

Center for Disabilities Studies

2013-14
Annual Report



Greetings, from CDS

Friends, the pages of this annual report tell many stories: stories of faculty and staff who are making a difference in the world, stories of people who have dreams for their life and are working on making them come true, and stories of students who are gaining hands-on competence and will leave the University of Delaware as committed agents for social change. [View a video message from Beth explaining how you can enhance the stories with videos, slideshows, reports and more.](#)

The element that all these stories have in common is community engagement, and that is an ingredient that is becoming increasingly valued on college campuses worldwide. Universities have the potential to be impactful partners with the community: they have the passion and the wherewithal to take on complex challenges and implement innovative solutions. Centers like CDS were founded with this goal in mind, and engagement with the communities we serve is the common denominator across all our initiatives and projects.

We are blessed with an energetic Community Advisory Council and generous donors who invest in our work because they believe in it. Our staff and students are kind, clever, constructive and collaborative. There isn't a project at the Center for Disabilities Studies that doesn't involve community stakeholders in its design, execution and evaluation. That keeps things REAL; that's how we want it to be and how it must be if we are to achieve our vision of a fully inclusive and supportive world.

As you peruse this report, it's likely that you'll be intrigued or touched or energized by something you come across. Let us know. Schedule a visit. Share your ideas, your gifts, your talents with us. We hope to hear from you.

Beth



Beth Mineo marked her sixth year as director of CDS in 2014.



About the covers

The images on the covers of our annual report come from Artfest, the creative workshop and community celebration the Center hosts with [Art Therapy Express](#) of Newport. That's William Johnson and Kayla Buzzeo on the front cover and several other participants and volunteers on the back cover who, with scores more creative souls, helped make our most recent Artfest an unforgettable experience. [View our Artfest video, see our Artfest slideshow, and read about Artfest in the News Journal.](#)

A crucial step forward

Small things can make a big difference for a young child with a disability. For Liam Ramos, a two-year-old with a developmental disability, modifying a little carousel toy to help him grasp things made the difference. Soon after, Liam gripped and used his walker. “He has a long way to go,” says Jacqueline Schweda, Liam’s mother. “But this was a crucial step.”

There’s no limit to the ways assistive technology can help children learn and develop. But [Suzanne Milbourne](#), project director of the Delaware Early Childhood Assistive Technology Demonstration, says too few teachers, clinicians and families know about AT’s benefits. Only three percent of Individualized Family Service Plans for children with disabilities include assistive technology. Three percent.

To get more people to appreciate and acquire AT, CDS applied for and was awarded a [federal Department of Education grant](#) – one of just three nationwide. The \$1.2 million, five-year grant will help providers and families learn how and when to use AT so children from birth to age five can participate in daily routines and activities.

Mary Agnes Rutkowski of [Bayada Delaware Pediatric Visits](#), one of three organizations serving children with disabilities to partner with the Demonstration, says the Demonstration’s team approach helps Bayada’s clients reach their goals faster.

CDS is devoting a large portion of the grant to expand the CDS-run Delaware Assistive Technology Initiative’s three resource centers. The centers loan AT free to families and providers. “We’ll be seeing far more children and their families make gains from the kind of assistive technology that Bayada used to help Liam,” says Milbourne.

[See a slideshow of assistive technology used by the Demonstration.](#)



Liam Ramos, right, tries out a specially shaped crayon with the help of Bayada therapist Annette Mestern.

A teaching moment

In the spring of 2014, Disabilities Studies surpassed Spanish as the University of Delaware's largest minor. Micah Bernard joined the ranks because she says Disabilities Studies "doesn't just add something to your degree" – she's a Human Services major – "it adds something to you as a person."

Jennifer Sparano says Disabilities Studies offered her a more practical benefit: It should make her a more effective health-care professional. While her speech pathology courses taught her how to identify different disorders, Jennifer says "the minor gave [her] a full understanding of [her] patients as people."

The Center for Disabilities Studies is the administrative home to UD's Disabilities Minor. Several CDS faculty and staff offer courses along with instructors in the College of Education and Human Development and other colleges, a factor UD President Patrick Harker attributes to its rapid success. (The minor was established in 1997.) It has become UD's most popular, he says, because it "combines excellent instruction with meaningful hands-on experiences," and because "the minor teaches our students how to turn their idealism into action so that people with disabilities can more fully contribute to our society."

[Laura Eisenman](#), coordinator of the minor, suggests Disabilities Studies' flexibility and breadth fuel its popularity. Students can choose courses that fit their individual interests, and subjects span everything from adaptive physical activity to mentoring relationships with people with disabilities. "The minor offers courses to complement any path of study at UD," Eisenman says. [View Eisenman's PowerPoint presentation about the Minor here.](#)

For Micah, the lessons Disabilities Studies offers are reason enough to minor in it. The minor "teaches you cultural competence," she says, "and about barriers that people face every day." [Read "Frequently Asked Questions" \(and answers\) about the Minor here.](#)



Jamie Wolfe leads Jennifer Sparano (far left) and her fellow Disabilities Studies Minor classmates in a discussion of public policy.

