

2012 Calendar



Center for Disabilities Studies
2010-2011 ANNUAL REPORT



Welcome to the Center for Disabilities Studies



**CDS Director
Beth Mineo**

We often define ourselves by the roles that we fulfill. I am, among other things, a daughter, a mother, a grandmother, a teacher and the director of an amazingly productive and relevant center at the University of Delaware. The responsibility associated with each of these roles, and the joys—and heartaches—that arise from each, are different.

And so it is with the Center for Disabilities Studies (CDS). As Delaware's only University Center for Excellence in Developmental Disabilities (UCEDD), CDS has a responsibility to facilitate the flow of disability-related information between the community and the University. Nationwide, UCEDDs are expected to work with people with disabilities, members of their families, state and local government agencies and community providers on projects that provide training, technical assistance, service, research and information sharing, all with a focus on building the capacity of communities to sustain all their citizens.

This is a role mandated by the Administration on Developmental Disabilities (ADD), the federal agency that provides core funding for UCEDDs. During the fiscal year we are reviewing in this annual report (July 1, 2010 through June 30, 2011), ADD funding amounted to just 9% of our total operating budget.

The Center is expected to leverage these core funds with other funding that supports our mission (see mission statement on January calendar page). We have been quite successful in this leveraging endeavor, securing more than nine additional dollars for every dollar of ADD's core funding in FY 2011. These funds come from other federal agencies as well as state agencies, private foundations, businesses and organizations, gifts from individuals, and the University of Delaware. And each funding agency has its own set of policies and guidelines, expectations and reporting requirements.

As a vital center in the College of Education and Human Development at the University of Delaware, we also contribute to the University's academic mission by creating and translating knowledge and by enriching student learning through coursework, assistantships, internships and other opportunities for experiential learning. The dedicated members of our Community Advisory Council provide an essential bridge to the communities we serve and assist us in defining the ways in which CDS will have state and national impact in the years to come.

Many goals, many expectations, many challenges, many opportunities. Just as individuals assume many roles, CDS must also



Drawing by Eli Senghaas

respond to the multiple expectations held by our constituents and funders. Our challenge is to ensure that all our programs and projects coalesce into a cohesive, focused effort that advances our collective wisdom and helps people lead satisfying lives.

I am honored to work with wise and genuinely wonderful faculty, staff, students and volunteers who bring enthusiasm and good humor to our shared mission. Our days are never mundane, and we have the privilege of doing work that really matters.

Beth

Beth Mineo, Ph.D., CCC-SPL

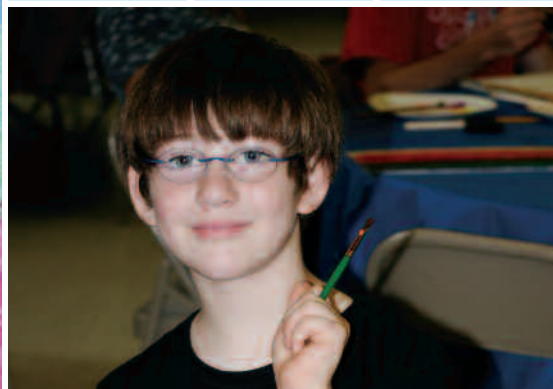
JANUARY

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 Martin Luther King, Jr. Day	17	18	19 LIFE Conference	20	21
22	23 Chinese New Year	24	25	26	27	28
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CDS MISSION STATEMENT

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.

Artwork by Laura Passwaters



DECEMBER 2011							FEBRUARY 2012						
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Internships at CDS Help Launch Students' Careers

In 2010-2011, CDS offered 70 undergraduate and graduate students like Jenni Williams and Sharon Romelczyk the opportunity to explore career and educational options through internships and graduate assistantships.



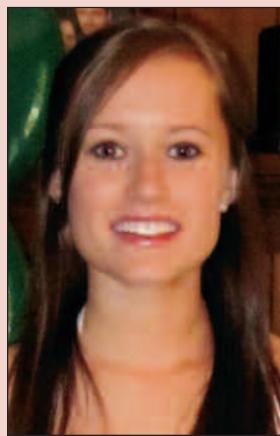
Sharon Romelczyk

For her first project as a graduate research assistant with the Center's Health and Wellness unit, Sharon examined the accessibility of Delaware mammography facilities for women with disabilities. She also identified challenges faced by mammography facility staff when providing services to women with disabilities. This work complemented her studies toward a master's degree in public administration at the University of Delaware.

"I became pretty passionate about areas of health care during my undergraduate studies," Sharon said. "When I came to CDS, my work on the health care accessibility project was a perfect fit. There also was a big connection between my academic courses and the assistantship at CDS, as I conducted qualitative research and gained first-hand knowledge about disabilities."

Even before graduating from UD in May 2011, Sharon was offered a job with the Association of University Centers on Disabilities. Her work there includes analyzing health policy and developing competencies for public health professionals to work with people with disabilities and overcome barriers to healthcare. Sharon is now "taking what I've learned at the local level and applying it to improve access on a national level."

Jenni Williams is an exercise science major with a minor in disabilities studies. As a member of UD's Service Learning Scholars fellowship program, Jenni became involved in two



Jenni Williams

challenging and instructive community-based projects during the summer of 2011. CDS offered her the opportunity to be a mentor in the Career and Life Studies Certificate (CLSC) program for students with intellectual disabilities (see August).



Painting by Meredith Storm

She also worked in the Division of Vocational Rehabilitation's (DVR) TARGET program, which helps young adults with disabilities find employment and job training.

"I want to be a neurologist, so my involvement in these programs helped me see the other side of things," Jenni said. "As a neurologist, I would be referring patients to DVR or programs like CLSC. Now I can see both the medical and educational or lifestyle sides of the issues for people with disabilities."

FEBRUARY

THE SCHOOL PSYCHOLOGY CONNECTION

CDS annually supports a number of graduate students who are enrolled in the three-year School of Education school psychology program. In their academic coursework, school psychology graduate students learn how to work with students with disabilities and diverse learning needs, as well as collaborate with teachers and administrators on prevention and intervention programs. As graduate assistants at CDS, they may receive first-hand experience assessing and evaluating young adults with disabilities or working with teachers and school personnel in implementing programs such as Delaware Positive Behavior Support. In addition, CDS offers all its graduate students the chance to be involved in conferences and workshops, which increase awareness about a variety of programs and resources throughout Delaware.

