actively engage to address inclusion and access to meaningful healthcare,” she says. That priority has now become policy.

The [DHSS inclusion policy](#) aims to standardize practices that raise consciousness about disability among DHSS staff and vendors who want to do business with the state health department, in order to better serve the needs of vulnerable populations. The policy sets out to achieve this by providing trainings and direct assistance to DHSS staff and prospective vendors, providing accommodations and removing barriers in DHSS programs, incorporating a requirement to address vulnerable populations into Request For Proposal (RFP) language and collecting disability statistics to quantify the success of the policy in addressing health equity.

CDS has been offering the kinds of trainings that are expected to become commonplace at DHSS. One of those trainings was recently provided to the [Division of Public Health's Office of Preparedness](#). That office's director, [Tim Cooper](#), had wanted his staff of more than 250 to receive lessons in inclusiveness, such as using assistive technology and better communication techniques in disaster situations. His staff had lacked some resources to serve this population, he says.

Expanded trainings like these, says [CDS Project Director Eileen Sparling](#), can “quickly get people from awareness to changing practices” at a department-wide level.

Landgraf hopes that progress will continue under the new administration of [Gov. John Carney](#). DHSS “must set an example,” Landgraf says, “so the needs of people with disabilities are not forgotten.”



Eileen Sparling addresses DHSS employees during a CDS training session on inclusiveness.

# Better training, better outcomes

Jennifer Godlewski took her son Joshua, whom she suspected of having autism, to professionals who brushed him off as being hyperactive. While Joshua could describe every airplane type, he couldn't tell you his name. It would take a year for him to receive a diagnosis of Asperger's syndrome. We'll "never get back the time we lost," Godlewski says.

The delay in getting an accurate diagnosis postponed his exposure to services and supports, a scenario reported often by community members who live with autism in surveys conducted by CDS starting in 2011.

Those surveys informed 2013's [\*Blueprint for Collective Action\*](#), which identified a need for better training and technical assistance for autism service providers. Following a legislative task force's consideration of the surveys and *Blueprint*, [Sen. Margaret Rose Henry](#) and [Rep. Earl Jaques](#) introduced [legislation](#) in 2015 designed to address the training and technical assistance gap. In August 2016, [Gov. Jack Markell signed their bill](#), creating the [Delaware Network for Excellence in Autism \(DNEA\)](#).

The DNEA, principally operating out of CDS and overseen by an Interagency Committee on Autism, will "produce high quality training to impact a family's access to a more knowledgeable professional network," says Teresa Avery, executive director of [Autism Delaware](#) and a leading advocate of the bill creating the Network's enabling legislation. The DNEA's on-site coaching is also expected to build expertise among organizations.

As the benefits of the DNEA become apparent and remaining gaps in services are identified, "CDS hopes to secure a permanent funding stream to grow the DNEA in the future," says CDS Project Manager Annalisa Ekbladh. In the meantime, improved training of professionals and better outcomes for people with autism should also come thanks to two other initiatives being implemented by CDS. The [Leadership Education in Neurodevelopmental Disabilities \(LEND\)](#) program will train graduate students to deliver quality care, and a [Health Resources and Services Administration \(HRSA\)](#) grant will aid physicians in evaluation and screening.



Joshua Godlewski's impressive vocabulary and deep knowledge of airplanes caused professionals to misdiagnose his condition.

# More options excite me

Approaching the summer of 2016, high school students Shamar Banfield, Amy Hamilton and Brandon Greenlaw—like so many of their fellow classmates—couldn't answer this question: How exactly should they pursue their futures?

