

2011 CALENDAR

Center for
Disabilities Studies

2009-2010
ANNUAL
REPORT



Welcome to the Center for Disabilities Studies

The year that is reviewed in this report—July 1, 2009 through June 30, 2010—has been *transformative* for the Center for Disabilities Studies. We have been realigning our organizational structure and activities in the interest of even greater strength, stability, relevance and potential.

Our **strength** arises from the people who contribute to the Center’s vision, aspirations and achievements. They are members of the CDS staff and faculty, personnel at the agencies and organizations that partner with CDS in accomplishing shared goals, involved citizens who serve on the Center’s advisory councils and committees, and individuals who tell us what they want and need in order to live more satisfying and self-determined lives.

Our **stability** depends on our success in securing long-term, consistent and adequate funding. Such funding helps us launch and maintain initiatives that provide immediate benefit to people with disabilities and their families, professionals in the disability field, and UD students. It also allows us to undertake some exploratory endeavors that lead us to new knowledge, outcomes and opportunities.

We have devoted considerable thought this year to our **relevance**, and we have concluded that CDS is uniquely positioned to bridge research and practice. As a *translational agent*, we can interpret the latest research-based theories and evidence to benefit policy and practice. Because we are connected with the disability community on so many levels, we’re also able to help shape the most pressing needs in the field into “researchable” issues. We attract the resources that enable us—in collaboration with our partners—to devise and test model approaches to learning, employment, health and successful family and community life.

As for our **potential**—that’s the real key to the future. I believe that the future depends on our ability to shift from a focus on individual projects, conditions and life domains to a focus on the integration of numerous approaches that support people throughout the course of their lives. We intend to strengthen connections among home, work, school, family and health issues within the Center, as well as across the University, state, nation and globe to bring the best of what we know and can do to benefit people with disabilities and their families.

I urge you to share your dreams, needs, talents and connections with the Center for Disabilities Studies. Help us chart a course for our collective future that values and enriches all people at all stages of life. I look forward to sharing that journey with you!



Center for Disabilities Studies Director
Beth Mineo

Beth

Beth Mineo, Ph.D., CCC-SPL

JANUARY

S	M	T	W	T	F	S
						1 New Year's Day
2	3	4	5	6	7	8 UD Winter Commencement
9	10	11	12	13	14	15
16	17 Martin Luther King, Jr. Day	18	19 LIFE Conference	20	21	22
23/30	24/31	25	26	27	28	29

DID YOU KNOW?

January 15, 1993 – Partners in Policymaking began in Delaware as a leadership training program designed for young adults with developmental disabilities and parents raising young or school-aged children with developmental disabilities. The program uses skill-building activities and information about local, state and national issues to teach participants to be community leaders.

Artwork by Krysti Bingham



DECEMBER 2010							FEBRUARY 2011						
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New Funding Enhances and Expands NDEHS Programs

New Directions Early Head Start (NDEHS) believes that providing families of young children with access to quality care and services will lead to greater success and self-sufficiency for the child and family. This mission has guided NDEHS in its work as part of CDS for more than 12 years. In 2009, New Directions applied for and received an "expansion grant" in order to serve greater numbers of pregnant women, infants, toddlers and their families and to train its staff to provide better services.

With funding from the \$1 million grant (#03SA3325/01) awarded through the American Recovery and Reinvestment Act of 2009,



NDEHS added a classroom for eight infants and toddlers at the Early Learning Center in Wilmington, started home visits to 20 pregnant moms and their children in Claymont and the Route 40 corridor, and began working with 20 Harrington families with young children. To provide the expanded services, New Directions added two teachers, four home visitors and a part-time supervisor.

A young child concentrates on an activity at an Early Head Start Center, while her mother watches.

Program Coordinator Peggy Sudler noted that staff members are excited about reaching families in areas of Delaware where services often are limited. Home visitors provide parenting information, set up screening and assessment services, coordinate connections with other families, and are available to listen and offer emotional support. "They provide such important support that they often become like members of the families they are helping," Sudler said.

Early Literacy Grant

Last year, a U.S. Department of Health and Human Services Head Start quality improvement grant (#03SE3325/01) provided funding for a pilot early literacy program. Through training, coaching and mentoring, two Early Head Start centers are now better prepared to improve literacy and language experiences in their classrooms. Thirty-eight infants and toddlers benefited from the training their teachers received. NDEHS plans to secure additional funding to expand the literacy project to all of its early learning centers.

A New Home

The University of Delaware's commitment to young children has prompted the College of Education and Human Development to unite multiple early childhood initiatives within a single administrative structure. The Department of Human Development and Family Studies (HDFS), which offers an undergraduate major in early childhood education and three graduate certificate programs in early childhood, will serve as the new home of NDEHS. This development reunites New Directions with the Delaware Institute for Excellence in Early Childhood, a program that was established by CDS and migrated to HDFS in 2009.

FEBRUARY

S	M	T	W	T	F	S
		1	2 Groundhog Day	3 Chinese New Year	4	5
6	7	8	9	10	11	12
13	14 Valentine's Day	15	16	17	18	19
20	21 Presidents' Day	22	23	24	25	26
27	28					

DID YOU KNOW?

February 5, 1963 – The Mental Retardation Facilities and Community Mental Health Centers Construction Act, which eventually became known as the Developmental Disabilities Act (DD Act), was passed by Congress as part of President John F. Kennedy's New Frontier. It focused primarily on the establishment of University Affiliated Facilities, which were charged with expanding the number of professionals qualified to address the needs of persons with developmental disabilities.

Artwork by Mani Malik



JANUARY 2011							MARCH 2011						
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DAPA's Focus on Access to General Education Curriculum Leads to Greater Student Achievement

Through the vision of CDS' first director, Donald Peters, a partnership between CDS and the Delaware Department of Education (DDOE) resulted in one of the country's first alternate assessments based on alternate achievement standards (AA-AAS) for students with significant cognitive disabilities. Starting in 1997, CDS conducted research, convened an advisory committee, and helped plan the new assessment for these students.

