

Center for Disabilities Studies 2005-2006 Annual Report

*College of Human Services, Education & Public Policy
University of Delaware*



2007 calendar

New Directions Early Head Start



Funded by the U.S. Department of Health and Human Services, New Directions Early Head Start (NDEHS) is a community resource for pregnant women, infants, toddlers to age three, and their families. During fiscal year 2006, NDEHS served 203 children – including 24 with disabilities – and 22 pregnant women through its home-based services and partner agencies. An experienced staff creates individualized approaches to education and support, which help address the unique needs of each child. In fiscal year 2006, two staff members received associate degrees in early childhood education, and three earned their Child Development Associate credentials.

NDEHS also helps families identify and reach personal goals to empower parents to guide the healthy development of their children and make positive life changes. In fiscal year 2006, 98% of program families participated in personal goal-setting projects, such as increasing their education, owning a house, or working with a NDEHS child specialist.

By shaping a collaborative service delivery system, diverse partnerships with child-care agencies in New Castle and Kent counties set NDEHS apart. This not only increases the impact of NDEHS but also builds the capacity for quality infant and toddler care throughout the state.



NDEHS 2005-2006 Partner Agencies

- College of Human Services, Education & Public Policy, UD
- Early Learning Center, UD
- Center for Disabilities Studies, UD
- Delaware Early Childhood Center
- Hilltop Lutheran Neighborhood Center
- Barbara's Family Day Care
- Ms. Blondine's Sanctuary
- Neighborhood House, Inc.

For more information

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January 2007

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	New Year's Day 1	2	3	4	5	6
7	8	9	10	11	12	13
	Martin Luther King, Jr. Day					Muharram (Islamic New Year)
14	15	16	17	18	19	20
				LIFE Conference Dover, Delaware www.lifeconference-de.org		
21	22	23	24	25	26	27
28	29	30	31	 <p>"My son, Brandon, was diagnosed with a mental delay. But New Directions Early Head Start has helped me a lot in getting the services and supports I need for him." - <i>Gloria Brown, mother</i></p>		

Early Learning Center

Having completed its second year of operation, The Early Learning Center (ELC) at the University of Delaware is a thriving, interactive organization that continues to surpass expectations. Its three-pronged mission to integrate service, education, and research promotes an interactive learning environment that benefits children, families, university students, and the community. Accordingly, the ELC logged an astounding 6,000 visitors during fiscal year 2006.

With the capacity to hold 227 children, the ELC served a wide range of children from the community over fiscal year 2006, including those living in foster care or poverty. Over 17% of the children served have a disability. The low staff-to-child ratio increases individual attention to each child, which helps the ELC effectively serve children at all developmental levels.

The ELC maintains ties with 18 departments at the University of Delaware, including psychology, physical therapy, music, and hotel, restaurant, and institutional management. Students examine classroom activities from state-of-the-art observation decks, engage in coursework, or participate in daily activities throughout the center. The ELC is also a research hub that offers numerous opportunities for university departments and centers to conduct translational research.



For more information

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February 2007

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday



Groundhog Day

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Valentine's Day

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Chinese New
Year

Presidents' Day

Ash Wednesday

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Early Childhood Initiatives



By providing technical assistance, training, and evaluation services, the Early Childhood (EC) Group seeks to improve the quality of programs that support children from birth to early elementary school. The group helps these programs to prevent developmental delays or identify them earlier, include children with developmental delays and disabilities, and assess the outcomes of children. The EC Group's services reached nearly 600 early childhood educators throughout fiscal year 2006.

Since many federal- and state-funded programs are mandated to document their outcomes, the EC Group works with early childhood programs to assess and articulate results. This helps programs gain a clearer understanding of their strengths and weaknesses. Programs can then convey this information to families or use it to make positive organizational changes.

For instance, during fiscal year 2006, the group conducted a family survey for the state of Delaware's Birth-to-Three Early Intervention System. This survey gathered families' perceptions about the services they receive through the system and addressed the requirements put forth by new federal measures.

The EC Group also worked with the Delaware Department of Education to evaluate the pilot full-day kindergarten program. For the second year in a row, the group helped compare the outcomes of full-day and part-day kindergarten models and evaluate the benefits of each.