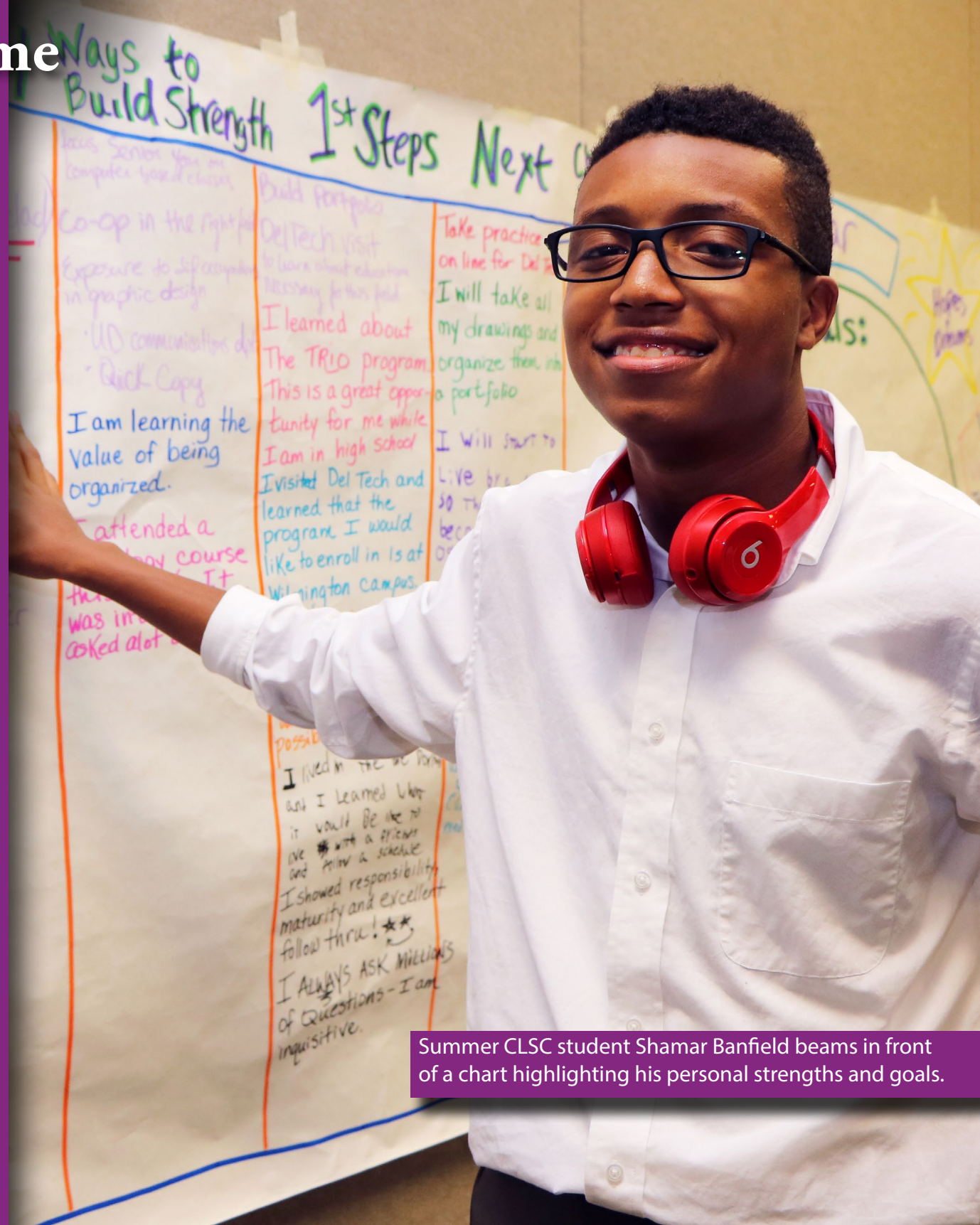
After participating at UD in the [Summer Career and Life Studies Certificate \(CLSC\) program](#), [Edge Extension](#) and [Swank Employment Summer Program](#) for students with disabilities, they came a lot closer to knowing what they wanted, and knowing how to succeed at it.

"These programs, funded by the [Delaware Division of Vocational Rehabilitation](#), allow students with disabilities to develop skills that will help them prosper as adults," says [CDS Associate Director Brian Freedman](#). They're offered opportunities to set goals, get hands-on experience and receive needed supports.

A new addition to a CDS spring-to-fall program that gives qualifying high school students chances to explore campus and career options, Summer CLSC offers a weeklong UD residence experience to Banfield and other pre-college students. Banfield says he'd been "dead set" on a career in video game development. But after job shadowing experiences through Summer CLSC at a print shop, video production studio and with a graphic designer, he says "there are a lot more careers options that excite me."

Edge Extension, in its second year, gives college-bound students like Hamilton supports needed to navigate college classes and a collegiate environment for five weeks. Hamilton says "the classes were very intense." But the accommodations she received made her feel confident that she will remain "calm under pressure" once she enrolls in post-secondary education.

