



Center for Persons with Disabilities
ANNUAL REPORT 2017

A University Center for Excellence in Developmental Disabilities Education, Research & Service

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Our Child Care Nutrition Program trains licensed Utah day care providers in standards of quality day care and nutrition, as well as administering reimbursements for meals and snacks. Providers are encouraged to promote positive eating habits by introducing children to new foods, encouraging favorable attitudes toward food and encouraging children to eat a variety of foods.

CPD Guiding Values

WE INNOVATE:

We lead by developing dynamic, sustainable, forward-thinking programs and services.

WE INCLUDE:

We demonstrate how to effectively work toward inclusive communities in our planning, programs, and services. We celebrate diversity in ability, race, ethnicity, culture, language, gender, sexual orientation, politics, and religion.

WE COLLABORATE:

We forge partnerships. Working together makes us more responsive to the current needs of our clients and communities.

WE CARE:

We do what we do because we care. We are making the world a better place for people with disabilities and their families.

On the cover:

Amy Henningsen, an occupational therapist in the Up to 3 Early Intervention Program works with a toddler during a home visit.

From the director



2017 MARKS THE 45TH ANNIVERSARY of the founding of the Center for Persons with Disabilities (CPD) at Utah State University. The CPD was the first UCEDD in the nation to be housed within a College of Education. We are proud to be Utah's federally designated University Center for Excellence in Developmental Disabilities (UCEDD), and our faculty and staff continue to demonstrate excellence and innovation in all that they do. Over its 45 years of history, the CPD has grown into one of the largest UCEDD programs in the nation and is recognized as a pioneer in education, research, training, and services for people with disabilities and their families.

This has been a year of growth at the USU Center for Persons with Disabilities (CPD). It was my privilege to join the CPD in January 2017 to serve as the new Executive Director. Coming to the CPD was a dream job for me, and I am genuinely honored to work with the talented faculty, staff, and students who continue to make the CPD a national leader in the field of disability and special education. Just one glance at our numbers and projects shows that we continue to be a catalyst for positive change for people with disabilities and their families.

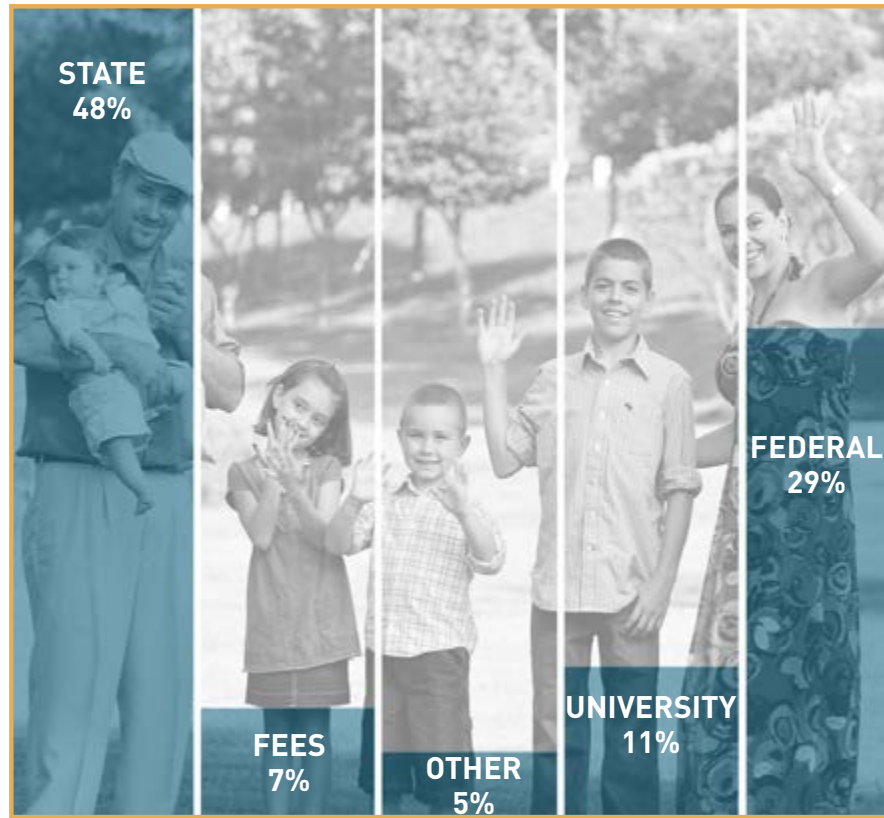
Over the past year we have engaged in a statewide strategic planning process to identify our areas of focus for the next 5 years. Through this process we have identified healthcare, mental health, employment, transition, personnel development, and accessibility as key areas where we will be focusing our efforts. We will also be engaging in an aggressive program of growth and development to capitalize upon our strengths and adapt our operations to be more responsive to the demands of families and people with disabilities and the 21st century economy.

I look forward to building on the CPD's legacy of excellence as we continue to work towards our vision of becoming an international leader in creating inclusive communities and improving the quality of life for people with disabilities and their families.

Matthew Wappett,
CPD Executive Director

FISCAL YEAR 2017 BUDGET– \$16,826,454

The CPD generated approximately \$8 in external support for every dollar of University support received in Fiscal Year 2017.