Artwork by Meredith Storm

S	M	T	W	T	F	S
			1	2 Groundhog Day	3	4
5	6	7	8	9	10	11
12	13	14 Valentine's Day	15	16	17	18
19	20 Presidents' Day	21 Mardi Gras	22 Ash Wednesday	23	24	25
26	27	28	29 Leap Day			

JANUARY 2012							MARCH 2012						
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School Climate Surveys: A Reliable and Valid Measure of Change

How students feel about school is a strong predictor of important academic, behavioral and emotional outcomes. When students believe their schools are fair and caring, they are more engaged and show greater academic achievement.

The Delaware Department of Education, which recognizes the relevance of school climate to student outcomes, partners with the Delaware Positive Behavior Support (DE-PBS)* project at CDS to survey students, teachers and parents about their perceptions of their school environments. DE-PBS created the Delaware School Climate Surveys (DSCS) to provide schools with a brief, useful measure of the critical components of school climate—including perceptions of school safety, fairness and clarity of rules, and relationships among the school community members (teachers, students and families).

Delaware is the only state that asks schools to look at both positive and punitive measures of school climate. "It's not enough to look at the absence of negative behavior to determine if a school is successful in creating a positive environment for students," explained Debby Boyer, director of the Center's School Age unit.

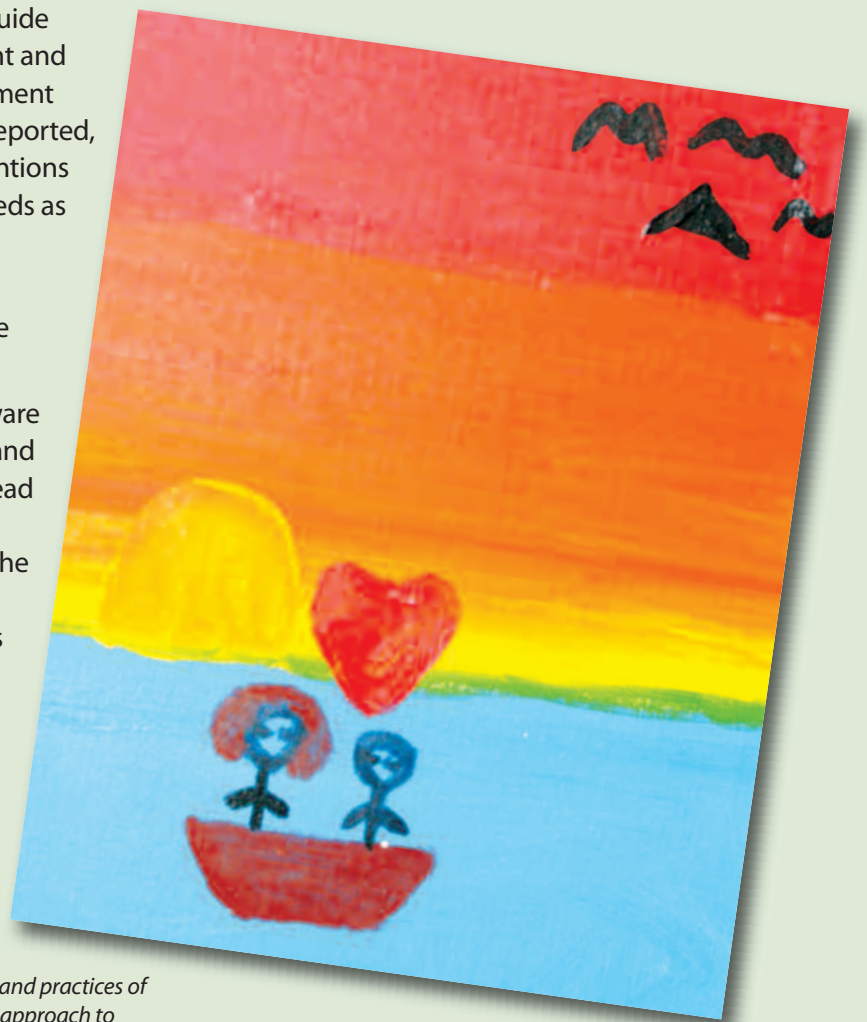
Once the survey data are collected and analyzed, school staff members receive reports summarizing the results. They are invited to an annual workshop that explains how to interpret the results. Increasingly, Delaware schools are

using results from the DSCS to guide planning for school improvement and to identify professional development needs. This year's focus, Debby reported, is to help match positive interventions and strategies to the schools' needs as identified in the surveys.

"We want to make it as easy as possible for schools to determine their next step," she said.

George Bear, University of Delaware professor of school psychology and consultant for DE-PBS, was the lead developer of the survey. He conducted research examining the reliability and validity of the measures with doctoral students Chunyan Yang and Jessica Blank (a former graduate assistant at CDS). They published an article in January 2011 in the *Journal of School Psychology* that confirmed the reliability and validity of the student surveys as a measure of school climate.

**DE-PBS trains educators in the concepts and practices of Positive Behavior Supports, a three-tiered approach to develop positive learning environments and prevent problem behaviors*



Painting by David Hill

MARCH

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				1	2	3
4	5	6	7	8	9	10
11 Daylight Savings Time begins	12	13	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

GROWING NUMBER OF SURVEY SCHOOLS

In 2004, Delaware Positive Behavior Support piloted the School Climate Surveys in 13 schools. Since then, the number of schools has increased more than ten-fold, to 159 during the 2010-2011 school year. In the past two years, about 70% of all Delaware public schools participated in the climate survey, and about 80% of schools that involve their students in the Positive Behavior Support program took part.

Artwork by Brynn MacBride



FEBRUARY 2012

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APRIL 2012

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HDWD Committed to Reducing Health Disparities in Delaware

Delawareans with disabilities report higher levels of secondary health conditions and lifestyle risks than adults without disabilities. Approximately three times as many adults with disabilities have been diagnosed with diabetes than adults in the general population. There are also increased rates of heart disease, obesity and high blood pressure.

The Healthy Delawareans with Disabilities (HDWD) project at the Center for Disabilities Studies works to improve health status, prevent secondary conditions and identify and reduce health disparities.

According to Eileen Sparling, project coordinator for HDWD, the first step in addressing health care disparities for people with disabilities is documenting that these disparities exist. HDWD partnered with the Delaware Division of Public Health to analyze the data available from the 2009 Delaware Behavioral Risk Factor Surveillance System (BRFSS). The results of a comparison of health indicators by disability status were released in a March 2011 report called *Disability and Health in Delaware: Delaware Behavioral Risk Factor Surveillance System, 2009 Select Data*.