The seven-week Swank Employment Summer Program, also in its second year, helps students develop employment skills and determine a career path. Greenlaw found he loved cooking while interning at California Tortilla in Newark. But the internship also taught him that a career in culinary arts is "more than just cooking." He learned how to better manage his time and work with a team. "Now I know what I need to land my ideal job," he says.



Summer CLSC student Shamar Banfield beams in front of a chart highlighting his personal strengths and goals.

# Advancing equity and access

When the Federal Communications Commission in 2015 chose to add a [committee on disability](#) to the committees advising it on matters spanning security and consumerism, two representatives from university-based centers were tapped to lend their expertise to the group.

One representative selected by the Association of University Centers on Disabilities came from American Samoa; the other came from CDS. [Phyllis Guinivan's](#) years of innovative work at CDS in emergency preparedness and assistive technology positioned her to immediately support the committee's push to promote greater accommodations for people with intellectual disabilities.

"For years, federal communications regulations and best practices concerning disability focused on the needs of people with hearing and vision loss," she says. "Now we need to see that the communications needs of people with cognitive disabilities are being met."

Like Guinivan, others at CDS advanced inclusionary practices and policies on committees and workgroups at the national level in 2015-2016. [Jae Chul Lee](#), director of the Center's Health and Wellness unit, advised the [U.S. Administration for Community Living](#), which is pursuing a government-wide strategic plan to promote independent living and rehabilitation research. As a member of the [National Joint Committee for the Communication Needs of Persons With Severe Disabilities](#), [CDS Director Beth Mineo](#) is promoting the group's Communication Bill of Rights, which champions the dignity and rights of all individuals, regardless of the nature or severity of their disability.

"Beyond the Center's work that responds to the prevailing needs of the community in Delaware, it's important that we advance equity and access any way and anywhere we can," Mineo says.

People with cognitive disabilities who hadn't gotten a lot of attention regarding communications access will be getting more of it now, thanks to Guinivan's promotion of best communications practices, says Elaine Gardner, an attorney advisor with the FCC's Disability Rights Office. "We've got to get them the information they need in a format they can easily access," Guinivan says.



CDS's Phyllis Guinivan is advising the FCC concerning the communications needs of people with intellectual disabilities.



# Successfully treated, never hurt

Dr. Katie Townsend gladly treats patients with disabilities. But even she wishes she were better able to support more of them, as she occasionally encounters something outside her experience. Once she needed a patient's seven-year-old daughter to interpret for her father, who was deaf and nonverbal. If she hadn't been there, Townsend says, "I wouldn't have known what to do or even where to send him."

Mike Papili, a self-advocate who is deaf, wishes there were more dentists like Townsend in Delaware who either cater to or are skilled in treating people with disabilities. While he's mainly seen a trusted dentist since childhood, he also had a dentist who tried to bill him for an ASL interpreter. "Some are rude and disrespectful," he says. "Some are nice, but not fully understanding. There needs to be more education."

Townsend and Papili are two voices in a rising chorus expressing alarm at the limited access to quality oral care for people with disabilities. In 2015, a [CDS report on health disparities](#) found how deep the problem goes: 41 percent of Delawareans with disabilities reported either never having seen a dentist or having had their last visit more than a year earlier. Such limited access can have serious implications, as poor oral health may contribute not only to oral diseases but chronic conditions including diabetes and heart disease, explains [Jae Chul Lee](#), the director of CDS's Health and Wellness unit. That's why, in 2016, Lee designed and conducted surveys for [people with disabilities](#) and [oral health professionals](#).

Lee hopes the survey results spark action on many different fronts, including legislative advocacy and health promotion within the disability community. (CDS's surveys also addressed issues including Medicaid coverage, office accessibility, communication and sedation.) Lee also expects the surveys will help "guide the development of cultural competency training."

The more training, the better, says Townsend. "I want patients to be successfully treated," she says, "never hurt."



Oral health surveys from CDS could lead to more dentists like Katie Townsend (pictured), who readily treats people with disabilities.

# Anything but standard

Writing Individualized Education Programs (IEPs) was getting easy—a little too easy. Deb Bradl, a mother of two daughters with IEPs and an administrator in the Delaware Division for the Visually Impaired, says, “Goals were getting generic. You could count on some language showing up every time.”