Another first for Delaware

To help Delawareans understand groundbreaking federal guidelines that will allow far more people with disabilities to choose community living over institutional settings, CDS convened the nation's first "CMS town hall" gathering of educators, advocates, service providers and government officials. [View CDS's video of the town hall.](#)

"I'm hoping this is the first of many events like this around the country where people really try to understand the rule," said Andy Imparato, executive director of the [Association of University Centers on Disabilities](#), of which CDS is a member. Imparato led the April 2014 event's exploration of the U.S. Centers for Medicare and Medicaid Services' new rule defining home-and community-based services alongside fellow disability rights attorney Jennifer Mathis of the [Bazelon Center for Mental Health Law](#). Once stakeholders understand the rule, Imparato and Mathis said they can work to influence state officials who are responsible for drafting plans that comply with it.

Delaware's final plan is due March 17, 2015.

Events around the country that probe how the CMS rule will increasingly direct funding to support people living and working in settings of their choice followed CDS's, as Imparato hoped. At CDS's event, Mathis noted how "greater scrutiny" will cause Medicaid funding for people with disabilities to flow increasingly to homes and services that are community-based and away from settings that "isolate people from community life." [Read about the town hall in the News Journal.](#)

The CMS rule means "people matter;" people with disabilities "deserve to be part of the community," said Horizon House Delaware's Kamela Smith at the CDS town hall. Events like the town hall CDS convened will help make that so, said Imparato. [Listen to CDS's Beth Mineo explain the CMS rule on News Radio 1410 WDOV and 1450 WILM. Read continuing coverage on the CMS rule in the News Journal, featuring an interview with Beth Mineo.](#)



Jennifer Mathis of the Bazelon Center for Mental Health Law and Andy Imparato of the Association of University Centers on Disabilities discuss the new CMS rule at CDS's town hall.

Reaching a wider audience

Last year, CDS promoted its CLSC certificate program for students with intellectual disabilities the traditional way: by writing a newsletter and relying on word-of-mouth.

This year, CDS shot a video at the CLSC students' convocation – a move reflecting others made at the Center to make more of what CDS does accessible. [See the CLSC video here.](#)

“The video got CLSC more exposure,” says [Debbie Bain](#), an instructor and coach with the program. “People who are more apt to watch than read viewed it.”

“CDS still prints pamphlets, papers and posters,” says [Victor Schaffner](#), the Center's director of communications and advocacy. “But to reach a wider audience and deepen our impact, we're expanding the ways we connect with people.”

That means not just shooting more videos but running them with open captioning; not just convening more panel discussions and community gatherings but presenting them with an audio-loop system that makes it easier for many with hearing loss to listen to what's said. It means not just reporting on subjects that a greater number of people may show an interest in, but sharing the information in ways they'd want to receive it. Through [Facebook](#), for example. And through [Twitter](#). It means not just increasing the digital newsletters CDS sends out, but ensuring more people can access what's in them by making the material screen-reader friendly. ([CDS's Project Bridge newsletter is compatible with most screen readers.](#))

A provocative new blog and interactive website will also extend CDS's reach. “We're working to make more of everyday life, of the world, accessible to people with disabilities and their families,” says Schaffner. “That, of course, includes the work we're doing at the Center.”



Trey Howell, with his parents, Kim and Jahue, share a moment on video before convocation ceremonies. The video features open captioning.

doctor came in, the pedia

Better health outcomes

To improve the health of people with disabilities and ensure the care they receive is comparable to the general public's, providers and policy-makers first must know where the care and outcomes for people with disabilities are lacking. In Delaware, too often they don't know. That's according to [Jae Chul Lee](#), whose Health and Wellness unit at CDS has been identifying health disparities for people with disabilities for many years. [View an August 2013 CDS report on disability and health here.](#)

Exhibit A: A 2012 survey by the Behavioral Risk Factor Surveillance System found people with disabilities get preventive cancer screenings at the same rate as the general public. [See the risk factor survey here.](#) But Arlene Smalls, a gynecologist with [Christiana Care](#), says that's nowhere near what she sees. People with disabilities come to her for cancer screenings at a far lower rate than people she screens who don't report having a disability, she says.

To improve the healthcare landscape, Lee and his fellow CDS researchers are collaborating with the [Delaware Department of Health and Social Services](#). Their projects are developing training for medical professionals, such as sign language interpretation, to better accommodate people with disabilities. And they're creating a statewide plan to reduce disparities among people with disabilities. "I think this plan will help change Delaware's healthcare," says Gerard Gallucci, medical director in the Office of the Secretary at Delaware DHSS.