"This report has been instrumental in raising awareness of the needs of this population," Eileen noted. "We've reached out to health care providers, state agency leadership, legislators and disability community advocates and leaders to collaborate on plans to eliminate these disparities. We are looking forward to working with the newly-established Office of Health Equity in the Department of Public Health to promote equity for individuals with disabilities."

Provider trainings have been targeted as an effective way to increase cultural competency, improve accessibility and create more inclusive programs. Health providers and educators, physical fitness educators and professionals, recreation and outdoor planners, and emergency responders and planners have been involved with HDWD programs this past year.



Fitness professionals from the YMCA of Delaware work with Dave Mills as part of an Inclusive Fitness Trainer Workshop. This full-day training was held to give personal trainers the skills they need to develop and implement individualized exercise programs for people with a physical, sensory or cognitive disability.

HDWD is a major influence in the realization of a more accessible, healthy environment in Delaware, according to Eileen. "With the right data, committed partners and focused interventions, we really can begin to achieve equity."

APRIL

S	M	T	W	T	F	S
1	2	3 Transition Conference	4 Disability Day at Legislative Hall	5	6 Passover (First Seder) Good Friday	7
8 Easter	9	10	11	12	13	14
15	16	17	18	19	20	21
22 Earth Day	23	24	25 Administrative Professionals Day	26	27	28
29	30					

HEALTH DISPARITIES DATA

Documenting disparities in health care for people with disabilities is essential for creating strategies to eliminate them. BRFSS data for Delaware show disparities for physical activity, diabetes, heart disease and other conditions. For example:

- 42% of people with disabilities in Delaware reported having been told that they have high blood pressure, compared to close to 26% of the general population.
- More than four times as many people with disabilities reported being diagnosed with a heart attack as people without disabilities.
- 38% of people with disabilities reported a body mass index that falls in the obese range, compared to 24% of the general population.

Artwork by Cara Lack

MARCH 2012

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MAY 2012

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CDS Leads Statewide Efforts in Early Developmental Screenings



One person may be able to start a conversation, but it takes input and effort from others to keep the dialogue going. The Center for Disabilities Studies has been successful in spreading the word about the importance of early developmental screenings, in part because we are not alone in our efforts.

Doctors' offices, hospitals, community agencies and nonprofit organizations have been called upon to participate in the Center's public awareness campaign about the importance of developmental screenings.

Karen Zalewski, project manager for the public awareness campaign, said these screenings are crucial to the early detection of developmental delays. They help parents and physicians take advantage of periods in the child's development when children are better able to adapt, resulting in more effective interventions.

"The idea is to get parents familiar with developmental milestones so they will bring concerns to their doctor and ask for their child to be screened," Karen said.

CDS has utilized evidence-based materials from the "Learn the Signs. Act Early." campaign to communicate the importance of developmental screenings to parents and caretakers. Growth charts, posters, brochures and fact sheets are among the materials developed by the Centers for Disease Control and Prevention for this campaign.

CDS also promotes text4baby, a free service using evidence-based materials from the National Healthy Mothers, Healthy Babies Coalition. This campaign helps pregnant women and new moms get information about caring for their health and giving their babies the best possible start in life. When a woman signs up at www.text4baby.org or through her cell phone, she receives weekly text messages appropriate to her stage of pregnancy or the baby's age. Examples of topics are prenatal care, infant feeding, developmental milestones and car seat safety.

The Center worked to have the Delaware General Assembly declare April 12, 2011 as Early Developmental Screening Day in the state. On this day and others, CDS brought screeners to community events to conduct on-site developmental screenings and register women for text4baby.

With its commitment to early developmental screenings and as Delaware's lead organization for text4baby, CDS goes a "step beyond education," says Karen. "We have formed partnerships that are providing encouragement and support for parents and their young children."



U.S. Sen. Tom Carper meets with Karen Zalewski (left) and Annalisa Ekbladh to discuss strategies to further promote text4baby in Delaware.

MAY

DELAWARE IS "NUMBER 1"

National, state and local text4baby partners are working together to enroll one million moms in text4baby by December 2012. They have been encouraged by some healthy competition: From May 10, 2011 through October 20, 2011, states competed to enroll as many new users as possible in text4baby. On November 1, 2011, the National Healthy Mothers, Healthy Babies Coalition announced Delaware as the top state in the contest, with a 97% increase in enrollment. Total enrolled users went from 498 to 979 during the contest period.

Artwork by Robert Sisco

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



APRIL 2012

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JUNE 2012

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UD Students Learn about Disabilities through Research, Mentoring

UD students looking for a unique educational experience have found that working with individuals with disabilities offers flexibility, real-world applications and research opportunities.

Samantha Fox and Patty Pierson are seniors in the disabilities studies minor who are involved in a research project with CDS researchers Beth Mineo and Christine Barthold. The Steppingstones project uses a computer program that tailors pictures to a child's preferences and abilities and collects data about the representational level of the images the child responds to most easily.

Samantha, an early childhood education major, said her involvement in Steppingstones has helped support her education and her career goal of becoming a special education teacher. Both the minor and research project have helped her "relate what is being learned in my college courses to what will be practiced as a teacher of students with disabilities."

The research project has given Patty a greater understanding of children with disabilities and their families. Such an experience may not have been available to Patty through her major, exercise physiology. She plans to study occupational therapy in graduate school.

Because of a positive internship experience working with students with intellectual disabilities in a local school district, UD senior Alexis Short decided to pursue an independent study related to disabilities. She is working with Laura Eisenman, associate professor in the School of Education, collecting data on the social networks of students enrolled in CLSC (see August). Alexis said she has been "inspired" by her experience and hopes to apply what she has learned to future studies in speech pathology.



Samantha Fox (left) and Patty Pierson work on the Steppingstones research project with a student who attends the Early Learning Center's after school program.

In spring 2011, CDS launched a class to offer UD students the chance to gain knowledge and experience mentoring people with disabilities in higher education settings, the campus community and local work sites. The course, which was offered again in the fall, included a "hands-on" mentoring experience as well as traditional classroom work. One student enrolled in the class commented about how both she and the students she mentored worked together to accomplish their goals.

"I watched them push themselves harder than I had ever seen them do before, so I know I made an impact and helped them achieve their goals."

JUNE

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10	11	12	13	14 Flag Day	15	16
17 Father's Day	18	19	20 First Day of Summer	21	22	23
24	25	26	27	28	29	30

UD STUDENTS AWARDED SCHOLARSHIPS

Three students in the disabilities studies minor program were honored by Autism Delaware as recipients of the 2011-12 Gray Memorial Scholarship award. Jenna MacKenzie, Allyson Szecsi and Anne Yuskevich each received a \$1,000 scholarship for the 2011-12 academic year. Autism Delaware awards this scholarship to support students who have expressed the desire and demonstrated dedication to becoming professionals in the autism field.