In 2012, the [Delaware Department of Education \(DDOE\)](#) adopted standards-based IEPs (SBIEPs) to reverse this trend. “They got out in front of this one,” remarks Tina Tsatsaronis, a special education instructional coach for [Christina School District](#). “It was a proactive move.”

With DDOE funding, CDS created [Writing Rigorous IEPs to Teach Educational Standards \(WRITES\)](#), an SBIEP training program. [Steve Smith](#), the project lead, says that by 2016 WRITES had reached every district: “3,200 educators, coordinators, specialists, related service providers and administrators.”

SBIEPs differ from old IEPs by incorporating [Common Core](#) learning goals—“standards.” However, they are anything but standardized. The ultimate purpose is enabling students to access grade-level material by isolating every skill a student needs to meet a standard and tailoring instruction of each one to suit each student’s individual learning style. Students who need to focus on simpler goals, Smith says, can continue to have their IEPs target life and behavioral skills as well as academics.

SBIEPs also require a new level of data analysis. IEP teams look at figures like test scores and classwork grades to track student progress. This caught Bradl by surprise. Suddenly, she says, her elder daughter’s report card featured not just a written assessment of her reading ability, but numbers representing her current level and upcoming benchmarks. “Now I have a better idea how she’s doing,” Bradl says.

Tsatsaronis and Smith note that these more descriptive and detailed SBIEPs take added effort to compose. But that’s to be expected, says Tsatsaronis: IEPs that are more meaningful and better able to make a difference in a child’s life “should be a little hard to write.”



CDS’s Steve Smith (left) trains Richard Felder, a special education teacher at Christiana High School, in standards-based IEP development.

# I felt engaged. I felt special.

Sixth-grader Lenya Ryan sat with a group of other [P.S. duPont Middle School](#) students. Agnes Paul, the math teacher who brought them together, asked, “Where in school do you feel most comfortable and least comfortable?” Students named various places where they felt welcomed. But everyone mentioned the front doors after the bell where some students would act like bullies. “So,” Paul asked, “what can we do about it?”

Lenya’s group grew out of a P.S. duPont staff discussion of the [results from the 2015–2016 School Climate Surveys](#), which the school and more than 150 other participating schools administered to students, parents and educators. These results showed that at P.S. duPont, like at other schools statewide, students’ ability to get along with each other is a problem. This kind of discord can foster hostility and depression, compromising students’ ability to learn, explains [Debby Boyer](#), director of CDS’s School Age unit. And it can make students with disabilities even more susceptible: CDS research indicates they face a disproportionate risk of bullying, Boyer says.

Looking for solutions, the [Delaware Department of Education \(DDOE\)](#) applied for and won a 2014 federal [School Climate Transformation Grant](#)—one of 12 nationwide. With new funding, the [Delaware Positive Behavior Support Project \(DE-PBS\)](#), a long-term collaboration with DDOE, took a more active role in improving school climate, writing training guides and offering in-person coaching to select schools.

[DE-PBS coach Megan Pell](#) advised the PBS team at P.S. duPont to organize student focus groups. “We need to acknowledge their voices,” Paul says, “and teach them to empower themselves.” Student feedback proved influential in clearing bullying behavior from hallways. “Hearing about that made staff decide to change dismissal procedures,” says Paul.

Focus groups sent a transformative message. Days later, Lenya realized she was thinking of her school as a “community” for the first time. “I felt engaged,” she says. “I felt special.”



Walking the walk: Lenya Ryan (left) and Agnes Paul happily stride along a school foyer that once attracted students engaging in bullying behavior.

# Opportunities to shine

For five years now, [UD's Career and Life Studies Certificate \(CLSC\) program](#) has been crunching the numbers that show the [labor force participation rate](#) for people with disabilities—at 20 percent—is more than three times lower than the national average.

CLSC has been crunching them, stomping them, shredding them. In the first four years of CLSC, a two-year postsecondary education program for students with intellectual disabilities, 75 percent of its students acquired jobs within three months of graduating. This year, every student graduated with a job.

What's more, six months after landing them, they were still holding them.

CLSC administrators and instructors say exploring and identifying the students' interests, understanding their strengths and vulnerabilities and providing real-world learning experiences such as internships and job shadowing are keying the workplace successes. CLSC job coaches also continue dialogues with employers after the CLSC graduates find their jobs, discussing the former students' progress and, should they arise, concerns.