Lee is also hoping to expand his examination of Medicaid claims data. "People with disabilities are not getting the health care they need," says Lee. "The data could help us improve outcomes and control costs for Medicaid enrollees with disabilities."



Dr. Arlene Smalls says too few people with disabilities come to her for cancer screenings.

Helping more people connect

To ease the strain personal computers and smart phones place on their eyes, Matthew and Bryan Ward needed assistive technology (AT) that would make it easier for them to access the Internet and assorted apps.

The brothers got the AT through the iCanConnect (iCC) program, administered in Delaware by CDS and funded by the Federal Communications Commission. [Watch CDS's iCanConnect video here.](#) For the Ward brothers, whose Usher syndrome impairs their vision and hearing, iCC enhanced their capacity to connect and compete.

It'll help "[me] to be successful in the future," says Matthew. "It makes us more comfortable and more confident," says Bryan.

It can do the same for Delawareans with both hearing and vision loss who (1) require special equipment to make a phone call, send an email or access the Internet, and (2) meet eligibility guidelines (a family of four with income up to \$95,000 could qualify). [Read more about iCC eligibility here.](#)

iCC clients can acquire everything from apps that allow text to be captured and read aloud to refreshable braille keyboards that are compatible with any i-device and allow users to read incoming messages.

The message that shouldn't be lost on anyone considering iCanConnect's extraordinary range of AT options is this: Those who qualify get iCC's equipment and training FREE OF CHARGE.

CDS has promoted iCC through the press, social media, websites, a video, e-marketing and a public meeting. [Check out one of CDS's iCanConnect newspaper ads.](#) The program is administered by CDS's Delaware Assistive Technology Initiative, with support from the [Delaware Division for the Visually Impaired](#) and the [Delaware Program for Children with Deaf-Blindness.](#)



Matthew (right) and Bryan Ward received free assistive technology to help them with their hearing and vision loss.

Giving every student a 'voice'

[Anna Rutledge](#) couldn't wait to share her excitement with others at the Center for Disabilities Studies, where she works as a graduate assistant. Earlier in the day at a nearby high school, she'd seen marked progress in a student with a disability who is working toward a more reliable means of communication.

"It was really inspiring. Just two weeks ago he received an iPad. Today, he was using it to communicate with staff about a vocational task. SPEACS is great," she said.

CDS began providing Systematic Processes for Enhancing and Assessing Communication Supports, or SPEACS, to school teams and parents in the 2013-14 fiscal year, thanks to funding from the [Delaware Department of Education](#). To help students with complex communication needs progress from using pre-symbolic communication, such as crying, to symbolic communication, CDS staff and other professionals train teams consisting of school administrators, educators, therapists, specialists and, when they're available, parents and guardians.

The collaborative approach allows the teams, or its members separately, to more effectively identify how a child is attempting to express himself or herself, and to craft strategies that enable the child to communicate more effectively and meaningfully.

"Behavior is almost always communicative but it can be easy to miss the intent of students' unique expression," said [Debby Boyer](#), director of the School Age unit at CDS.

There should be fewer misses because of SPEACS, and more successes as it gains a foothold in schools throughout Delaware.

"Giving every student a 'voice' is so important to students' independence," said [Christina School District](#) Administrator and SPEACS team member Jill Casey, "currently, and in the future." [Read more about SPEACS here.](#)



Anna Rutledge (left) shows fellow graduate student Ariel Perez some of the assistive technology CDS provides through the SPEACS project.