Artwork by Jamie Miller



MAY 2012							JULY 2012						
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27	28	29	30	31			29	30	31				

Borrow-to-Own Low-Vision Devices Increase Independence

When a person's vision cannot be corrected with regular glasses, contact lenses, medicine or surgery, it's time to explore the use of low-vision items to maintain independence and carry out daily tasks. It's easy to find just the right item through the CDS Delaware Assistive Technology Initiative (DATI) and to acquire it with funding from the Borrow-to-Own Low-Vision Devices (BOLD) program.

Jackie Alvarez, a 90-year-old woman who still likes to tap dance in her kitchen for exercise, was referred to DATI's Sussex County AT Resource Center for expert advice in identifying useful low-vision items. After AT Specialist Dan Fendler gained an understanding of Jackie's greatest need, he showed her some magnifiers, a task lamp and other items. By trial and error, Dan and Jackie concluded that the task lamp would best fit her needs.

Jackie borrowed the lamp to test in her own home setting. She discovered that the concentrated lighting from the lamp enabled her to read better and fill her insulin syringes accurately—without looking all over her apartment for proper lighting. After this successful trial period, Jackie learned that she was eligible to acquire a new task lamp through the BOLD program. She called the program "super duper" after receiving the lamp.

Others with low vision who have benefited from BOLD also are enthusiastic about the independence low-vision devices have given them. A student who received a ZoomText keyboard now can type his reports for school and find information on the Internet. A tape recorder has allowed its new owner to keep a "to-do" list and prioritize activities. The recipient of an iBill electronic banknote identifier no longer has to ask other people to identify paper currency for him.

The BOLD program is made possible through the W. E. Tobin Fund for Visual Assistive Technology at the University of Delaware. The needs-based program enables Delawareans with visual impairments to access relatively low-cost devices (\$100 and under) after trying them out to



Jackie Alvarez uses a task lamp in her home for reading and filling her insulin syringes.

ensure that the product meets their needs.

BOLD is one of the many ways that DATI connects Delawareans who have disabilities with the tools they need in order to learn, work, play and participate in community life safely and independently.

More information about all services offered by DATI is available at www.dati.org.

JULY

S	M	T	W	T	F	S
1	2	3	4 Independence Day	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20 Ramadan begins	21
22	23	24	25	26 ADA Anniversary	27	28
29	30	31				

BOLD: 7-1-10 TO 6-30-11

Last year, 78 Delawareans received 126 vision-related devices through the BOLD program. These included such items as talking bathroom scales, hand-held lighted magnifiers, mini tape recorders and talking medicine dispensers.

Contributions to the W. E. Tobin Fund for Visual Assistive Technology at the University of Delaware support the BOLD program and help Delawareans who need low-vision devices.

Artwork by Jamie Miller

JUNE 2012							AUGUST 2012						
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17	18	19	20	21	22	23	19	20	21	22	23	24	25
24	25	26	27	28	29	30	26	27	28	29	30	31	



CLSC Students Learn to Define Their Futures



Andie Downes works in UD's Department of Animal and Food Sciences, weighing chicks as part of a job shadowing experience on Disability Mentoring Day.

The two-year Career and Life Studies Certificate (CLSC) program at the University of Delaware is offering 13 students with intellectual disabilities the opportunity to learn life and career skills, get involved in the college community and expand their choices for the future. This first group of CLSC students spends part of the day in the classroom, and then fans out across the campus to participate in academic courses, internships, jobs, clubs and social activities.

Many CLSC students, including Andie Downes, Matt Kuliszewski and Aaron Pretlow Jr., applied to the program so they could learn skills to become more self-reliant and for the opportunity to take UD classes. After Andie receives her CLSC certificate, she wants to attend college and earn a degree in science so she can work with wild animals. Andie has joined Students for the Animals, a special interest organization at UD. She is building on her love of the theater and past acting experience by taking a theater class.

Matt is involved in several service organizations, including UDance and Lori's Hands. He also has joined the Chocolate Club and works out at the gym regularly. CLSC is giving Aaron the opportunity to explore his interest in agriculture: He belongs to the UD chapter of Future Farmers of America (he was also a member at his high school) and did some work on the UD farm as part of Disability Mentoring Day.

Interactive CLSC classes are giving Andie, Matt, Aaron and other students enrolled in the program the skills they need to reach their goals. "Decision-making" was the focus of a life skills class the day staff member Debbie Bain started pulling different color hats out of a bag. Each color represented one of five decision-making styles. Debbie's presentation drew the students into a discussion of each style, how people make decisions in a variety of ways, and how different situations call for different ways of making a decision.

In a career exploration class the next week, CLSC staff member Max Kursh reviewed material for an exam. Like Debbie, he used teaching techniques that engaged the students and created a meaningful learning experience for them.

Several UD undergraduates also play an integral role in the CLSC program, serving as coaches and mentors for the students. They support students while they are engaged in campus activities and as they plan and work through such daily tasks as completing assignments and navigating the campus and community.

Whether providing instruction in the classroom or coaching support around campus, CLSC staff members adjust their teaching style to match the students' individual learning styles.

AUGUST

TPSID GRANT FUNDS CLSC

CLSC is funded through a \$2.3 million five-year Transitions and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) demonstration grant (H6NNC22713-01). The U.S. Department of Education awarded the grant to CDS to create comprehensive, inclusive and customized postsecondary education programs in Delaware for students with intellectual disabilities who do not currently qualify for traditional postsecondary education programs and require additional services and supports to succeed in furthering their education. In future years, CDS will help other Delaware institutions of higher learning replicate the CLSC model.

Artwork by Robert Sisco

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12	13	14	15	16	17	18
19 Eid ul-Fitr (Ramadan ends)	20	21	22	23	24	25
26 Women's Equality Day	27	28	29	30	31	



JULY 2012							SEPTEMBER 2012						
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Working Across the Autism Spectrum

According to the Centers for Disease Control and Prevention (CDC), one percent of this country's children aged 3 to 17 have an autism spectrum disorder (ASD). Autism affects one in 110 children and boys are four times more likely to have autism than girls.

CDS has been a leader in bringing together key stakeholders and experts to increase awareness about early signs of autism and to address the challenges many children with ASD face early on and as they get older.

In 2010, CDS partnered with representatives from state and federal agencies, hospitals, advocacy groups and institutions of higher education to form the Delaware Act Early State Team. The team works to address gaps in services across agencies for children with ASD and other developmental disabilities. Efforts are aimed at improving identification, assessment, intervention and services for children with ASD.