"Having so many CLSC students find jobs shows the effectiveness of a college experience, an option previously unavailable to Delaware students with intellectual disabilities," says [CLSC instructor Debbie Bain](#).

That experience paid off for 2016 CLSC graduates Brandon Brown and Alex Slusser. CLSC helped turn Brown's preference for hands-on experiences into a job caring for plants and stocking the market at [Willey Farms](#). The job's "a great opportunity to use all of my abilities," he says. Slusser says he overcame his shyness during his enrollment in the CLSC program, which, in turn, helped him get a customer service position at Wilmington's [Penn Cinema](#). "The job is fun, but it also helped me mature," he says.

Penn Cinema assistant manager Ed Trout says employing CLSC grads benefits the community. "Having Alex on board has shown our staff, customers and other employers how to treat people with disabilities—like anyone else," says Trout. "Give them opportunities and they'll shine."



In his element: Brandon Brown's preference for hands-on experiences gets satisfied in a big way in the weeks before Christmas at Willey's Farms.

# Nothing else like it

Six-year-old Tyler Serrano turns the page. The story about mummies has him bouncing and grinning, and whenever he's ready to continue, he can swipe the iPad screen himself. For the first time, he's reading at his own pace.

Tyler's wearing a new device, custom-made by a group called [fabricATe](#), that enables him to extend his arm and move it laterally. It's made of corrugated plastic and Velcro, with a soft pad underneath so it glides over his table. His mother Cindy Serrano says she's never seen anything like it on the market. "If there is something, I'm sure it's a bajillion dollars."

Through fabricATe, she got it free of charge. [Suzanne Milbourne](#), an assistive technology (AT) researcher and co-director of the [Delaware Early Childhood Assistive Technology Demonstration](#) at CDS, formed the diverse group of volunteers, who craft simple devices from common materials so individuals like Tyler may acquire them quickly at no or low cost.

fabricATe first met in December 2015. Its monthly laboratories have seen educators, therapists, child care specialists, woodworkers, engineers, robotics whizzes, painters and librarians pitching in. After reviewing [requests for AT](#) submitted online by parents, teachers and therapists, many of which can be challenging, the artisans and innovators, with their wide range of backgrounds, experiences and levels of expertise, produce novel solutions.

Tyler's therapist submitted the request that led to his arm support. After one visit and 20 minutes of designing, fabricATe built a prototype. It went through two redesigns within the week to ensure it was fitted and functioning the way Tyler needed.

Eventually, Milbourne wants fabricATe to become community-run, growing through promotions and demonstrations until groups of volunteers are meeting nationwide, advised by a cloud of experts and sustained by donated materials.

And making hundreds—thousands—of Tylers happier and more empowered than they'd thought possible.



Here's looking at you: Tyler Serrano peeks at the camera before returning to his latest love—books.

# The Year in Review

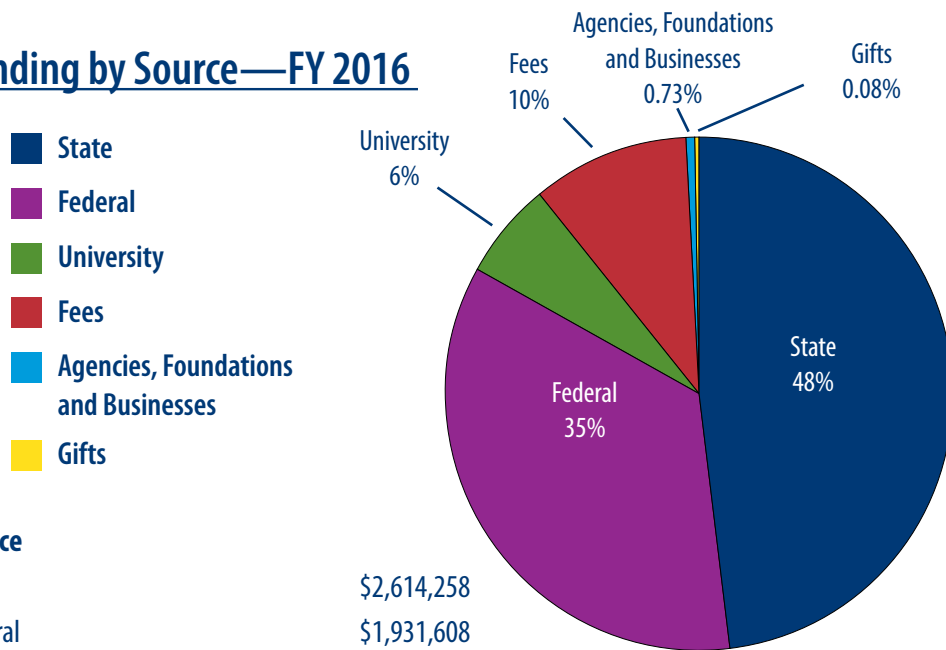
# Funding and Financials

The Center for Disabilities Studies had an operating budget of \$5,481,903 from July 1, 2015 through June 30, 2016.