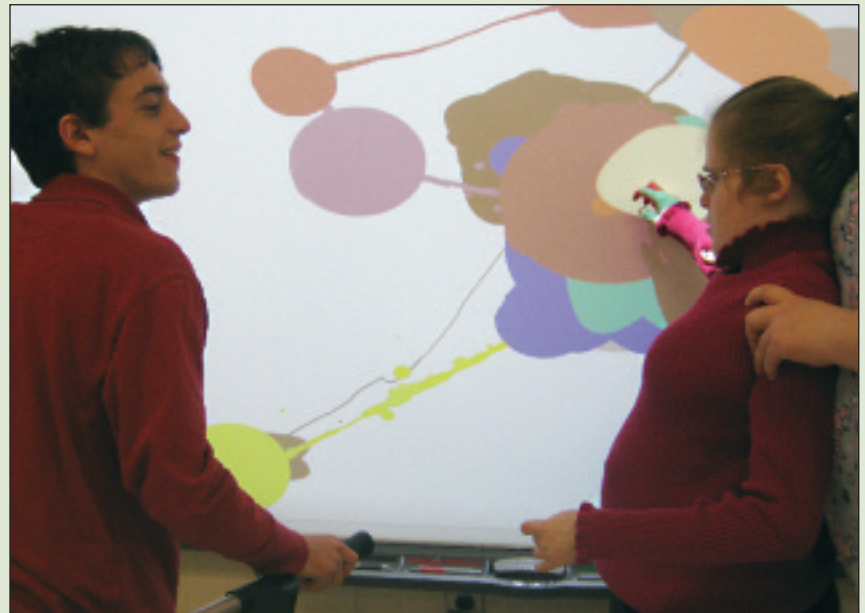
The Delaware Alternate Portfolio Assessment (DAPA) was instituted in the 1999-2000 school year. It consisted of multiple domain areas that focused on such functional life skills as personal care and communication.

In the 2003-2004 school year, CDS modified the DAPA to further focus on access to the general education curriculum: It changed the domain areas to content area assessments in English language arts, mathematics, science and social studies. The revised focus on access to the general education curriculum also prompted instructional changes in teaching students with significant cognitive disabilities.

According to DAPA Project Director Sarah Celestin, "This focus has led to greater student achievement in the academic content areas."

The DAPA project's family liaison, Judi MacBride, noted that in addition to access to academics, the alternate assessment has led to increased opportunities for students to interact with typical peers. "The DAPA has led to a greater instructional focus on self-determination skills and generalization of skills across different settings as well as inclusive opportunities," she explained.

Miki Hartman, special educator in the Caesar Rodney School District and DAPA district consultant, pointed out the many positive outcomes of DAPA, including "a shift in thinking among administrators and teachers that our kids can do more."



Christopher and Lauren, students at John G. Leach School in New Castle, participate in an activity at the Smartboard. Teachers use this interactive device to enable students to engage in activities that give them greater access to the general education curriculum.

After partnering with DDOE on DAPA for 14 years, CDS' role is likely to change, as a new alternate assessment is scheduled to be instituted by the Department of Education in the 2011-2012 school year. It will be performance-focused and aligned to the new Delaware Comprehensive Assessment System, noted Celestin. However, the Center will continue to assist DDOE in furthering access to the general education curriculum, she said, emphasizing, "We are committed to continued collaboration on the future of the alternate assessment as well as professional development for teachers who serve students with significant cognitive disabilities."

MARCH

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8 Mardi Gras	9 Ash Wednesday	10	11	12
13 Daylight Savings Time begins	14	15 Inclusion Conference	16	17 St. Patrick's Day	18	19
20 First Day of Spring	21	22	23	24	25	26
27	28	29	30	31 Transition Conference		

DID YOU KNOW?

March 6-13, 1988 – The "Deaf President Now" campaign took place at Gallaudet University. More than 2,000 participants successfully demonstrated—through protests, marches and a school lock-out—for the appointment of the first deaf president of the university.

March 12, 1990 – ADAPT, a national grass-roots community, organized a week-long series of demonstrations in Washington, D.C. to urge lawmakers to pass the Americans with Disabilities Act. On March 12, individuals who use wheelchairs staged "Wheels of Justice" by leaving their wheelchairs behind and crawling up the steps of the Capitol building.

Artwork by Sean Guinivan



FEBRUARY 2011							APRIL 2011						
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27	28						24	25	26	27	28	29	30

Community Connectors Program Develops Leadership Skills

Eight young adults took the stage at a national conference to demonstrate the leadership skills that the CDS Community Connectors program develops in its members. Although Pathways for Life Project Leader Debbie Bain was listed as the presenter for the workshop, “The Nuts and Bolts of Community Connecting for Adults with Disabilities,” her students were in the spotlight, sharing their experiences as Connectors.

Bain was invited to make the presentation at the 2010 Themes in Neurorehabilitation: Cerebral Palsy Across the Lifespan conference in Baltimore so that others might replicate the Community Connectors program in their states. Bain, the Connectors leader since 2007, decided it would be a more meaningful experience for everyone if some of the members made the presentation, while she supported them in their efforts to develop it.

Several months before the conference, these “ambassadors” began brainstorming about some of the ways to share their information, suggesting a skit showing the coaching dynamic; a PowerPoint including photos of the Connectors in action; or an icebreaking activity like “Simon Says” to engage the audience. Laura Kelly, who has taken theater classes at the University of Delaware, took responsibility for writing the skit, with coaching from Bain. Kelly was pleased to apply her interest in acting to the workshop presentation.

Reflecting on their preparations, Bain noted, “Some of the students have grown so much. The use of a person-centered approach and coaching model has built self-confidence and autonomy in them. This was the perfect opportunity for them to show the skills they have developed.”