An ounce of prevention

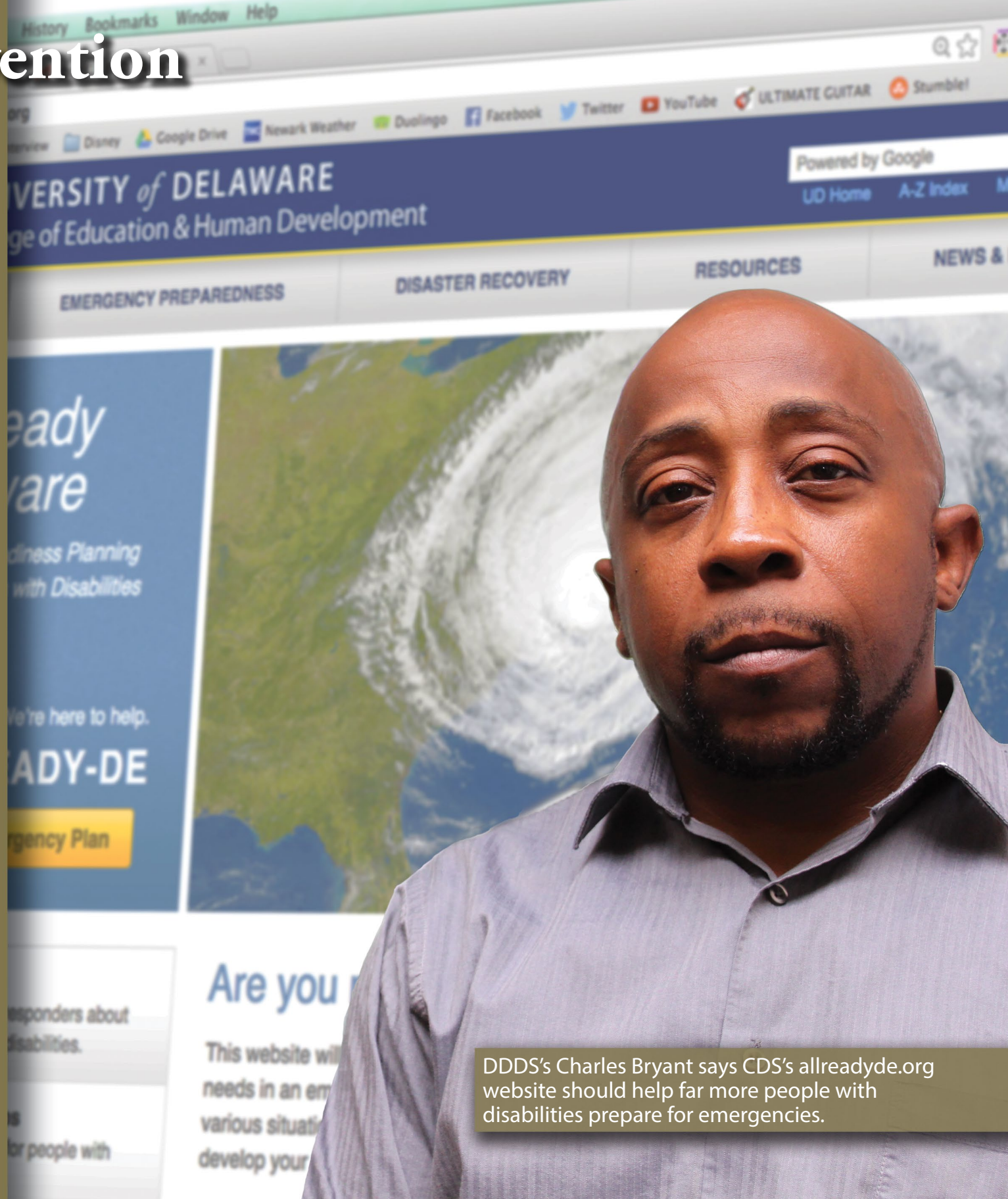
People with disabilities don't do enough to prepare for emergencies, says Charles Bryant, a former police officer who has evacuated people living in flood plains. The general population doesn't prepare enough either, he says. But if you're someone who relies on adaptive equipment or needs to take medication daily, "you've got to ready yourself for the unexpected."

Now, there are ways to get them ready – ways that Bryant and Newark Police Captain John Potts say could be game-changers for people with disabilities. The allreadyde.org website, which CDS began developing in 2013 through grants from [Delaware Citizen Corps](#) and the [Centers for Disease Control and Prevention](#), helps users craft individualized emergency plans and connects them with resources around Delaware. CDS's delawaretips.org web app offers tips to first responders and caregivers on how to assist people with disabilities.

The website and web app also are tailored to help people with chronic health conditions.

Bryant, who's now a trainer at [Delaware's Division of Developmental Disabilities Services](#), says DDDS will post a link on its website to the allreadyde.org website. Potts asked CDS to host a workshop on the website and web app for the entire Newark police department.

"This shows there is a spreading realization that people with functional needs have to prepare for emergencies in advance," says [Phyllis Guinivan](#), director of the Emergency Preparedness for Individuals with Disabilities Project at CDS. "Prepping for emergencies takes time, but the sooner people with disabilities and chronic health conditions start, the safer they'll be."



DDDS's Charles Bryant says CDS's allreadyde.org website should help far more people with disabilities prepare for emergencies.

Core questions, needed answers

When [Rebecca Lloyd](#) surveys people with disabilities about whether they're satisfied with the services they're getting, many aren't simply eager to answer her; they're thankful someone's bothering to pose the questions.

"They're happy to be given the chance to have a say about their life, about what's working and what isn't," says Rebecca, one of several individuals selected by CDS to canvass Delawareans with developmental disabilities about health care, employment, inclusion and other necessities.