## 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 \$545,919 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 2016

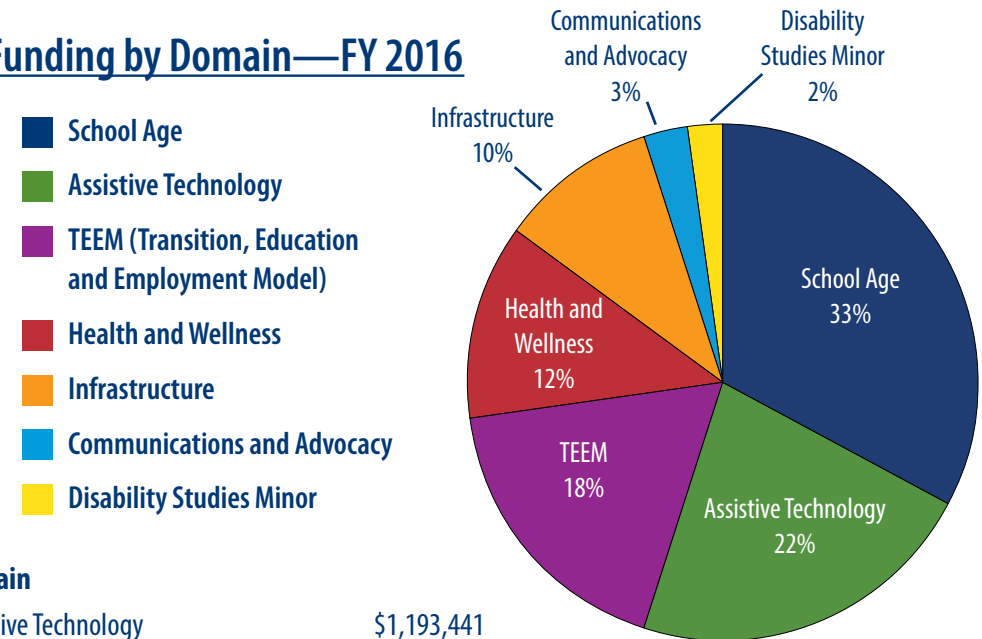


Source	Amount
State	\$2,614,258
Federal	\$1,931,608
University	\$327,286
Fees	\$564,677
Agencies, Foundations and Businesses	\$39,891
Gifts	\$4,183
<b>Grand Total</b>	<b>\$5,481,903</b>

## 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 2016



Domain	Amount
Assistive Technology	\$1,193,441
Communications and Advocacy	\$184,459
Disability Studies Minor	\$83,681
Health and Wellness	\$679,057
Infrastructure	\$550,975
School Age	\$1,832,729
TEEM (Transition, Education and Employment Model)	\$957,560
<b>Grand Total</b>	<b>\$5,481,903</b>

# Funders

## Federal government agencies

### Federal Communications Commission

### U.S. Department of Education

- Office of Postsecondary Education
- Office of Special Education Programs

### 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 for the Visually Impaired
- 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

### Christopher and Dana Reeve Foundation

### TransCen, Inc.

### Unidel Foundation

# Donors

## Gifts from individuals and organizations

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## Gifts to Community Connectors

Robert T. Foard Jr.  
Patricia E. and Brian P. Kelly  
Elaine M. and E. F. Joseph Siebold  
Polly Sierer  
R. T. Foard and Jones Funeral Home  
Rotary Club of Newark-Mornings

## Gifts to the Tobin Fund

Yetta Zutz Chaiken '43  
Gary H. Heckert '72 '76 and Beth A. Mineo  
Shirley R. and Allen E. Smith

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We would like to give special THANKS to those listed in this section for their generous support of the Center for Disabilities Studies to enhance the lives of individuals with disabilities in Delaware. This acknowledges gifts received in the year beginning July 1, 2015 and extending through June 30, 2016.