It is hard to believe that just a year earlier the future of Community Connectors was in question due to the loss of its funding source. But

members—and their families—were determined to save the group because there was so much at stake. The opportunities to acquire leadership skills, build self-confidence, engage in social outings, and experience the satisfaction of participating in community service were all too valuable to lose.

These very skills enabled the Connectors to launch a series of fundraising endeavors, including dinner at Friendly’s, a car wash, grants from two Knights of Columbus groups and the Newark Rotary, and personal donations from family and friends. These efforts bonded Connectors, parents and UD Greeks, and mobilized the group for another year of personal growth and skills development.



Community Connectors “ambassadors” work together to prepare for their national conference presentation.

APRIL

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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18 Passover (First Seder)	19	20	21	22 Earth Day Good Friday	23
24 Easter	25	26	27 Administrative Professionals Day	28	29	30

DID YOU KNOW?

April 5, 1977 – This date marked the beginning of one of the longest protests in history by and for people with disabilities. Sit-ins were held at Health, Education and Welfare (HEW) department buildings around the nation to demand the signing of regulations for Section 504 of the Rehabilitation Act of 1973. HEW Department Secretary Joseph Califano signed the regulations on April 28, 1977.

Artwork by Laura Passwaters



MARCH 2011

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MAY 2011

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Parents Coordinate Their Children's Care with Care Notebooks

Can a three-ring binder filled with forms, checklists and resources make a difference in the lives of families that have a child with special health care needs or a disability? It can when it is a care notebook—a record-keeping system that allows families to have all pertinent information about their child and his/her needs in one place.

Delaware Family Voices Family to Family Health Information Center (F2F) at CDS has created just such a book to accompany the child to all appointments, tests, therapies and educational planning sessions. The care notebook facilitates coordination of care because each professional is able to contribute to the book and see the entries made by others involved in the child's care.

Training families on the use of care notebooks is just one example of the ways in which F2F empowers families to advocate on behalf of their children. At the same time, it advances the concept of a "medical home," a model that promotes coordination of care among members of the health care team and the family. The medical home is concerned with far more than traditional medical care. The focus is a much more holistic one, considering access to and coordination of



A parent shows her son his care notebook, which includes information that facilitates coordination of his care.

primary care, specialty care, educational services, family support and other public and private services that promote the health and well-being of both child and family.

Many physicians do not follow this model, in part because of the additional time it takes to work with the family. Therefore, many families are left without the option of a medical home. Family to Family Director Ann Phillips emphasizes that, whether or not families have a medical home, the parents should establish a record-keeping system that works for them.

Phillips spent 18 months researching care notebooks and creating a book that would be the most useable by families and accepted by physicians. "Families feel empowered when they ask for and expect a medical home," she noted. "This book gets them on their way and takes the burden off remembering everything about their child. It gives peace of mind to everyone, including the child, who will be better able to handle and have access to his/her own care in the future."

Everything that is needed to create a care notebook can be downloaded from the F2F website: www.delawarefamilytofamily.org.

MAY

DID YOU KNOW?

May 4, 1977 – Regulations to implement Section 504 of the Rehabilitation Act of 1973 were issued.

May 17, 2004 – In *Tennessee v. Lane*, the Supreme Court upheld the rights of individuals to access under the Americans with Disabilities Act. The Court ruled that states have an obligation to make reasonable accommodations to ensure access to courts and courtrooms.

Artwork by Liz Mears

S	M	T	W	T	F	S
1	2	3	4	5 Cinco de Mayo	6	7
8 Mother's Day	9	10	11	12	13	14
15	16	17	18	19	20	21 Armed Forces Day
22	23	24	25	26	27	28 UD Spring Commencement
29	30 Memorial Day	31				



APRIL 2011							JUNE 2011						
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Technology Enriches Both Teaching and Learning Experiences

A tape recorder, a digital camera and a computer: With these tools alone, teachers can make learning opportunities more interactive and accessible. In fact, they can take the learning experience to new levels when the power of technology is harnessed. To help prepare the next generation of educators for the opportunities and challenges they will encounter, staff members of CDS' Delaware Assistive Technology Initiative (DATI) serve as instructors at the University of Delaware. They know that increasing accessibility to technology is good for all students, both typical learners and those with disabilities.

In an early childhood course on technology and assistive technology, DATI staff encouraged undergraduate students to add technology to their toolkits to engage children and enrich the learning environment. Each UD student was required to compose a children's story—with text and illustrations—which was brought to life as a "talking book" that can be played on a computer or printed out. The college students experienced first-hand the power of multimedia literacy materials; their books allowed children to access information using pictures, text and spoken words, and enabled them to exercise more control over the experience by directing the pace of content delivery.

"There are times when teachers need to change *how* something is taught in order to really teach the concept," said AT Specialist Marvin Williams. "By bringing in different methods of presenting material, teachers can see what students connect with most and capitalize on those methods."

DATI staff also served as the instructional team for the Universal Design for Learning (UDL) graduate course at UD's 2009 Summer Institute for Educational and Assistive Technologies. They guided teachers in exploring ways to extend the curriculum beyond



Access to computers in the classroom benefits a wide range of students at The College School, from those who have difficulty writing with a pencil to others who need a visual learning tool to help them develop and organize their ideas.

textbooks and handouts and allow all students to access learning opportunities. This approach facilitates the abilities of all students to engage with the material, develop new knowledge and skills and demonstrate what they know and can do.

"Since technology truly enhances a UDL-designed lesson, particularly as it relates to class materials and engagement, the students also tremendously expanded their use of technology in educationally relevant ways," said AT Specialist Dan Fendler, lead instructor for the course.

Because DATI personnel also give guest lectures on assistive technology at UD and other Delaware colleges and universities every year, hundreds of students have a much greater appreciation for the role that technology can play in both their personal and professional lives.