For more information

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March 2007

Sunday

Monday

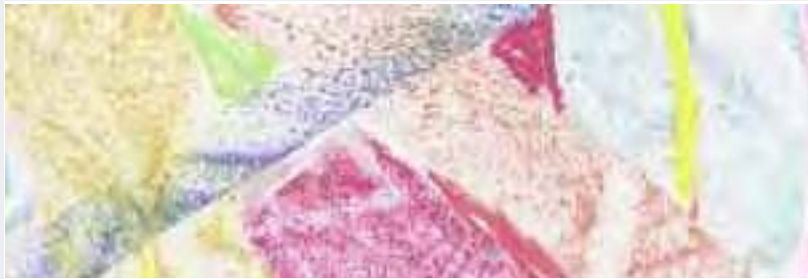
Tuesday

Wednesday

Thursday

Friday

Saturday



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Purim

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Daylight Savings
Begins

St. Patrick's Day

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First Day of
Spring

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al-Nabawi

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Delaware Early Care & Education Workforce Study

A main focus of the Early Childhood (EC) Group's activities is to evaluate components of the early childhood profession and provide training, technical assistance, and support to its employees. In fiscal year 2006, the Department of Education and the Office of Child Care Licensing funded a new project titled the Delaware Early Care and Education Workforce Study.

The project's aim is to identify the wages, worker benefits, and experiences of employees in the early care and education professions in Delaware. The rationale behind the workforce study is to determine areas where policy could be used to increase employees' economic well-being.

The study surveyed 431 early child-care programs in the state, which employ 6,006 people and serve 38,554 children. This vast sample allowed the EC Group to collect detailed data about the employment, benefits, wages, educational level, etc. of the early childhood workforce.

Major findings thus far include the following: the average employee educational level is a high-school degree; the average wage is \$9.44 per hour; and the average length of employment in the profession is 10.6 years.

For more information

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April 2007

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		Passover Begins			Good Friday	
1	2	3	4	5	6	7
Easter						
8	9	10	11	12	13	14
15	16	17	18	19	20	21
Earth Day						
22	23	24	25	26	27	28
						
29	30					

School-Aged Initiatives



The goal of the School-Aged (SA) Group is to create a positive educational climate that promotes the social and academic success of all children. One of the SA Group's most extensive projects is the Delaware Positive Behavior Support (PBS) Initiative, which provides a comprehensive approach for schools to implement a universal system of behavior support.

During fiscal year 2006, the project worked with 107 (approximately 50%) of the schools in Delaware. One school involved with the PBS Initiative – David W. Harlan Elementary School in Wilmington – received the Delaware Superstars in Education Award for its use of “targeted” positive behavior support interventions to assist struggling students. In 2006, only seven schools in the state were recognized with this award for best practices in education.



Another important project is the Inclusive Schools Initiative, which supports systematic changes that allow children with disabilities to access general education settings and content in the schools. To help ensure that effective models of support exist for children outside the classroom, a project titled the 21st Century Learning Community Grant aims to create positive after-school opportunities in underserved communities.

All these initiatives work together to create a proactive system of support in school and community settings. They further provide strategies for developing individualized interventions to foster inclusive environments that support children with and without disabilities.

For more information

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May 2007

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3 Direct Support Professionals Conference Dover, Delaware www.udel.edu/cds	4	5
6	7	8	9	10	11	12
Mother's Day						
13	14	15	16	17	18	19
20	21	22	23	24	25	26
	Memorial Day					
27	28	29	30	31		

Transition Partnership Project

Designed for 18- to 21-year-olds with significant intellectual disabilities, the Transition Partnership Project (TPP) helps bridge the gap between life as a student and life as an adult. TPP prepares these young adults for independence and new roles, such as work or ongoing education. For over 10 years, the University of Delaware (UD) has partnered with the Red Clay School District to deliver the program. At the end of fiscal year 2006, 24 young adult participants were enrolled.

The program rents an apartment in a local complex near UD as “home base” for the day’s activities. Each morning, the students arrive at the apartment via paratransit and connect with their teachers and paraprofessionals to engage in daily skills training. “We learn how to vacuum and clean the windows, and we cook for each other,” says Amye Klaft.

On campus, participants hold jobs and gain work experience. Josh Watts, who works at a small market in a UD dorm, states, “I like working, and I’ve learned job skills.” Participants also take part in social activities in their apartments and around campus. Christy Seob enjoys going to a local pizzeria while Greg Cloud likes to hang out at UD and go to the football games.