[The Division of Developmental Disability Services \(DDDS\)](#) selected CDS in 2013 to conduct a [National Core Indicators](#) assessment of Delaware services, using teams of University of Delaware students and self-advocates. Frann Anderson, state wide director of the [Office of Quality Improvement](#) and the NCI survey project coordinator at DDDS, says "we chose CDS because its relationships with students and self-advocates allowed us to build interviewer teams that supported self-advocates interviewing their peers, while also providing an opportunity for students to learn about the lives of people with disabilities outside of the classroom."

Rebecca fit right in. A UD undergraduate, she says her own disability helped her empathize with the people she interviewed, and made it easier for many of them to disclose information about themselves.

That information should provide us with a clearer picture of how or whether "people with disabilities are having their needs met," says Samantha Montano, who helped train Rebecca in how to conduct the survey. Where deficiencies in services are spotted, governments and service providers can work to strengthen them.

They'll be better able to do that because of CDS's work on the assessment.

[View responses nationally to the 2012-2013 National Core Indicators' consumer survey.](#)



Rebecca Lloyd (left) hopes the survey she conducted with an assist from Samantha Montano will help improve supports for people with disabilities.

Sharing, collaborating, partnering

After CDS's [Annalisa Ekbladh](#) detailed her experience coordinating Delaware's recent collaborative [strategic plan to improve supports for people with autism](#), audience members at the [Association of University Centers on Disabilities \(AUCD\)](#) conference in Washington, D.C. said they wanted, well, more detail.

"People from Maryland, Minnesota, and Texas contacted me for advice on how to launch processes similar to ours," says Ekbladh.

The same thing happened to CDS's [Brian Freedman](#) after he shared at AUCD results of [a survey on how colleges can engage families of students with intellectual disabilities](#). Think College in Boston invited him to address the subject in a webinar.

The obligation felt by Ekbladh and Freedman to share information about research, innovative programs and all manner of best practices with others in and outside Delaware is shared by the entire CDS staff. In the past fiscal year, they presented their findings and experiences on issues that, increasingly, know no borders.

Julie Bowers, [Judi MacBride](#) and their Department of Education collaborator Sarah Celestin visited Chicago to discuss the need to empower parents so their children can access the general education curriculum. [View their PowerPoint presentation here](#). In Honolulu, [George Bear](#) engaged his listeners on school climate and cyberbullying. [View Bear's poster here](#). In all, CDS staff made 70 presentations in seven states and the District of Columbia from July 1, 2013 to June 30, 2014.

"If we don't push out information about our research and services, we haven't done the whole job," says CDS Director [Beth Mineo](#). CDS also benefits. "We collaborate, make connections and build partnerships," she says.

[Note: A presentation by Steve Smith on IEP coaching, mentioned in CDS's calendar version of its annual report, actually will be made March 2015 in Houston.]



CDS's Brian Freedman discussed ways to support college students with intellectual disabilities at several forums outside Delaware last year.

Serving others better

The findings were troubling: People with disabilities and mental illnesses were more likely than the general population to be victims of domestic violence. And, many service providers weren't properly equipped to help them.

The findings came wrapped in a 2013 report ([see the report here](#)) by the First State Equal Access to Safety Collaboration, comprised of CDS, the Delaware Coalition Against Domestic Violence (DCADV) and the National Alliance on Mental Illness (NAMI) in Delaware, and made possible through a grant from the [U.S. Department of Justice's Office of Violence Against Women](#). Rather than simply accept the findings, Collaboration members set out to make improvements to services at the intersection of disability, domestic violence and mental illness.

Each organization determined that insufficient knowledge and inadequate training among professionals at the intersection led to unsatisfactory service. To address that, CDS, DCADV and NAMI each developed and began conducting workshops to help educate professionals about populations with whom they're familiar, but not expert.

CDS's workshop identifies stereotypes concerning disability, teaches how to properly address people with disabilities, and discusses ways to make everyday facilities universally accessible. "The presentation helped us understand the larger disabilities community and the many ways people need accommodation," says Joshua Thomas, director of NAMI Delaware. [See CDS's PowerPoint presentation here.](#)

[Eileen Sparling](#), a CDS staff member who worked on the collaboration, says the workshops and newly developed tool kits that help organizations identify and eliminate physical and policy barriers to access should act as catalysts for change. "This can help ensure that everyone has a safe place to go," she says.



Joshua Thomas, right, discusses with his team from the National Alliance on Mental Illness in Delaware a workshop on disabilities that CDS developed.

The Year in Review

Funding and Financials

The Center for Disabilities Studies had an operating budget of \$5,078,276.00 from July 1, 2013 through June 30, 2014.