JUNE

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12	13	14 Flag Day	15	16	17	18
19 Father's Day	20	21 First Day of Summer	22	23	24	25
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MAY 2011

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JULY 2011

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DID YOU KNOW?

June 10, 2009 – House Concurrent Resolution 19 was introduced to the Delaware General Assembly. The resolution proclaims the month of October to be "Disability History and Awareness Month" in Delaware and encourages the integration of disability history into state education curriculum. It passed in the House on June 10, 2009, and in the Senate on June 18, 2009.

Artwork by Maura Siebold

Disabilities Studies Minor Extends Classroom Boundaries

Around the World Trip

In January 2010, 21 University of Delaware students and three faculty advisors set out on the journey of a lifetime: an around-the-world trip to study how the experience of disability is influenced by culture. They observed first-hand the supports and services available to people with disabilities in other countries and the factors that determine them. They also reflected on U.S. disability culture and services.

The interdisciplinary group, composed largely of students in the disabilities studies minor, traveled to Ghana, United Arab Emirates, Nepal and Thailand. The students met people from a variety of cultural backgrounds, economic means and experiences. They visited people with disabilities and their families, professionals, government agencies and federations, and family-run organizations. The journey



UD students visit with local children in Koforidua, Ghana.

concluded in Hawaii, where students presented final projects on themes of religion, poverty, government, disability awareness and inclusion at that state's Center for Disability Studies.

Reflecting on how the trip extended academic learning into community settings and developed an international perspective on disability issues, one student noted, "It was both interesting and disheartening to hear the struggles the people in these countries face. Although their resources were lacking, the organizations were strong, and I believe that, with time, the people will receive the services they need."

Another student added, "Without the incredible site visits, I would not have been able to understand the services these organizations provide."

Senior Seminar Projects

The capstone course for disabilities studies minor students is the senior seminar. It includes projects that provide students with hands-on experiences surrounding disability issues, with a special emphasis on understanding the connections between disability policy and the lives of individuals with disabilities and their families. During the 2009-2010 school year, 47 students divided into small groups that each concentrated on an advocacy issue in partnership with a person with a disability.

Another 20 students completed a new project: They assisted with a campus-wide facilities accessibility review conducted by UD's Office of Disabilities Support Services (DSS). The seniors surveyed individuals who were using each building, made observations of the building, and participated in the full walk-through with the facility review committee. Based on the information they gathered, the students made recommendations to DSS that would enable each building to comply with ADA guidelines for program and physical accessibility.

JULY

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24/31	25	26 ADA Anniversary	27	28	29	30



JUNE 2011

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AUGUST 2011

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28	29	30	31			

DID YOU KNOW?
July 26, 1990 – The Americans with Disabilities Act was signed into law by President George H.W. Bush. The ADA is wide-ranging civil rights legislation that prohibits discrimination on the basis of disability.
July 26, 2010 – President Barack Obama issued an Executive Order to increase federal employment of individuals with disabilities. As the nation's largest employer, the federal government can set an example for the rest of the country.
Artwork by Sean Guinivan

New Projects + New Partners = Expanded Access to Resources

Involving people with disabilities in the process of emergency planning is a major focus of the Emergency Preparedness for Individuals with Disabilities (EPID) initiative, one of CDS' newest projects. EPID is one of two CDS Health and Wellness unit projects that began in 2009; the other is the Family Support Initiative (FSI). Both projects involve partnerships that are working to create better systems to develop and share valuable resources for people with disabilities and their families.

EPID originally was funded through a one-year planning grant (#90DN0247) from the Administration on Developmental Disabilities (ADD). During that time, EPID collaborated with local, state and federal emergency preparedness agencies to host three community forums about disaster planning and response. EPID is considered a "Project of National Significance" by the ADD, which funds such projects to promote and increase the independence, productivity, inclusion and integration of persons with developmental disabilities into the community.

ADD recently awarded CDS a three-year implementation grant to enable it to extend its impact on family-centered and inclusive emergency planning and preparedness in Delaware. In addition to creating a greater understanding about preparing for a disaster, EPID will identify and locate emergency planning resources—such as transportation and communication mechanisms—that are available to people with disabilities.

A 2009 study conducted by the Bureau of Maternal and Child Health (MCH) at the Delaware Division of Public Health revealed distressing fragmentation in services for children and youth with special health care needs. As a result, MCH awarded a contract (#10-380) to CDS to establish the Family Support Initiative. This "umbrella" organization



Individuals with and without disabilities who attended an emergency preparedness forum sponsored by CDS discuss the steps involved in planning for a disaster.

will marshal community stakeholders in pursuit of a more coordinated, family-responsive system of services and supports. Nonprofit community organizations that serve children and youth with special health care needs and have an interest in collaborating, networking and pooling services were invited to join this member-driven effort.

Together with CDS, the Parent Information Center of Delaware and the Family to Family Health Information Center at CDS have been instrumental in launching the project's initial efforts at identifying areas of strength and need in Delaware communities. Among the project's goals is the creation of a one-stop resource database for information, referral, support and training that will benefit children with disabilities and their families.

SEPTEMBER

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4	5 Labor Day	6	7	8	9	10
11 Patriot Day	12	13	14	15	16	17
18	19	20	21	22	23 First Day of Autumn Native American Day	24
25	26	27	28	29 Rosh Hashanah	30	

DID YOU KNOW?

September is Emergency Preparedness Month

September 25, 1973 – The Rehabilitation Act of 1973 was signed into law by President Richard Nixon.

September 25, 2008 – President George W. Bush signed the ADA Amendments Act of 2008. It revises the 1990 definition of "disability" to more broadly encompass impairments that substantially limit a major life activity. Changes went into effect on January 1, 2009.