Many children with ASD experience difficulty understanding how to interact socially, develop relationships and form friendships with others. The Delaware Positive Behavior Support (DE-PBS) project at CDS has worked with the Delaware Department of Education to launch a pilot program to teach these important social skills to students with ASD.

The Social Skills Pilot program takes a unique approach to the direct instruction of social skills. It focuses on social cognition—or social thinking—instead of the traditional approach of teaching social behaviors. Since many students with social challenges have difficulty processing spoken language, concepts are taught and practiced using familiar words and simple phrases along with visual aids. DE-PBS also provides critical assistance to school staff in developing programming and Individualized Educational Program goals related to social skills.



Painting by Melissa Chong

CDS has increased its outreach to young adults with ASD through new programs such as CLSC, the Career and Life Studies Certificate program, which includes students with ASD (see August). Through strong leadership, innovative programs and the support of its partners, the Center continues to expand its expertise and leadership in ASD and other developmental disorders.

SEPTEMBER

S	M	T	W	T	F	S
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9	10	11 Patriot Day	12	13	14	15
16	17 Rosh Hashanah	18	19	20	21	22 First Day of Autumn
23/30	24	25	26 Yom Kippur	27	28 Native American Day	29

September is National Preparedness Month

GRANT FOR STATE ASD PLAN

On September 1, 2011, CDS received a two-year planning grant (H6MMC22713-01) from the U.S. Department of Health and Human Services, Health Resources and Services Administration to support the development of a comprehensive state plan to improve services for children and adults with Autism Spectrum Disorder. With this funding, the Center is conducting a statewide autism needs assessment, will hold "listening" sessions with families and self-advocates, and plans to host a summit in April 2012 for all stakeholders, agencies, families and self-advocates to continue work on the state planning process.

Artwork by Jamie Miller



AUGUST 2012							OCTOBER 2012						
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Advocacy: Working for Changes that Change Lives

The Center for Disabilities Studies works with many organizations, including the Delaware Developmental Disabilities Council and the Delaware Disabilities Law Program—its partners in the state’s developmental disabilities network*—to advocate for laws and policies that promote dignity, inclusion and access.

Strong collaboration within the disability community contributed to the introduction and passage of legislation regarding “people first language” during the 146th General Assembly. Staff members and volunteers educated legislators and other key decision makers about the importance of adopting people first language in state laws and publications.



After signing bills that encourage greater sensitivity and awareness about people with disabilities, Governor Markell meets with self-advocates Aaron Deede and Brigitte Hancharick. Gov. Markell also signed into law a bill that designates October as Disability History and Awareness Month.

People first language is important because the way we talk about things often influences or reflects the way we think about things. Reference to people with disabilities should always acknowledge that they are people first, and that the disability or condition is merely one aspect of who they are. Rather than referring to a youngster as “an autistic boy,” people first language dictates that we say instead “a boy with autism.”

Representative Debra Heffernan was the primary sponsor of two people first language bills, both of which should have a positive effect on the lives of Delawareans with disabilities. House Bill 91 mandates the use of people first and respectful language in all new state laws and publications when referring to people with disabilities. This bill does not apply to terms that are required by federal law or regulation or state statute.

House Bill 214 amends current references to persons with disabilities throughout state law by placing the person first and the disability second. Outdated, offensive language that refers to people with disabilities will be removed from the present state code, as long as services are not affected.



Participants of the Junior Partners in Policymaking 2011 program visited Legislative Hall as the culmination of the week-long program, letting legislators know about important issues in the disability community.

Graduates of the Junior Partners in Policymaking (JPIP) class of 2009 testified before legislators about how hurtful it is to hear their peers use words like “imbecile” and “idiot” to describe classmates with disabilities. JPIP is offered by CDS every two years, with funding from the Developmental Disabilities Council, to empower young adults, both with and without disabilities. The goals of the program are to involve participants in disability advocacy at the local, state and national level and to have them develop a better understanding of the skills they need to achieve independence as adults.

**Funding for the network originates from the Administration on Developmental Disabilities.*

OCTOBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8 National Children's Day Columbus Day	9	10	11	12	13
14	15	16	17 Disability Mentoring Day	18	19	20
21	22	23	24	25	26 Eid al-Adha (Festival of Sacrifice)	27
28	29	30	31 Halloween			

October is National Disabilities Awareness Month, National Employment Awareness Month and Delaware Disability History and Awareness Month

CDS REPRESENTATION

CDS influences policy, law and practice through staff members who hold appointments on dozens of councils, boards and commissions, including:

- Delaware Association of Rehabilitation Facilities (DeARF)
- Developmental Disabilities Council
- Governor’s Advisory Council for Exceptional Citizens
- Governor’s Commission on Community-based Alternatives for Persons with Disabilities
- Governor’s Human Relations Commission
- Medicaid Managed Care Panel
- State Council for Persons with Disabilities
- State Rehabilitation Council for the Visually Impaired

Artwork by Liz Mears



SEPTEMBER 2012							NOVEMBER 2012							
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Dissemination: How the Community Learns about CDS and Disabilities

Dissemination of information, one of the Center's core functions, is critical to achieving our mission of enhancing the lives of individuals and families through education, prevention, service and research related to disabilities. CDS shares information through publications, websites, technical reports, presentations and in other ways.

Each issue of the *delAware* newsletter includes articles related to a specific CDS focus. The *AT Messenger* shares practical information about assistive technology, including equipment "want ad" listings. A recent report issued by Healthy Delawareans with Disabilities included data that demonstrate the disparity between the health of the general population and people with disabilities (see April); another provides information to medical professionals about communicating with people with disabilities.

CDS piloted a series of lunchtime learning sessions in 2011 to share information about the Center's projects and other disability-related issues. The monthly programs featured such diverse topics as a new postsecondary education program for students with intellectual disabilities; the benefits of early developmental screening to detect developmental delays; ways in which visual assistive technologies can improve the quality of life for individuals with full or partial vision loss; and the challenges of transitioning from

the pediatric to the adult health care system.

These sessions attracted parents and other family members of children and adults with disabilities, school personnel who work with students with disabilities, state agency employees, UD faculty and staff, and CDS staff and students. Because of the success of the first four programs, CDS is continuing the lunchtime series and including partner organizations, such as the Division of Services for Aging and Adults with Physical Disabilities (DSAAPD), as presenters. DSAAPD provided an overview of its efforts to build access to community-based long-term care services and to introduce the new Delaware Aging and Disability Resource Center (ADRC).