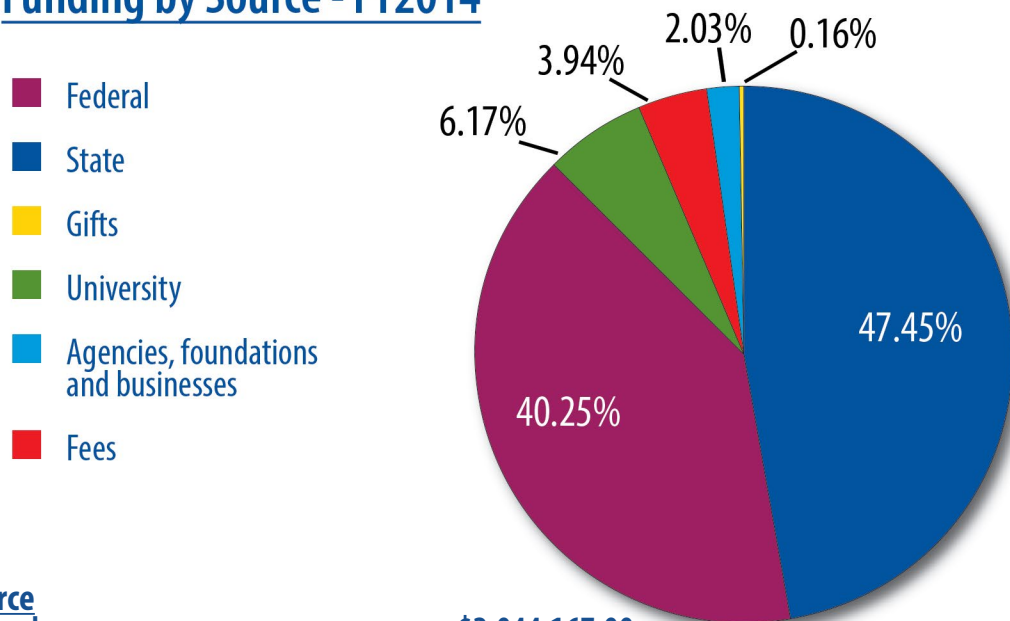
Sources of funding

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

Project-specific funding by domain

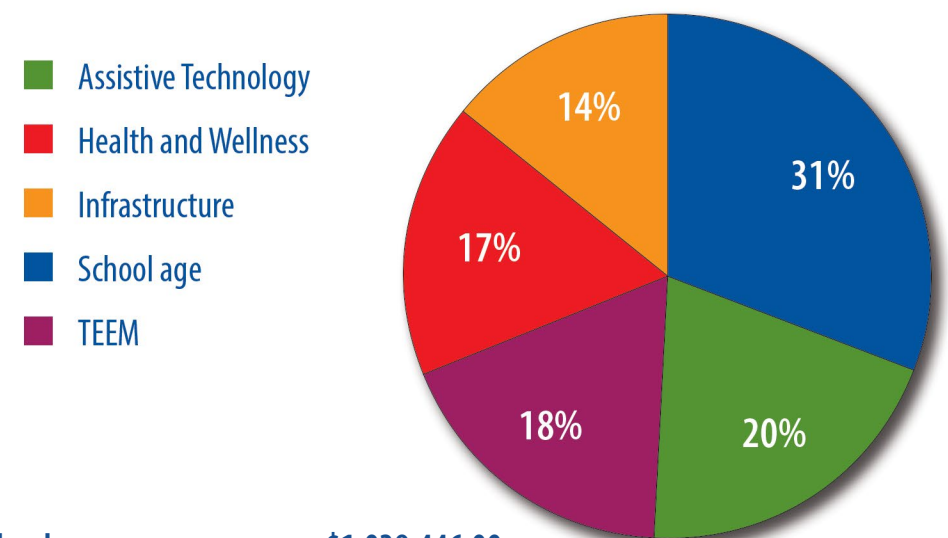
This chart shows the proportion of external funding from grants and contracts directed to support the Center's four programmatic domains: assistive technology, health and wellness, school age and TEEM (Transition, Education and Employment Model). The infrastructure domain includes funding for administrative functions, the Disabilities Studies Minor and such outreach activities as publications, conferences and our website.