Artwork by Kathryn Bonsall



AUGUST 2011						
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OCTOBER 2011						
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TEEM Employment Services Builds Upon Interests and Abilities

Delaware's first-ever Disability Mentoring Day took place in October 2009 as a result of the vision of TEEM Employment Services, part of CDS' Transition, Education and Employment Model. The day was devoted to introducing young adults with disabilities to jobs at the University of Delaware and in the greater Newark community. They toured places of business and shadowed workers in positions that were of interest to them, such as assisting at a child care center, attending to the animals and cleaning cages at a pet store, and helping to detail a car at an auto dealership.



A student who participated in the 2009 Disability Mentoring Day tries his hand at scooping ice cream at Cold Stone Creamery in Newark.

employment based on their skills, desires and goals. In the program's early days, CDS staff found that students who desired gainful employment also wanted additional training and education. Therefore, the staff created a balanced program that provides training internships and opportunities to integrate with peers on the UD campus, while leading the students to meaningful jobs. During the first full year of the program, internships often resulted in offers of employment.

At the same time that the young adults were learning about potential jobs, Newark businesses and UD departments were becoming aware of the employability of people with disabilities.

TEEM was developed at CDS to give students with disabilities the benefit of evidence-based programs as they transition from school to work or post-secondary education. The vision and generous funding from the Howard W. Swank, Alma K. Swank, and Richard Kemper Swank Foundation gave the center the opportunity to develop TEEM, which includes Employment Services, the Community-based Education Alliance (CBEA) and Pathways for Life.

TEEM Employment Services uses a person-centered approach to help people with disabilities develop an individualized plan for

enjoying a close relationship, as demonstrated by several departments seeking out Employment Services students to help with specific projects or to serve as interns. In addition, a number of UD students have volunteered as academic, social and life skills mentors—an experience, observed Project Coordinator Wendy Claiser, that has broadened the students' perspectives on the abilities of people with disabilities.

"Having a hands-on experience with a person with disabilities has been a life-changing experience for some of the students," Claiser noted. "They have altered their post-secondary plans and set their sights on a career that relates to disabilities."

Employment Services and the University of Delaware are

OCTOBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8 National Children's Day Yom Kippur
9	10 Columbus Day	11	12	13	14	15
16	17	18	19 Disability Mentoring Day	20	21	22
23/30	24/31 Halloween	25	26	27	28	29

DID YOU KNOW?

October is National Disabilities Awareness Month and National Disability Employment Awareness Month. It is also Disability History and Awareness Month in Delaware.

October 30, 2000 – The Developmental Disabilities Assistance and Bill of Rights Act was signed into law by President Bill Clinton. It reauthorizes programs that were part of the 1963 DD Act, including the Developmental Disabilities Councils (renamed the Councils on Developmental Disabilities), the Protection and Advocacy Systems, the University Affiliated Programs (renamed University Centers for Excellence in Developmental Disabilities Education, Research and Service), and Projects of National Significance. The legislation also authorized separate grants for family support and a program of direct support for workers who assist individuals with developmental disabilities.

Artwork by Haley Shiber



SEPTEMBER 2011

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NOVEMBER 2011

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Swank Scholarship Creates Opportunities for UD Student

In January 2010, Rachel McCulley lived the single best experience of her first three years at the University of Delaware. Joined by 20 other UD students and three faculty advisors, Rachel traveled to four different countries in five weeks to study disabilities in a variety of cultures. For Rachel, this trip raised her awareness of the global perspectives on disabilities—knowledge made possible in part by the Swank Human Services Disabilities Scholarship.

Rachel is the first recipient of this scholarship, which was created by the Howard K. Swank, Alma K. Swank, and Richard Kemper Swank Foundation to promote excellence in disability-related services in the state of Delaware. She qualified as a sophomore Delaware resident with a human services major and disabilities studies minor. The scholarship provides financial support for the student's junior and senior years at UD.

Rachel said having the scholarship has been exciting, as it has enabled her to have a wide variety of experiences while still an undergraduate, many of them at CDS. She has been a job coach for Transition Education Model Employment (TEEM) Employment Services and an assistant teacher for the Community-based Education Alternative (CBEA) program. After completing a ten-week internship in disability policy in Washington, D.C. this past summer, Rachel returned to CDS, collecting data for the Child Development Watch survey and helping to plan the 2011 Junior Partners in Policymaking program.

Rachel noted that the Swank Foundation is exceptional for its active and supportive board members, who have remained interested and involved in her path long after the award ceremony.

"Denise Schwartz and Nancy Gale love hearing about what I'm doing," Rachel said. "Having them so interested helps to keep me motivated. It's nice to have that sort of support in my life."



Swank Scholarship recipient Rachel McCulley (center) meets with Swank Foundation board members Nancy Gale (left) and Denise Schwartz.

After graduation in January 2011, Rachel will work in the disabilities field in Delaware for two years, as required by the Swank scholarship. She then plans to return to Washington to attend law school. She is considering American University's Disability Rights Law program and ultimately hopes to blend her interests by working in disability policy.

NOVEMBER

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6 Daylight Savings Time ends Eid al-Adha (Festival of Sacrifice)	7	8	9	10	11 Veterans Day	12
13	14	15	16	17	18	19
20	21	22	23	24 Thanksgiving Day	25	26 Muharram (Islamic New Year)
27	28	29	30			



OCTOBER 2011

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DECEMBER 2011

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DID YOU KNOW?

November 22, 2010 – The UK launched its inaugural Disability History Month from November 22 – December 22, 2010. The purpose of the observance was to focus national attention on the rights of people with disabilities.

November 29, 1975 – Congress passed the Education for All Handicapped Children Act, now known as the Individuals with Disabilities Education Act (IDEA). This act ensures that any public school receiving federal funds provides a free and appropriate education for all children with disabilities.