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To donate to CDS, please visit [www.udel.edu/makeagift](http://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 497 students from four colleges and 36 majors.



*Dan Fendler, a member of CDS's Assistive Technology (AT) unit, demonstrates how to use various AT devices at the Delaware Positive Behavior Support Conference.*

- An engaged center, with faculty and staff collectively serving on 50 boards, committees and task forces; providing editorial support for 16 journals; and reviewing funding, conference and publication proposals for five agencies and organizations.

### **In 2015-2016, CDS staff and faculty cultivated student learning by...**

- Teaching or co-teaching 19 courses, reaching a total of 118 graduate and 214 undergraduate students.
- Delivering guest lectures to 53 UD graduate students, 403 undergraduate students and 68 students at other institutions of higher education.
- Providing full assistantships to 9 graduate students from the [School of Education](#), the [Department of Applied Economics and Statistics](#) and the [Department of Behavioral Health and Nutrition](#).

- Engaging 47 undergraduate students from three colleges in the work of the Center.

### **In 2015-2016, CDS staff and faculty fostered the development of new knowledge—and the translation of existing knowledge—by...**

- Developing 26 project proposals internally and with external partners.
- Offering 34 conference presentations and publishing 25 journal articles and other documents.

Visit [www.udel.edu/cds](http://www.udel.edu/cds) for more information about the Center for Disabilities Studies.



## Staff and Faculty

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 Erin Gauck  
 Catherine Gehringer  
 Kate Gordon  
 Jordan Hill  
 Rebecca Jewell  
 Katie Johnson  
 Lauren Montagna  
 Leanne Murray  
 Shari Paltrowitz  
 Miranda Partie  
 Mikayla Penney  
 Jackeline Saez-Rosario  
 Marina Scalise  
 Haley Schell  
 Kaleb Scott  
 Markia Smith  
 Stephanie Sylvester  
 Phoebe Walls  
 Josh Zalewski



**Top left:** *Melanie Sipko, a member of CDS's TEEM unit, with CLSC student Terry Johnson at Disability Mentoring Day.*

**Top right:** *Audrey Rossi, a member of CDS's TEEM unit.*

**Right:** *Sarah Hearn, a member of CDS's School Age unit, presenting at the Delaware Positive Behavior Support Conference.*



*CDS School Age unit graduate assistant Haley Olsen (right) talks with CDS Community Advisory Council member Alyssa Cowin at Disability Mentoring Day.*



## Individuals whose service concluded during the past year

### Staff and Faculty

Allanah Barbour  
 Jamie Caruso  
 Chelsea Claiser  
 Sophie DeMesse  
 Christopher Haas  
 Catherine Hegedus  
 Rebecca Lloyd  
 Samantha Malamut  
 Mary Thomas  
 Karen Zalewski

### Graduate Assistants

Carly Alfaro  
 Skye Beckley  
 Brittany Cheadle  
 Marisa Cheng

Kristen Fraley  
 Carly Herring  
 Jennifer Knapp  
 Ariel Perez  
 John Wambui

### Undergraduate Students

Kristen Black  
 Cory Camp  
 Thomas Celenza  
 Megan Comer  
 Rachel Jackson  
 Jessica Kleinman  
 Kathryn LaRosa  
 Breanna LeCompte  
 Kathryn Leonard  
 Miranda Marcos

Gabrielle Mills  
 Jennifer Mouser  
 Sage O'Neill  
 Daniel Parr  
 Francesca Piperato  
 Jessica Reedy  
 Lindsey Roque  
 Kelsey Shallow  
 Jennifer Sekyeraa  
 Jessica Sloven  
 Paige Sordelet  
 Anne Walsh  
 Amelia Weiss  
 Hayley Wilson  
 Cara Yerman

# The Year in Review

# Our Community Advisory Council



**TOP:** (from left) Jill Rogers, Daniel Madrid, Anthony Carter, Bob Valihura, Brian Hartman, Kathy Hughes, Sandra Miller **MIDDLE:** Jane Luke, Jill Scannell for Mary Ann Mieczkowski, Lisa Bond, Alyssa Cowin, Terri Hancharick, Pat Maichle, Susannah Eaton-Ryan, Meedra Surratte **BOTTOM:** Deborah Dunlap, Ira Shepherd II, Linda Heller, Cory Nourie, Deborah Bradl **NOT PICTURED:** Karl Booksh, Charles Bryant, Jessica Davenport, Anne Dunlap, Monica Edgar, Carmella Giddins-Jones, Stephen Groff, Brigitte Hancharick, Nancy Lemus, Karen Mancini, Daniese McMullen-Powell, Barbara Monaghan, William Monaghan, Wendy Strauss, Kim Williams.