Funding by Source - FY2014



Source	Amount
Federal	\$2,044,167.00
State	\$2,409,512.00
Gifts	\$7,940.00
University	\$313,303.00
Agencies, foundations and businesses	\$103,235.00
Fees	\$200,119.00
Grand Total	\$5,078,276.00

Funding by Domain - FY2014



Domain	Amount
Assistive Technology	\$1,039,446.00
Health and Wellness	\$844,830.00
Infrastructure	\$715,741.00
School Age	\$1,572,498.00
TEEM (Transition, Education and Employment Model)	\$905,761.00
Grand Total	\$5,078,276.00

Funders

Federal government agencies

Federal Communications Commission

U.S. Department of Education

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

U.S. Department of Health and Human Services

- Administration for Community Living
 - Administration on Intellectual and Developmental Disabilities
- Centers for Disease Control and Prevention
- National Institutes of Health
 - National Institute on Deafness and Other Communication Disorders

State government agencies

Delaware Department of Education

Delaware Department of Health and Social Services

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

Delaware Department of Labor

- Division of Vocational Rehabilitation

Delaware Department of Safety and Homeland Security

- Delaware Developmental Disabilities Council
- Delaware Emergency Management Agency and Citizens Corps

Nonprofit organizations, schools, foundations and businesses

Delaware Coalition Against Domestic Violence

TransCen, Inc.

University of Illinois at Chicago

Donors

We would like to give special THANKS to those listed in this section for their generous support of the Center for Disabilities Studies to enhance the lives of individuals with disabilities in Delaware.

Gifts from individuals

and organizations

David S. Annand '52
Heidi L. Beck '99M
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Gary H. Heckert '72 '76 and Beth A. Mineo
Katherine Hughes
Maxwell F. Kursh '09 '14M
Richard V. and Eunice H. Pryor
Howard and Michele F. Sands
Rachel Simon
Pierre G. and Alyson W. Thomas
Robert J. Valihura Jr.
Kevin M. Westreich '81

Gifts to Community Connectors

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Ted III and Dayna Gettinger
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Edward and Susan Gootzait
David S. Hill
Kimberly J. Howell '05
Trey Howell
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Conley's United Methodist Church
Gary H. Heckert '72 '76 and Beth A. Mineo
Shirley R. and Allen E. Smith
Sharon Weaver

Tobin Fund gifts in memory of Ruth E. Misialek

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Delaware Speech-Language-Hearing Association
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Eric S. Murray '87 and Linda M. Smith
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Sandra L. Walls
George and Elizabeth Zeller

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

The Year in Review

The Center for Disabilities Studies is...

- One of 68 University Centers for Excellence in Developmental Disabilities Education, Research and Service nationwide, with core funding from the U.S. Department of Health and Human Services, Administration on Intellectual and Developmental Disabilities.
- A focal point for generation of new knowledge and translation of existing knowledge to inform and enrich the community.
- A hub for the professional and personal development of students through coursework, internships, assistantships and participation in research and demonstration projects.
- The administrative home to the interdisciplinary Disabilities Studies Minor, the largest minor on campus with enrollment this past year reaching 395 students from six colleges and 18 departments.
- An engaged center, with faculty and staff collectively serving on 56 boards, committees and task forces; providing editorial support for six journals; and reviewing funding, conference and publication proposals for eight agencies and organizations.



Sarah Hearn (left) and Megan Pell, members of CDS's School Age unit.

Who we are and what we do

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

In 2013-2014, CDS staff and faculty cultivated student learning by...

- Teaching or co-teaching 19 courses, reaching a total of 97 graduate and 342 undergraduate students.
- Delivering guest lectures to 64 UD graduate students, 454 undergraduate students and 206 students at other institutions of higher education.
- Providing full assistantships to 10 graduate students from the School of Education, School of Public Policy and Administration, Department of Behavioral Health and Nutrition, and the Department of Human Development and Family Studies.
- Providing experiential opportunities to two graduate students from the School of Education and the School of Urban Affairs and Public Policy.
- Providing internship opportunities to 35 undergraduate students from six colleges.

In 2013-2014, CDS staff and faculty fostered the development of new knowledge—and the translation of existing knowledge—by...

- Developing 19 project proposals internally and with external partners.
- Offering 28 conference presentations and publishing 24 journal articles and other documents.

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

Staff and faculty

Beth Mineo, director
 Debbie Bain
 George Bear
 Blake Bossert
 Debby Boyer
 Sandi Bradford
 Wendy Claiser
 Teresita Cuevas
 Stephanie DeMayo
 Sophie DeMesse
 Laura Eisenman
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 Kathryn Leonard
 Rebecca Lloyd
 Anthony Machi
 Alison McQuiston
 Noelle Menchini
 Charles Meyer
 Cassidy Nalbhone
 Fayoumata Sall
 Jenn Sparano
 Juliana Sullivan
 Elizabeth Thurrell
 Josh Titus
 Amelia Weiss

Many other UD students share their talents with the Center as volunteers or to fulfill course requirements.

Right: Steve Smith, a member of CDS's School Age unit.

Bottom Left: Wendy Claiser, a member of CDS's Transition, Education and Employment Model (TEEM) unit at Disability Mentoring Day 2014.

Bottom Right: Bhavana Viswanathan, a member of CDS's Health and Wellness unit.



Teresita Cuevas, a member of the School Age unit.