Artwork by Mani Malik

CDS Regarded as a Valued Partner by State Agencies

As a University Center for Excellence in Developmental Disabilities, CDS works with state and local government agencies and community providers on projects that build the capacity of communities to support all their citizens. Delaware state agencies know that CDS staff members have the knowledge and resources to carry out pilot projects and implement programs—and that every project undertaken at the Center has the potential to influence systemic change.

The Exceptional Children Group of the Department of Education (DDOE) has partnered with the Center around a number of initiatives, including the Delaware Positive Behavior Support project. This decade-long partnership, which develops positive learning environments and prevents problem behaviors, has flourished and continues to grow, according to Martha Toomey, director of DDOE's Exceptional Children Resources.

A new DDOE/CDS collaborative initiative is helping districts statewide meet their federal mandate to provide accessible instructional materials (AIM) to students with print disabilities. "We have benefited from the expertise brought by the Center's Delaware Assistive Technology Initiative to this project," noted Toomey. "In our small state, we could not be effective in providing technical assistance to schools and districts without partnerships such as those with the Center for Disabilities Studies."



A student at John Downes Elementary School in Newark displays the Positive Behavior Support certificate of achievement he received from Principal Denise Schwartz.

The Division for the Visually Impaired has worked with CDS over the past year to streamline processes and create better ways to serve the customers they have in common, said Robert Doyle III, the division's director. Examples include providing assistive technology and accessible instructional materials and mapping resources for individuals with visual impairments.

The Division of Public Health's Maternal and Child Health Bureau (MCH) selected CDS to establish the Family Support Initiative because of its "expertise and demonstrated success in building collaborative partnerships with stakeholders, project design, research and evaluation, and commitment to systemic improvements for families and children with special health care needs," according to MCH Chief Leah Jones.

The Division of Developmental Disabilities Services (DDDS) has had a long, productive relationship with CDS, particularly in the area of training, said the division's director, Roy Lafontaine. He pointed out that the Center is creative and open to new ideas and is supportive of DDDS and Delaware's disabilities community. "We certainly value CDS as a partner in all we do—we'd be at a loss without the University of Delaware's Center for Disabilities Studies," Lafontaine concluded.

DECEMBER

DID YOU KNOW?

December 3, 1992 – The first International Day of Persons with Disabilities was declared by the United Nations. It aims to increase the understanding of the issues around disabilities and attention to the dignity, rights and well-being of persons with disabilities. It is observed annually on December 3.

Artwork by David Hill



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4	5	6	7 Pearl Harbor Remembrance Day Delaware Day	8	9	10
11	12	13	14	15	16	17
18	19	20 Hanukkah begins (First Candle)	21 First Day of Winter	22	23	24
25 Christmas Day	26 Kwanzaa begins	27	28	29	30	31 New Year's Eve



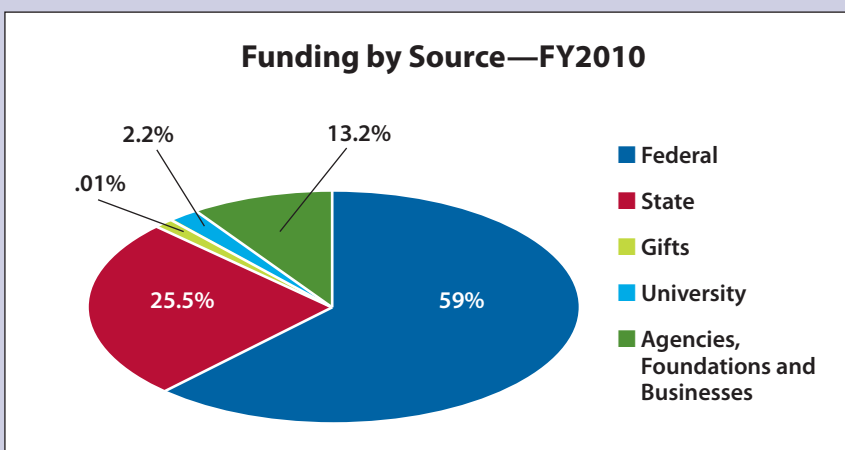
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Funding and Financials

The Center for Disabilities Studies had an operating budget of \$6,753,453 from July 1, 2009 to June 30, 2010. The budget included core funding of \$528,000 from the Administration on Developmental Disabilities, \$151,247 in support from the University of Delaware, and \$3,619 in gifts from the community.

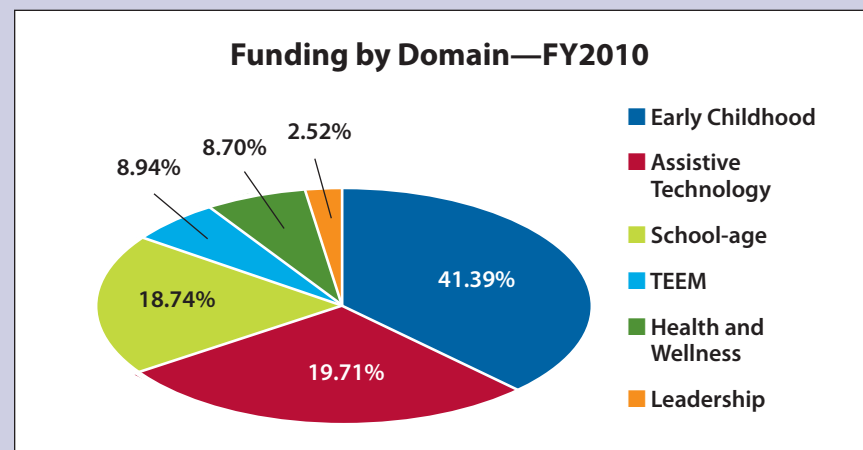
Sources of Funding

The Center's funding base is quite diverse, with support coming from federal, state and private agencies, foundations, businesses and the University of Delaware, as well as gifts from private donors. One of the Center's goals in the past fiscal year was to increase its support from federal sources. Even in these challenging economic times, CDS was successful in increasing federal funding by \$557,074 over FY2009 levels. In FY2009, federal funding made up 49.5% of the CDS portfolio; that proportion increased to 59% in FY2010.