The University and Delaware communities also learn about CDS programs and issues related to the Center's work through articles placed in



Painting by Brigitte Hancharick

UDaily, the University's online publication; the *UD Messenger*, a quarterly magazine for alumni; and in newspapers, television and radio throughout the state.

NOVEMBER

S	M	T	W	T	F	S
				1	2	3
4 Daylight Savings Time ends	5	6 Election Day	7	8	9	10
11 Veterans Day	12	13	14	15 Muharram (Islamic New Year)	16	17
18	19	20	21	22 Thanksgiving Day	23	24
25	26	27	28	29	30	

SELF-DETERMINATION WORKSHOP

More than a year of planning culminated in the October 2011 workshop, "Understanding Self-determination," that was attended by 140 people. The featured speakers, Sue Swenson and Liz Weintraub, presented their views on self-determination from the perspectives of a parent and a self-advocate, respectively. The workshop also included a panel discussion moderated by Community Advisory Council Chairperson Bob Valihura. Community members Berni Edwards, Ikea Glover, Kevin Huckshorn, Drew Netta and Barbara Robleto offered their views on scenarios and questions about self-determination posed by the audience.

Artwork by Laura Passwaters



OCTOBER 2012							DECEMBER 2012						
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21	22	23	24	25	26	27	16	17	18	19	20	21	22
28	29	30	31				23 30	24 31	25	26	27	28	29

Other CDS Programs of Note

- In September 2010, CDS hosted a three-day workshop that marked the start of the Center's **Awareness and Action training program**—a three-hour interactive program that teaches people with disabilities, caregivers and professionals about abuse prevention and response. The curriculum focuses on neglect and physical, sexual, emotional and financial abuse. CDS has held trainings for organizations and agencies including Delaware People First, Elwyn Delaware and the Division of Developmental Disabilities Services.

- The Transition, Education and Employment Model (TEEM) unit launched **Project FOCUS** in June 2011. This customized program pairs a life coach with a young adult with vision loss to enable the participant to learn to be more independent, set goals and create an action plan for the future. The young adult focuses on his or her strengths and interests to explore career options.

- Goodwill of Delaware and Delaware County has partnered with the Delaware Assistive Technology Initiative at CDS to make mobility and personal independence more affordable by providing refurbished **durable medical equipment** (DME). Goodwill collects, sanitizes and reconditions donated DME and assistive technology items and sells them at its Wilmington storefront facility. Items currently accepted and sold include commode chairs, walkers, manual and electric wheelchairs, scooters, hospital beds and strollers.

- The Delaware Alternate Portfolio Assessment (DAPA) project at CDS has evolved into the **ACCESS project** (Adapting Curriculum and Classroom Environments for Student Success), as DAPA no longer coordinates the state assessment. ACCESS focuses on access to both the academic curriculum and inclusive environments for students with significant intellectual disabilities. Emphasis is placed on providing resources and professional development. Training includes creating extensions of the



CDS partnered with Special Olympics and Best Buddies to promote the "Spread the Word to End the Word" campaign to get people to stop using hurtful and disparaging terms for people with disabilities. UD students were encouraged to pledge to stop using the "r-word" by signing a banner.

Delaware Content Standards to assist special educators in planning academic activities aligned to the state standards and matched to the student need.

- **Community Connectors** held several successful fundraising, social and service events in 2010–2011, many of which were collaborations with UD students. Members of Connectors danced the night away with UD undergraduates at their on-campus "DJ Bash"; they joined the campus project, "Soap for Hope," collecting soap and other items to send to Haiti and the Dominican Republic; and they teamed up with Greek organizations for the spring carwash.

DECEMBER

EMERGENCY PREPAREDNESS GRANT

CDS received a Project of National Significance grant (90DN0280/02) from the Administration on Developmental Disabilities (ADD) in 2010 to continue the work of the Emergency Preparedness for Individuals with Disabilities (EPID) initiative. With funding of \$150,000 per year for three years, EPID is building upon the progress that was made during the planning year, also funded by ADD. Staff members are working to (1) enable individuals with developmental disabilities and their families to prepare for emergency situations; and (2) promote the seamless integration of emergency planning for individuals with developmental disabilities into existing emergency operational plans in Delaware.

Artwork by Christin Showard

S	M	T	W	T	F	S
						1
2	3 International Day of Persons with Disabilities	4	5	6	7 Pearl Harbor Remembrance Day Delaware Day	8 Hanukkah begins (First Candle)
9	10	11	12	13	14	15
16	17	18	19	20	21	22 First Day of Winter
23/30	24/31 New Year's Eve	25 Christmas Day	26 Kwanzaa begins	27	28	29



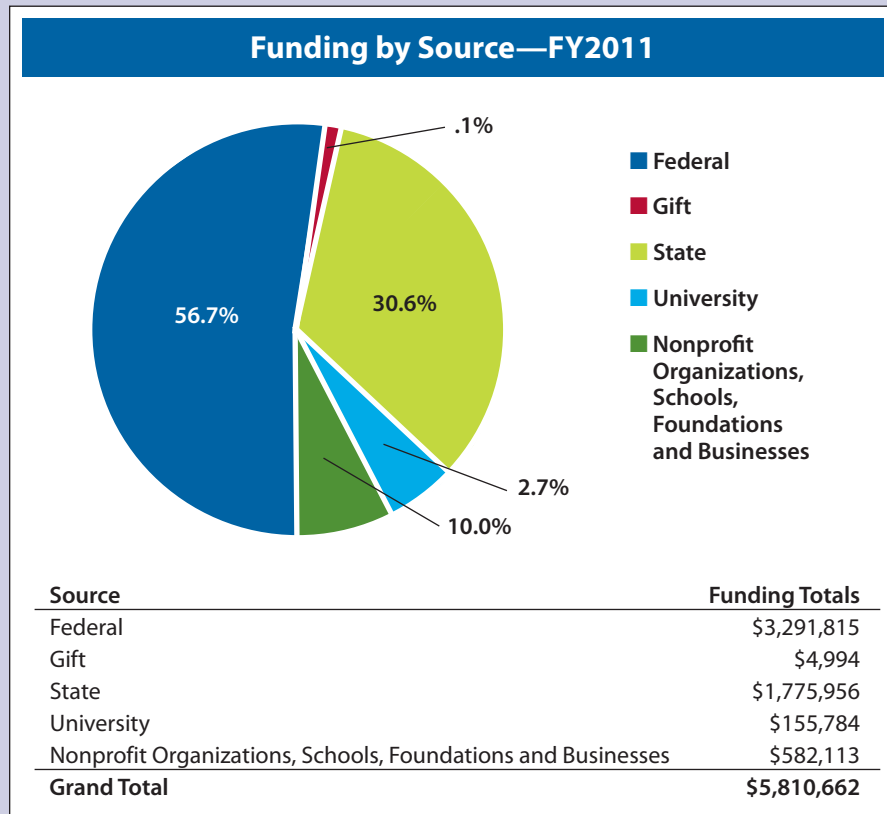
NOVEMBER 2012							JANUARY 2013						
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18	19	20	21	22	23	24	20	21	22	23	24	25	26
25	26	27	28	29	30		27	28	29	30	31		

Funding and Financials

The Center for Disabilities Studies had an operating budget of \$5,810,662 from July 1, 2010 to June 30, 2011.