Individuals whose service concluded during the past year

Staff and faculty

Chris Barthold
 Julie Bowers
 Victoria Clark
 Jane Donovan
 Max Kursh
 Gary Mears
 Jamie Wolfe

Graduate assistants

Samantha Gralla
 Katie Hoffman
 Krista Jensen
 Marisa Kofke
 Lindsey Mantz
 Sara Shaw
 Ben Wallace

Undergraduate students

Allanah Barbour
 Ashley Clark
 Alyssa Fiume
 Tyler Graves
 Kyle Ingram
 Mallory Johnston
 Seth Logan
 Courtney Mick
 Alex Reichl
 Emily Tierney
 Caroline Yeager

The Year in Review

Community Advisory Council

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

CAC Executive Committee

Chairperson

Bob Valihura, Esq., advocate

First vice chairperson

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

Second vice chairperson

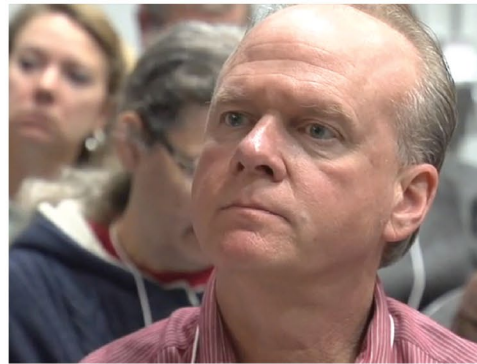
Linda Heller, self-advocate

Secretary

Deborah Dunlap, parent

At-large member

David Lynch, self-advocate



Top: Kyle Hodges, State Council for Persons with Disabilities

Middle: Larry Henderson, Independent Resources, Inc.

Bottom left: Linda Heller, self-advocate



CAC Members

Karl Booksh, self-advocate

Deborah Bradl, Division of Vocational Rehabilitation, parent

Tim Brooks, parent

Lisa Carnley, parent

Anthony Carter, JEVS Support for Independence

Ernest Cole, Freedom Center for Independent Living

Bobbie Dehaven, self-advocate

Micki Edelsohn, parent

William Fitzpatrick, self-advocate

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

Brian Hartman, Delaware

Disabilities Law Program

Debra Heffernan, state representative, parent

Larry Henderson,

Independent Resources, Inc.

David Hill, self-advocate

Kyle Hodges, State Council for Persons with Disabilities

Kathy Hughes, family member

Jane Luke, parent

David Lynch, self-advocate

Daniel Madrid, Division for the Visually Impaired

Pat Maichle, Developmental

Disabilities Council, parent

Karen Mancini, parent

Susan Mateja, Division of Medicaid and Medical Assistance

Mary Ann Mieczkowski, Department of Education

Sandra Miller, Division of Vocational Rehabilitation

Keith Morton, Parent Information Center

Laurie Nicoli, parent

Corrine Pearson, parent

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

Monika Shafi, parent

Wendy Strauss, Governor's Advisory Council for Exceptional Citizens

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

Carl Wexler, Division of Developmental Disabilities Services

Members whose service concluded during the past year

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

Kathy Herel, Parent Information Center of Delaware's Educational Surrogate Parent Program

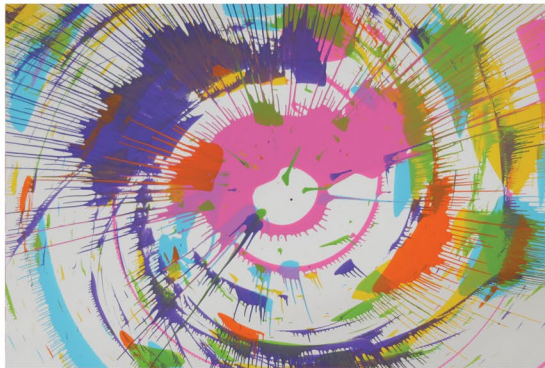
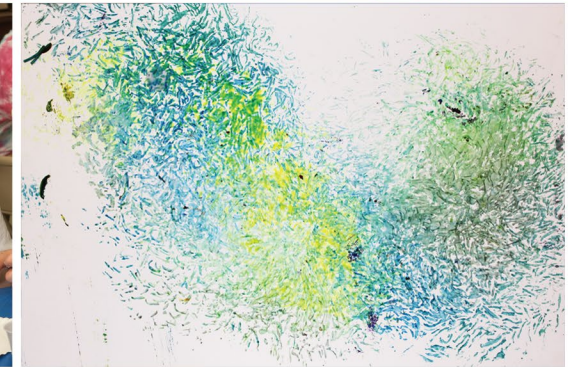
Patricia Kelleher, The Arc of Delaware

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

Martha Toomey, parent

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Center for
Disabilities Studies



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

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