Project-specific Funding by Domain

This chart depicts the proportion of CDS' external funding directed to support each of our primary domains. Only grants and contracts directed to specific projects were included; funds received for core support from the Administration on Developmental Disabilities, funding from the University of Delaware, and individual donations were excluded from the calculation.



Funders – Government, Agency and Foundation

- Autism Delaware
- Christiana Health Care Systems
- Christina School District - Delaware Autism Program
- Delaware Breast Cancer Coalition
- Delaware Department of Education
- Delaware Department of Health and Social Services
 - Division of Developmental Disabilities Services
 - Division of Management Services
 - Division of Public Health
 - Division for the Visually Impaired
- Delaware Developmental Disabilities Council
- Delaware Foundation Reaching Citizens with Intellectual Disabilities (DFRC)
- Delaware Department of Labor - Division of Vocational Rehabilitation
- Jesse Ball duPont Foundation
- Keystone Service Systems
- Nemours Health and Prevention Services
- New Castle County Vo-Tech School District
- Practice Without Pressure
- Rutgers, The State University of New Jersey
- Howard W. Swank, Alma K. Swank, and Richard Kemper Swank Foundation
- W. E. Tobin Foundation
- U.S. Department of Education
 - National Institute on Disability and Rehabilitation Research
 - Office of Special Education Programs
 - Rehabilitation Services Administration
- U.S. Department of Health and Human Services
 - Administration for Children and Families
 - Administration on Developmental Disabilities
 - Centers for Disease Control and Prevention
 - Health Resources and Services Administration
 - National Institutes of Health - through Children's Hospital of Philadelphia

Donors

Gifts of \$100 or More from Individuals and Organizations

- Anonymous
- Heidi L. Beck
- Brian P. and Patricia E. Kelly
- Moonyeen Leonard and Robert D. Klopfenstein
- Knights of Columbus Coffee Run Council 6768
- Knights of Columbus Holy Angels Council 12104
- Newark Morning Rotary Club
- Michael G. and Patricia L. Ogden
- Donald and Mary Corrine Pearson
- The Shafi Family
- The Siebold Family
- R.U. Spengler
- Michael K. and Susan Larsen Sullivan

Gifts of \$100 or More to the Tobin Fund

- Richard M. Jr. and Virginia F. Appleby
- George N. and Joan M. Capriotti
- Stephen L. and Lisa M. Hyde
- Marcy A. Kelly
- Fritz and Jacque Land
- J. David Mengden
- Ruth Misialek
- Frank J. and Nicole M. Penta
- Joseph R. and Patricia A. Rudisill
- Allen E. and Shirley R. Smith

Like the donors listed above, you can enhance the lives of people with disabilities in Delaware by making a gift to the Center for Disabilities Studies. All gifts to CDS are tax deductible to the extent provided by law. To learn about the many ways to give, please visit the "Giving" page on the University of Delaware's website, <http://www.udel.edu/development>.

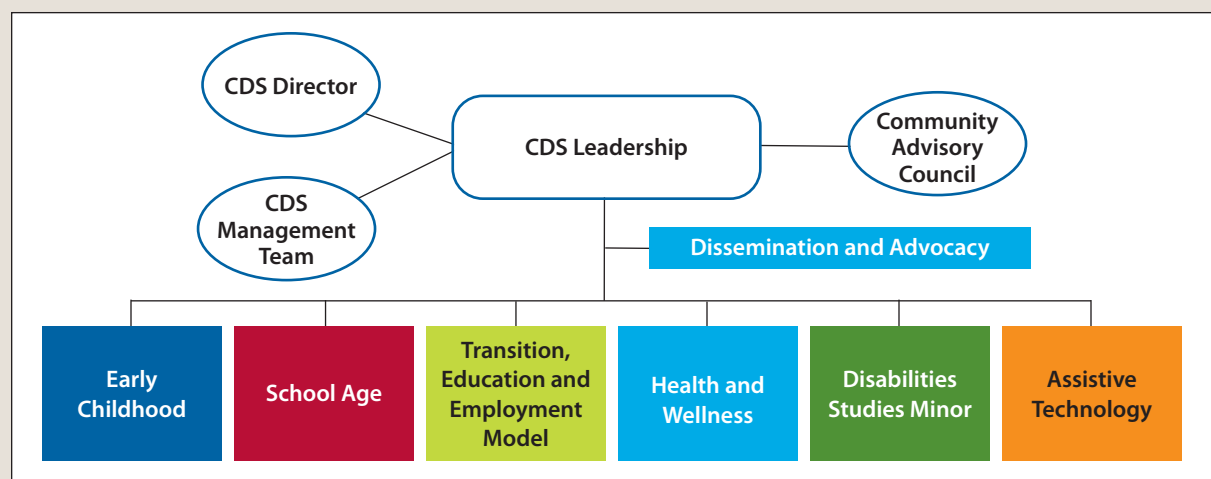
CDS Staff and Faculty: The Year in Review

The mission of the Center for Disabilities Studies 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.

CDS is honored to be one of 67 University Centers of Excellence in Developmental Disabilities (UCEDDs) in the country, as well as the largest research and public service center in the College of Education and Human Development at the University of Delaware. All UCEDDs must be affiliated with a university, with the expectation that they advise federal, state and local policymakers on strategies to promote self-determination, independence, productivity and community integration of individuals with disabilities.

At CDS, the staff and faculty carry out the five core functions required for all UCEDDs: conducting interdisciplinary training; performing technical assistance and training; performing direct or demonstration services; performing research or evaluation; and developing and disseminating information. Personnel are affiliated with one or more units within the Center (see chart) and work closely with community partners toward shared goals.