For more information

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June 2007

Sunday

Monday

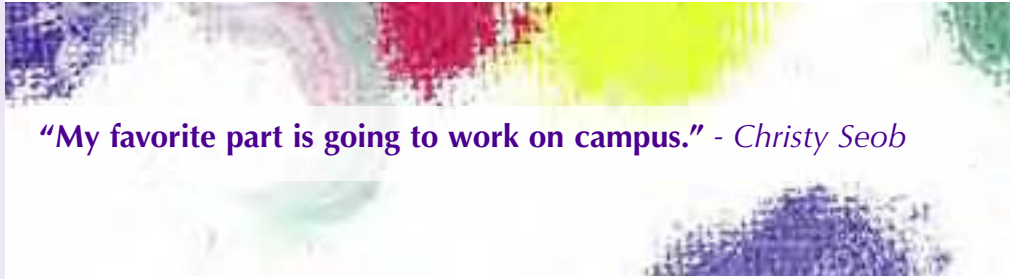
Tuesday

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Father's Day

First Day of
Summer

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Adult Services Initiatives



The goal of the Adult Services (AS) Group is to create model adult services, conduct research in areas relevant to adult services, and provide training to enhance the quality of adult services. One of the primary aims of the AS Group is to help adults with disabilities thrive in their personal lives and in their communities.

During fiscal year 2006, 240 participants enrolled in a variety of programs. These programs included Community Connectors, which helps adults become more active in their communities, and the Leadership, Employment, Advocacy Development (LEAD) Project, which helps young adults with disabilities acquire or strengthen leadership and advocacy skills. In February 2006, the LEAD Project partnered with KenCrest to create a new resource Web site, called TransitionMap, to help teenagers and adults with disabilities successfully move out of the school environment. (For more information, visit www.transitionmapde.org.)

The AS Group also works with those who assist adults with disabilities, such as direct support professionals. In recognition of the critical role these individuals play in the lives of people with disabilities, the group held Delaware's First Conference for Direct Support Professionals on May 4, 2006. The conference attracted more than 300 people representing over 75 agencies, organizations, and schools throughout Delaware.

For more information

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July 2007

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			Independence Day			
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	 <p>"The conference was informative, and it was great to interact with other direct support professionals." <i>- An attendee of the 2006 Direct Support Professionals Conference</i></p>			

The REAL Project

Poised to enter its third year, the REAL (Recreation, Enhancement, and Learning) Program is quickly becoming a hallmark of the Adult Services Group. Founded on the basis of respect, autonomy, and self-determination, REAL goes beyond the pre-kindergarten-to-12th-grade education system and provides opportunities for adults with disabilities in Delaware to explore continuing education. Classes serve as a resource for real-life information and a social setting for students to meet and interact.

During fiscal year 2006, the REAL Program held four sessions and had 210 enrolled students. Each session consisted of five courses designed to guide an exploration of different areas of the student's life. These courses covered independent living, health and safety, employment opportunities, leadership and advocacy, and the fine arts.

Some REAL students went on job interviews with completed resumes, and some got jobs. Others attended a public education forum to hone their advocacy skills and bring attention to the issues faced by adults with disabilities. Students also learned valuable basic knowledge such as why wearing sun block on cloudy days is important or how to identify a poison ivy plant. One participant in the fine arts track, Aaron Deede, also went on to teach an art class in the technique of making beads out of polymer clay for the REAL Program.



For more information

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August 2007

Sunday

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"I learned that I needed to advocate more and not be afraid to ask for what I need." - *Blake Bossert, talking about the Leadership & Advocacy course*

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University Education



The College of Human Services, Education, and Public Policy at the University of Delaware offers an undergraduate minor in disabilities studies that provides students with an opportunity to learn about the policies, laws, and services that affect people with disabilities.

At the end of the 2006 spring semester, 72 students were enrolled in the minor. This number continues to increase over the years. The minor consists of an interdisciplinary approach that attracts students from a variety of majors including biology, engineering, and psychology.

Eighteen credits of coursework include a Capstone Senior Seminar that engages students in hands-on experience through work with local advocacy agencies and people with disabilities. Projects from the past program year include assisting with the National Association for Down Syndrome benefit walk and helping recent high-school graduates with disabilities to find assistive technology.

In the fall of 2005, Jamie Wolfe, Chair of the Delaware Developmental Disabilities Council and a disability specialist at the Center for Disabilities Studies, joined the minor as a co-instructor. The students benefit tremendously from Ms. Wolfe's extensive professional experience in the policy and advocacy fields and from her personal perspective on living with a disability.

For more information

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September 2007

Sunday

Monday

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Saturday

"The disabilities minor appealed to me because it seemed to fill in the gaps that my major did not offer me. It appeared to explore disabilities on a deeper level."
- University of Delaware student

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Labor Day

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Ramadan
Begins

Rosh
Hashannah

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Yom Kippur

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First Day of
Autumn

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Community Education

The training activities at the Center for Disabilities Studies (CDS) – often referred to as Community Education – serve those who work in the developmental disability field. During fiscal year 2006, community education activities included five distinct certificate programs with a total of 269 participants. Each certificate program is internally developed at CDS to address a variety of community needs.