## CAC Executive Committee

**Cory Nourie**, chairperson

**Nemours/Alfred I. duPont Hospital for Children**

**Bob Valihura, Esq.**, advocate

**Ira Shepherd II**, self-advocate

**Deborah Dunlap**, parent

**Linda Heller**, self-advocate

## CAC Members

**Lisa Bond**, [Div. of Services for Aging and Adults with Physical Disabilities](#)

**Karl Booksh**, self-advocate

**Deborah Bradl**, [Div. of Vocational Rehabilitation](#), parent

**Charles Bryant**, [Div. of Developmental Disabilities Services](#)

**Anthony Carter**, [JEVS Support for Independence](#)

**Alyssa Cowin**, [Delaware Health and Social Services](#)

**Jessica Davenport**, self-advocate

**Anne Dunlap**, self-advocate

**Susannah Eaton-Ryan**, [The Arc of Delaware](#)

**Monica Edgar**, [United Cerebral Palsy of Delaware, Inc.](#), self-advocate

**Carmella Giddins-Jones**, [Div. of Prevention and Behavioral Health Services](#), parent

**Stephen Groff**, [Div. of Medicaid & Medical Assistance](#)

**Brigitte Hancharick**, self-advocate

**Terri Hancharick**, parent

**Brian Hartman**, [Delaware Disabilities Law Program](#)

**Kathy Hughes**, family member

**Nancy Lemus**, parent

**Micki Edelsohn**, parent

**William Fitzpatrick**, self-advocate

**Debra Heffernan**, [state representative](#), parent

**Larry Henderson**, [Independent Resources, Inc.](#)

**Kyle Hodges**, [State Council for Persons with Disabilities](#)

**David Lynch**, self-advocate

**Susan Mateja**, [Div. of Medicaid and Medical Assistance](#)

**Jane Luke**, parent

**Daniel Madrid**, [Delaware Health and Social Services](#)

**Pat Maichle**, [Developmental Disabilities Council](#), parent

**Karen Mancini**, parent

**Daniese McMullen-Powell**, self-advocate

**Mary Ann Mieczkowski**, [Dept. of Education](#)

**Sandra Miller**, [Div. of Vocational Rehabilitation](#)

**Barbara Monaghan**, self-advocate

**William Monaghan**, self-advocate

**Jill Rogers**, [Div. of Developmental Disabilities Services](#)

**Wendy Strauss**, [Governor's Advisory Council for Exceptional Citizens](#)

**Meedra Surratte**, [Parent Information Center](#)

**Kim Williams**, [state representative](#), parent

**Keith Morton**, [Parent Information Center](#), parent

**Dara Schumaier**, [Div. of Public Health](#)

**Monika Shafi**, parent

**Janet Villarreal**, [Div. of Services for Aging and Adults with Physical Disabilities](#)

**Carl Wexler**, [Div. of Developmental Disabilities Services](#)

## Members whose service concluded during the past year

**Tim Brooks**, parent

**Lisa Carnley**, parent

**Ernest Cole**, [Freedom Center for Independent Living](#)

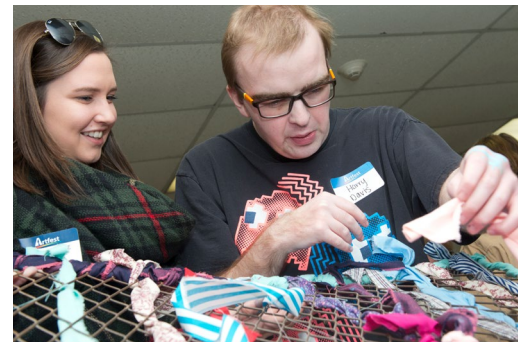
**Bobbie Dehaven**, self-advocate



**Center for Disabilities Studies  
University of Delaware  
College of Education and Human Development**

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