The influence of CDS staff and faculty is felt in many ways on the UD campus, across the state and throughout the county. Examples follow for the year that is reviewed in this report, July 1, 2009 through June 30, 2010.



CDS staff and faculty cultivated student learning by:

- Teaching or co-teaching nine courses benefitting 175 graduate and undergraduate students
- Delivering guest lectures to 303 UD students and 404 students at other institutions of higher education
- Providing assistantships, internships and other experiences for 21 graduate and 30 undergraduate students
- Reaching an enrollment of 296 students in the disabilities studies minor, 50 of whom graduated in spring 2010

CDS staff and faculty shared their expertise by:

- Serving on 52 boards, committees and task forces
- Providing editorial support to 17 journals
- Engaging in proposal reviews for 10 agencies and organizations
- Presenting 21 conference papers
- Publishing 15 journal articles and other publications

For more information about CDS, visit our website at www.udel.edu/cds.

Community Advisory Council

The Center for Disabilities Studies benefits from its partnership with the Community Advisory Council (CAC). Members of CAC are 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.

Current CAC Members

Marie-Anne Aghazadian
Parent Information Center of Delaware

Deborah Bradl
Parent

Selena Butcher
Self-advocate

Lisa Carnley
Parent

Ernest Cole
Freedom Center for Independent Living

Ruth Coughlan
Special Olympics Delaware

Dean Crowley
Self-advocate

Bobbie DeHaven
Self-advocate

Robert Doyle
Division for the Visually Impaired

Deborah Dunlap
Secretary, Parent

Russ Dynes
Parent

Micki Edelsohn
Parent

Caitlin Gamel-McCormick
DFRC

Judy Govatos
The Arc of Delaware

Brian Hartman
Delaware Disabilities Law Program

Linda Heller
Second Vice Chairperson, Self-advocate

Kyle Hodges
State Council for Persons with Disabilities

Kevin Huckshorn
Division of Substance Abuse and Mental Health

Kathy Hughes
Advocate

Daniel Madrid
Division of Vocational Rehabilitation

Patricia Maichle
Developmental Disabilities Council

Karen Mancini
Advocate

Raetta McCall
Advocate

Daniese McMullin-Powell
Self-advocate

Maria Mendoza
Parent

David Michalik
Division of Medicaid and Medical Assistance

Laurie Nicoli
Parent

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

Alisha Raiford
Division of Developmental Disabilities Services

Monika Shafi
Parent



Bob Valihura, Chairperson

Martha Toomey
Department of Education

Bob Valihura
Chairperson, Advocate

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

Rocio Viscarra
Self-advocate

Members whose service concluded during the past year

Judy Brimer

Aaron Deede

Andrea Guest

Yolanda Jenkins

Dan Keating

Melissa Tice Martin

Elizabeth Nolan

Terry Olson

Karen Smith

Center for Disabilities Studies Staff, Faculty and Students

(as of November 1, 2010)

Beth Mineo, Ph.D.
Director

Julisa Arce
Debbie Bain
Eileen Baker
Chris Barthold
George Bear
Heidi Beck
Lisa Becker
Keith Boger
Sherry Boleslawski
Blake Bossert
Debby Boyer
Sandi Bradford
Wendy Capriotti
Sarah Celestin
Paula Chacon
Wendy Claiser
Teresita Cuevas
Sophie DeMesse
Carlos Dipres
Laura Eisenman
Annalisa Ekblad
Diana Farrell
Dan Fendler
Roseann Ferri
Michael Gallagher
Michael Gamel-
McCormick
Carolyn Graves
Norma Grice
Phyllis Guinivan
Terri Hancharick
Robin Harbaugh
Vanessa Harper
Amy Harter



Hope Hawkins
Sarah Hearn
Eddie Jory
Sue Kennedy
Debbie Koch
Max Kursh
Michelle Lamers
Esther Lauser
Judi MacBride
Eileen Mapes
Joann McCafferty
Kathleen Minke
Andrew Netta
Patrizia Pannebaker
Deanna Pedicone
Gwenyth Perella
Ann Phillips
Sonja Rathel
Ilka Riddle

Whitney Rutherford
Jim Salt
Michele Sands
Lin Scarpitti
Melanie Sipko
Paul Solano
Eileen Sparling
Beverly Stapleford
Peggy Sudler
Susan Sullivan
Paula Talarowski
Mary Thomas
Patricia Tressell
Sandy Walls
Wendy Wilkerson
Marvin Williams
Jamie Wolfe
Karen Zalewski

Graduate Assistants
Jessica Blank
Meredith Cooke
Kathleen Eaken
Allison Jacobus
Michael Lewis
Dorit Radnai-Griffin
Sharon Romelczyk
Jessica Schulz
Cassandra Shutt
Chunyan Yang

Undergraduate Students
Jillian Bradford
Lisa Centone
Jade Hammond
Amanda Konopka
Erin Konrad
Rachel McCulley
Alex Reichl
Allison Schachtel
Misty Speight
Melissa Stanley

Staff members whose service concluded prior to November 1, 2010
Darlene Arena
Tim Brooks
Becky Clark
Elin Doval
Julie Hurst
Ron Kelley
Sharon Lilley
Tracy Mann
Suzanne Milbourne
Alfred Piombino
Colleen Quinn
Beth Shinn

2012

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About the 2011 Calendar Artwork

The artwork in this annual report/calendar was created at Artfest, an annual Center for Disabilities Studies event that brings together people with disabilities, University of Delaware students with a minor in disabilities studies, and other UD students and volunteers. Artfest is led by art therapist Lisa Bartoli, executive director of Art Therapy Express Program Inc. (www.arttherapyexpress.org). Photos of many of the Artfest artists and volunteers are also included in this calendar. Additional photos of the artwork and Artfest participants can be found on our online gallery, www.udel.edu/cds/art.



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