The programs offer practical instruction and skills development to direct support professionals, physicians, educators, and other employees in the field. Courses include “Best Practices in the Field,” “Support Coordination,” “Supported Employment,” and “Positive Behavior Supports.” In addition, “First-Line Supervisor Training” educates first-line and middle managers in vocational, day, and residential settings on how to create positive work environments that enhance organizational productivity.



Training sessions are designed to reverse stereotypes and common misconceptions by ensuring that people with disabilities are viewed as active, valued, and important members of society. “New Visions” is a cornerstone course that introduces general information about disabilities, a history of events in the disability community, and the importance of people-first language.

For more information

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October 2007

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
	Columbus Day					Eid al-Fitr
7	8	9	10	11	12	13
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21	22	23	24	25	26	27
28	29	30	31			
			Halloween			

Dissemination & Advocacy



Dissemination Highlights

- Presentations at conferences including the LIFE Conference, the Inclusion Conference, the TASH Conference, and other state and national conferences.
- Outreach to community and neighborhood groups.
- *delAware*: One issue of *delAware* was published in 2005-2006 which focused on leadership in the disabilities field.
- www.udel.edu/cds: A comprehensive Web site is updated regularly to include news, events, reports, and publications of interest to the public.

The mission of the Center for Disabilities Studies (CDS) is to enhance the lives of individuals and families through education, prevention, service, and research related to disabilities. Through its information distribution and advocacy efforts, CDS increases awareness about the supports and services needed to help people with disabilities fully participate in the life of the community.

Information sharing is bidirectional, and individuals with disabilities bring invaluable advice, knowledge, and experience to CDS. These individuals have a fundamental role in CDS' programs, projects, and activities. For instance, Tina Fields, an advisory council member and part-time staff member at CDS, and her husband, Tom Fields, attended the Self-Advocates Becoming Empowered Conference in Georgia in May of 2006. "This event allowed people to come together to share opinions and ideas about disabilities and advocacy as well as form new friendships," reported Ms. Fields after returning from the conference.

Furthermore, with support from CDS, Ms. Fields is organizing a support group for young girls with Turner Syndrome and their families. Through her personal experiences with Turner Syndrome, she hopes to serve as a source of advice and encouragement for these children and families.

For more information

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November 2007

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday



"I hope and pray that eventually people will start making it easier for individuals with disabilities. And I want these individuals with disabilities to realize that they have a say in helping this to happen." - Tina Fields, Center for Disabilities Studies' advisory council member

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Daylight Savings Ends

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Veterans' Day

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Thanksgiving Day

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Community Advisory Council

The Center for Disabilities Studies benefits every year from community partnerships, including our 2005-2006 Community Advisory Council. We value the contributions of all of our partners and supporters.

Marie-Anne Aghazadian
Parent Information Center of
Delaware

Becky Allen
The Arc of Delaware

Steven Amick
Delaware State Senator

Judy Brimer
Parent

Martha Brooks
Delaware Department of
Education

Aaron Deede
Community Member

Russ Dynes
Lead Prevention Program, Public
Health

Micki Edelsohn
Homes For Life Foundation

Deborah Farris
University of Delaware

Tina Fields
Community Member

Tony Glenn
DFRC, Inc.

Ann Grunert
Special Olympics Delaware

Andrea Guest
Division of Vocational
Rehabilitation

Brian Hartman
Disabilities Law Program

Linda Heller
Division of Services for Aging &
Adults with Physical Disabilities

Harry Hill
Division for the Visually Impaired

Peggy Hirsch
Parent

Kyle Hodges
State Council for Persons with
Disabilities

Ray Hunt
Independent Resources, Inc.

Jack Jadach
Leach School

Yolanda Jenkins
Division of Child Mental Health
Services

Dan Keating
Bancroft NeuroHealth

Brenda Kramer
Parent

Rita Landgraf, Chair
Community Member

Pat Maichle
Developmental Disabilities Council

Raetta McCall
Advocate

Cathy McKelvey
Freedom Center for Independent
Living

Daniese McMullin-Powell
State Council for Persons with
Disabilities

Laurie Nicoli
Parent

Elizabeth Nolan
Community Member

Terry Olson
Mosaic, Inc.