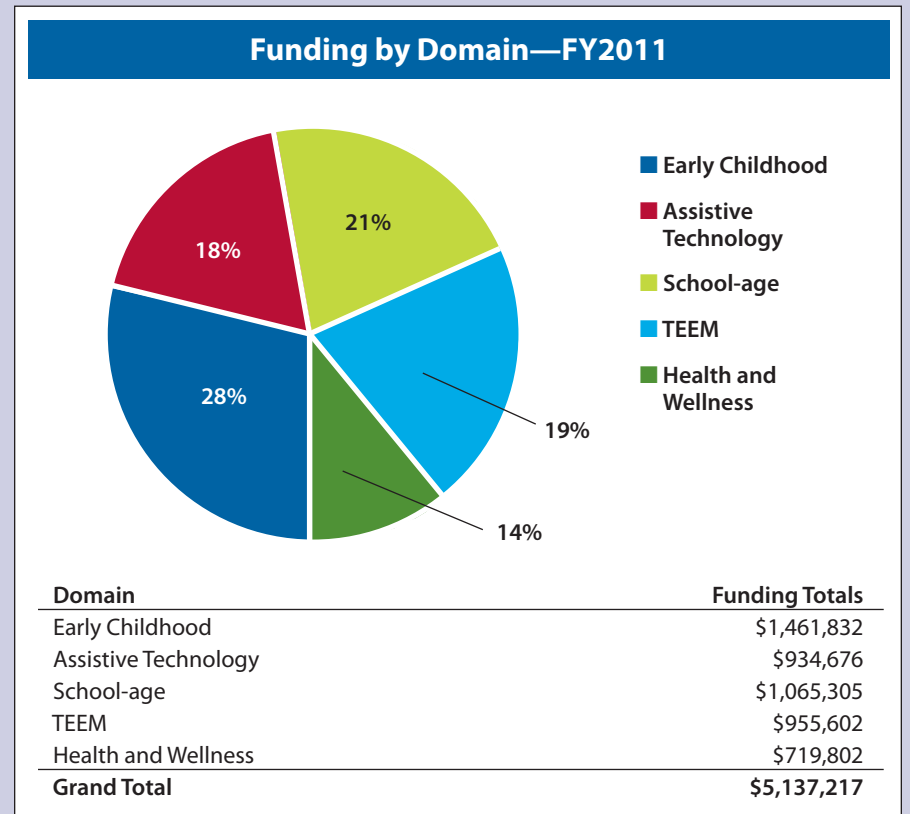
Sources of Funding

The largest part of this funding was through external grants and cooperative agreements from federal and state agencies, nonprofit organizations, schools, foundations and businesses. Core funding of \$542,000 was awarded by the Administration on Developmental Disabilities (ADD) of the U.S. Department of Health and Human Services. Other sources of funding included the University of Delaware and gifts from individual donors.



Project-specific Funding by Domain

This chart shows the proportion of external funding directed to support each of the Center's primary domains. Only grants and contracts directed to specific projects were included; funds received from ADD, UD and individual donations were excluded from the calculation.



Funders

Federal Government Agencies

U.S. Department of Education Office of Special Education and Rehabilitative Services—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

State Government Agencies

Delaware Department of Education

Delaware Department of Health and Social Services

- Division of Developmental Disabilities Services
- Division of Public Health
 - Child Development Watch
 - Office of Children with Special Health Care Needs
- Division for the Visually Impaired

Delaware Developmental Disabilities Council

Delaware Department of Labor

- Division of Vocational Rehabilitation

Nonprofit Organizations, Schools, Foundations and Businesses

Association of Maternal and Child Health

Blue Cross Blue Shield of Delaware

Christiana Care Healthcare Systems

Christina School District—Delaware Autism Program

Delaware Breast Cancer Coalition

Delaware Coalition Against Domestic Violence

Delaware Criminal Justice Council

Delaware Foundation Reaching Citizens with Intellectual Disabilities (DFRC)

Nemours/A.I. duPont Hospital for Children

New Castle County Vo-Tech School District

Howard W. Swank, Alma K. Swank, and Richard Kemper Swank Foundation

TransCen, Inc.

W. E. Tobin Foundation

Donors

Gifts of \$100 or More from Individuals and Organizations

Heidi L. Beck

Michael Gamel-McCormick

David S. Hill

Brian P. and Patricia E. Kelly

Melissa E. Kiser

Moonyeen L. and Robert D. Klopfenstein

Knights of Columbus State Council

Beth A. Mineo

Richard V. and Eunice H. Pryor

Rotary Club of Newark-Mornings

Anita Z. Schwartz

E. F. Joseph and Elaine M. Siebold

Sigma Kappa Theta Sorority

Gifts of \$100 or More to the Tobin Fund

Richard M. Jr. and Virginia F. Appleby

Ross W. Fasick

Marcy A. Kelly

Fritz and Jacque Land

Beth A. Mineo

Ruth Misialek

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. The easiest way to make a gift is to visit www.udel.edu/makeagift. The online form allows you to give via check or credit card. Please note "Center for Disabilities Studies" in the "other" designation box. To mail in a check, please indicate "Center for Disabilities Studies" in the check's memo section and mail it to: University of Delaware, Gifts Receiving and Processing Office, 011 Hullihen Hall, Newark, DE 19716. For additional information on how to make a gift, please contact the Development Office at 866-535-4504 or annualgiving@udel.edu.

CDS Staff and Faculty: The Year in Review (July 1, 2010 – June 30, 2011)

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 Developmental Disabilities (Federal award number 90DD0631/05)
- The largest research and service center in the College of Education and Human Development at the University of Delaware
- 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
- Home to the interdisciplinary Disabilities Studies Minor, one of the fastest-growing minors on campus with a recent enrollment of 313 students, drawing from five colleges and 14 departments
- An engaged center, with faculty and staff serving on 63 boards, committees and task forces; providing editorial support for 10 journals; and reviewing funding, conference and publication proposals for 13 agencies and organizations



CDS staff and faculty cultivated student learning by...