Alfred Onuonga
Delaware Center for Justice

Ann Phillips
Parent

Paul Poplawski
Adult, Adolescent & Family
Psychologist

Susan Robinson
Division of Substance Abuse &
Mental Health

Marianne Smith
Division of Developmental
Disabilities Services

Robert Valihura
Delaware State Representative

For more information

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December 2007

Sunday

Monday

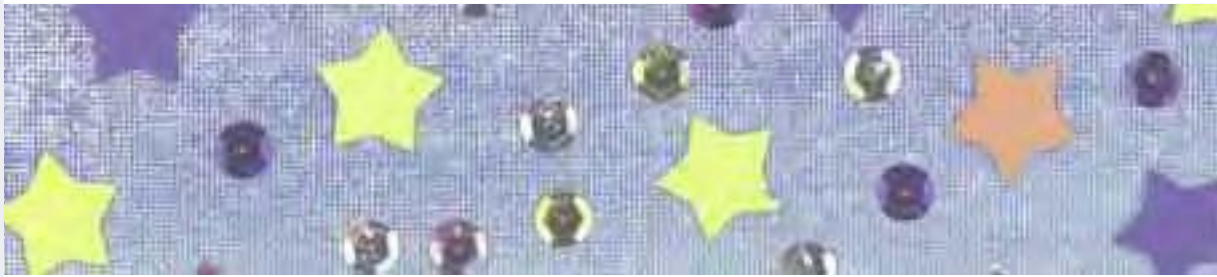
Tuesday

Wednesday

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Friday

Saturday



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Hanukkah
Begins

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Eid al-Adha

First Day of
Winter

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Christmas Day

Kwanzaa
Begins

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2008 Calendar

January

S	M	T	W	T	F	S
		1	2	3	4	5
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February

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March

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<u>23</u> 30	<u>24</u> 31	25	26	27	28	29

April

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		1	2	3	4	5
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27	28	29	30			

May

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June

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29	30					

July

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27	28	29	30	31		

August

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					1	2
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<u>24</u> 31	25	26	27	28	29	30

September

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
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October

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November

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December

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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Center for Disabilities Studies Staff & Students

Michael Gamel-McCormick, Director

Debbie Amsden
Tracy Bailey
Debbie Bain
Heidi Beck
Mark Bernstein
Keith Boger
Debby Boyer
Sandi Bradford
Tim Brooks
Martha Buell
Karen Catrow
Alison Chandler
Teresita Cuevas
Carol Denson
Nancy Edwards
Steve Eidelman
Laura Eisenman
Diana Farrell
Nancy Freedman
Jackie Gallagher
Carolyn Graves
Judy Greene
David Hannah
Robin Harbaugh
Vanessa Harper
Amy Harter

Sarah Hearn
Ron Kelley
Malisa Knox
Debbie Koch
Esther Lauser
Judi MacBride
Tracy Mann
Janet McGehean
Danielle Mekulski
Diane Merrill
Cory Nourie
Michael Partie
Gwen Perella
Julisa Quixchan
Karen Rucker
Whitney Rutherford
Jim Salt
C. Renée Settles-Bean
Cynthia Slater
Beverly Stapleford
Susan Sullivan
Mary Thomas
Karen Townsend
Pat Tressell
Nancy Weiss
Jamie Wolfe

Graduate Students

Kristin Arterbridge, Erin Bastien, Nikki Beden, Marsha Carter, Helene Delpêche, Becca Dougherty, Lauren Francis, Laura Guralnick, Jill Kamphaus, Katie Macklin, Lauren Messner, Anja Parish, Annemarie Potucek, Dorit Radnai-Griffin, Jonathan Rifkin, Juliet Rogers, Melina McConatha-Rosle, Stephanie Terzian, Jin Wu

Undergraduate Students

Justin Bernstein, Dina Femia, Sarah Folckemmer, Andrew Hodgkins, Becky Koch, Laura Milazzo, Sarah Mirel, Steve Stolte, Taryn Crowley

Financials

The Center for Disabilities Studies (CDS) had an operating budget of \$4,864,787 from July 1, 2005 to June 30, 2006. Of this total, \$2,789,909 was obtained through grants from the Office of Head Start and the Administration on Developmental Disabilities of the U.S. Department of Health & Human Services, Administration for Children & Families.

In addition to the operating budget, CDS also received matching support worth over \$1,000,000 from the University of Delaware in the form of graduate research assistantships and tuition waivers and support for a wide range of projects and activities.

Sources of Funding

Federal Government	57%
State of Delaware	39%
Foundations	3%
Local funding	<1%
Individual Gifts	<1%



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About the Artist

The artwork used in this calendar was the vision and work of **Aaron Deede**. A Wilmington, Delaware resident, Mr. Deede has been a dedicated artist for many years and is a member of the Center for Disabilities Studies' Community Advisory Council. He completed the cover art during a session with the Art Therapy Express Program, a nonprofit organization in Delaware that partners with people with disabilities to explore and excel in art. Find more information at: www.arttherapyexpress.org.