- Teaching or co-teaching 13 courses and 10 independent studies reaching a total of 232 graduate and undergraduate students
- Delivering guest lectures to 311 UD graduate and undergraduate students and 451 students at other institutions of higher education
- Supporting 11 graduate students from the School of Education, the School of Public Policy and Administration, and the Department of Human Development and Family Studies with full assistantships
- Providing experiential opportunities to four graduate students from the School of Education, the Department of Human Development and Family Studies and the Department of Linguistics and Cognitive Science

- Providing internship opportunities to 57 undergraduate students from four colleges

CDS staff and faculty fostered the development of new knowledge—and the translation of existing knowledge—by...

- Developing a total of 61 project proposals internally and with external partners
- Securing commitments for \$9.3M in future funding
- Offering 26 conference presentations and publishing 12 journal articles and other documents

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

Staff and Faculty

Beth Mineo, *Director*
 Debbie Bain
 Chris Barthold
 George Bear
 Blake Bossert
 Debby Boyer
 Sandi Bradford
 Chelsea Claiser
 Wendy Claiser
 Teresita Cuevas
 Stephanie DeMayo
 Sophie DeMesse
 Laura Eisenman
 Annalisa Ekblad
 Dan Fendler
 Rosanne Ferri
 Brian Freedman
 Phyllis Guinivan
 Terri Hancharick
 Hope Hawkins
 Sarah Hearn
 Erin Konrad
 Max Kursh
 Judi MacBride
 Eileen Mapes
 Joann McCafferty
 Gary Mears
 Kathleen Minke
 Esley Newton
 Deanna Pedicone
 Sonja Rathel
 Ilka Riddle
 Michele Sands
 Melanie Sipko
 Paul Solano
 Eileen Sparling



Paula Talarowski
 Mary Thomas
 Sandy Walls
 Marvin Williams
 Jamie Wolfe
 Karen Zalewski

Graduate Assistants
 Katelyn Borrás
 Rochelle Brittingham
 Meredith Cooke
 Joshua Donaldson
 Kathleen Eaken
 Michelle Finegan
 Allison Jacobus
 Sarah Lemonte
 Dara Lipschutz
 Lindsey Mantz
 Megan Pell
 Dana Sedlik
 Kristin Valle

Undergraduate Students
 Jillian Bradford
 Alicia Crane
 Ashley Curran
 Hannah Evans
 Samantha Fox
 Lauren Hennessey
 Jacquelyn Knee
 Amanda Konopka
 Erin Lawlor
 Maria Luna-Medina
 Jennifer Matlack
 Brittany Miller
 Kaylee Moyer
 Danielle Pascetta
 Patty Pierson
 Taylor Potts
 Alex Reichl

Staff members whose service concluded during the past year
 Lisa Becker
 Sarah Celestin
 Diana Farrell
 Michael Gallagher
 Kathie Herel
 Eddie Jory
 Debbie Koch
 Jim Salt
 Beverly Stapleford
 Susan Sullivan
 Patricia Tressell
 Wendy Wilkerson

New Directions Early Head Start (NDEHS) moved to the Department of Human Development and Family Studies in January 2011. Therefore, NDEHS director Heidi Beck and staff members are no longer listed as CDS staff, nor are they included in the list of staff members whose service concluded during the past year.

Delaware Family Voices/Delaware Family to Family Health Information Center received its own funding in May and is no longer part of CDS. Ann Phillips continues as director of this organization.

Community Advisory Council

Each University Center of Excellence in Developmental Disabilities (UCEDD) has an advisory council charged with advising the director; providing guidance and feedback in the development of the five-year plan; and each year, providing guidance and feedback on how the UCEDD is progressing with its five-year plan. The majority of the members must be individuals with developmental and related disabilities and other family members. The Community Advisory Council (CAC) must also include the state protection and advocacy agency (in Delaware, the Disabilities Law Program), the Developmental Disabilities Council, and organizations such as state agency and community groups concerned with people with disabilities and their family members.

During the past year, the CAC has worked with CDS staff members on developing the five-year plan that CDS will submit in 2012, held a staff appreciation event, and laid the groundwork for the Center to host a workshop on the topic of self-determination, which took place in October 2011.



Bob Valihura, Chairperson

CAC Executive Committee

Chairperson

Bob Valihura, Advocate

First Vice Chairperson

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

Second Vice Chairperson

Linda Heller, Self-advocate

Secretary

Deborah Dunlap, Parent

At-large Member

Rocio Viscarra, Self-advocate

CAC Members (as of November 30, 2011)

Marie-Anne Aghazadian, Parent
Information Center of Delaware

Deborah Bradl, Parent

Tim Brooks, Parent

Linda Bruner, Self-advocate

Lisa Carnley, Parent

Anthony Carter, JEVS Support for Independence

Ernest Cole, Freedom Center for Independent Living

Ruth Coughlan, Special Olympics Delaware

Bobbie Dehaven, Self-advocate

Robert Doyle, Division for the Visually Impaired

Micki Edelsohn, Parent

Caitlin Gamel-McCormick, Delaware Foundation Reaching Citizens with Intellectual Disabilities

Martha Gregor, Division of Prevention and Behavioral Health Services

Brian Hartman, Delaware Disabilities Law Program

Kyle Hodges, State Council for Persons with Disabilities

Kathy Hughes, Advocate

Laura Kelly, Self-advocate

Jane Luke, Parent

Daniel Madrid, Division of Vocational Rehabilitation

Pat Maichle, Developmental Disabilities Council

Karen Mancini, Parent

Susan Mateja, Division of Medicaid and Medical Assistance

Mary Ann Mieczkowski, Department of Education

Laurie Nicoli, Parent

Dara Schumaier, Division of Substance Abuse and Mental Health

Pamela Scott, The Arc of Delaware

Monika Shafi, Parent

Della Thomas, Statewide Programs for the Deaf, Hard of Hearing and Deaf-Blind

Martha Toomey, Parent

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

Carl Wexler, Division of Developmental Disabilities Services

Members whose service concluded during the past year

Selena Butcher

Dean Crowley

Russ Dynes

Judy Govatos

Kevin Huckshorn

Raetta McCall

Daniese McMullin-Powell

Maria Mendoza

David Michalik

Elizabeth Nolan

Joyce Pinkett

Alisha Raiford

2013

January

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About the 2012 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 staff, 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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