CPD Sources of Funding

CPD CONSUMER ADVISORY COUNCIL

FAMILY AND SELF ADVOCATES

Marissa Bell
Sara Dautre
Michelle Hoggan
Kelly Holt
Cindy Ann Jones
Mary V. Kava
Kayci Lynam
Crystal Pyne
Eric Stoker
Teresa Turner

AGENCY REPRESENTATIVES

Adina Zahradnikova, Disability Law Center
Claire Mantonya, Utah Developmental Disabilities Council
Stephanie Mathis, Director, Segó Lily
Wendi Hassan, Cache Valley Center for the Arts
Everette Bacon, Division of Services for the Blind & Hearing Impaired

EX OFFICIO MEMBERS

Matthew Wappett, CPD Director
Gordon Richins, CPD Consumer Liaison
Jeff Sheen, CPD Policy Specialist

Awards



LINDA ALSOP received the Exemplary Advocate Award from The Council for Exceptional Children's Division on Visual Impairments and Deafblindness, recognizing her more than 20 years of service to the Deafblind community.

JUDITH HOLT received an award of appreciation from the South Africa Medical Student Association in Pretoria where she gave an invited presentation discussing disabilities and society..



LESTER PAPA received the Dedication Award from the Utah State University Student Association. The award recognizes students who have shown exemplary dedication to multiple areas such as academics, research, and community service.

SHERRY JOY was honored by the Northern Utah Down Syndrome Foundation. The award marked her 20 years as an advocate starting when she co-founded an organization for parents that grew into the current Cache/Box Elder community group of the Utah Down Syndrome Foundation.



THE UP TO 3 EARLY INTERVENTION PROGRAM received a Special Recognition Award from Utah State University Department of Special Education and Rehabilitation for their support of USU students

Appointments

Linda Alsop, **Utah Deafblind Advisory Committee.**

Alma J. Burgess, President, **Options for Independence Board**; Chair, **Chrysalis Human Rights Committee**; **Utah Center for Assistive Technology Committee.**

John Copenhaver: Advisory Boards, **The Utah Professional Development Network Advisory Board**, **TASK-12 Advisory Board for the Assessment of Sign Language Interpreters.** Faculty appointment, **Faculty member for the orientation of new State Directors of Special Education**, **National Association of State Directors of Special Education.**

Barbara Fiechtl, **State Leadership Team for the Reaching practices through recommended practices (RP2) early childhood initiative from the Utah State Board of Education**; **Advisory Board, Utah Interagency Coordinating Council.**

David Forbush, **Utah Multi-Tiered System of Support Committee.**

Marilyn Hammond, Advisory Boards, **AgrAbility of Utah**; **National Task Force on Violence and Abuse of People with Disabilities.**

Mark Innocenti, Secretary, **Council on Research and Evaluation**, **Association of University Centers on Disabilities**; **Utah School Readiness Board.**

Marla Nef, **State Leadership Team for the Reaching practices through recommended practices (RP2) early childhood initiative from the Utah State Board of Education**

Eduardo Ortiz, **Association of University Centers on Disabilities Project Advisory Committee.**

Janel Preston, **Utah Act Early Ambassador.**

Sachin Pavithran, **Architectural and Transportation Barriers Compliance Board (U.S. Access Board)**; **Assistive Technology Act Programs National Board**; **National Federation of the Blind**, **Research & Development Committee**; **National Federation of the Blind**, **Utah State Affiliate Board Member.**

Gordon Richins, **Utah Rural Specialized Transportation Association Board**; **Association of University Centers on Disability Council on Consumer Advocacy**; **Association of Programs for Rural Independent Living**; **National Council on Independent Living**; **OPTIONS for Independence.**

Mathew Wappett, **Utah Developmental Disabilities Council**; **Board of Trustees, Disability Law Center.**

Cyndi Rowland, **United Nations Educational, Scientific and Cultural Organization (UNESCO) Web Accessibility Standards for Distance Education Planning Committee**; **Google/The ARC Technology Development for Individuals with Intellectual Disabilities**; **IT Accessibility Risk Committee, Educause.**

Jeff Sheen, Chair, **Senator Orrin Hatch's Disability Advisory Committee**; Secretary, **Utah Statewide Independent Living Council Board**, **Legislative Council for People with Disabilities Executive Board.**

Editorial Boards

Anthony R. Torres, Reviewer, **Autism Research and Treatment**; **Brain, Behavior and Immunity**; **Neuroscience.**

David Forbush, Editorial Boards, **Rural Special Education Quarterly**; **Journal of Positive Behavioral Interventions**; **Journal of Early Intervention.**

Marilyn Hammond, Editorial Board, **Review of Disability Studies.**

Barbara Fiechtl, Editorial Board, **Young Exceptional Children.**

Mark Innocenti, Editorial Boards, **Journal of Early Intervention**; **Topics in Early Childhood Special Education.** Invited reviewer, **Journal of Educational Psychology**; **Infant Mental Health Journal**; **Infant Behavior and Development**; **Developmental Psychology.**

Cyndi Rowland, Invited Reviewer, **International Journal of Information and Learning Technology.**

Matthew Wappett, Editorial Boards, **Review of Disability Studies Journal**; **Palgrave-MacMillan Publishers.**



The Developmental Skills Laboratory provides supported living services, recreation opportunities, and employment services for adults with disabilities and also serves as an important training program for USU students in a variety of disciplines.

Student Support

<u>USU COURSES TAUGHT BY CPD STAFF</u>	<u># of Courses</u>
Communicative Disorders.....	13
Physical Education/Physical Therapy.....	2
Special Education & Rehabilitation.....	22
Teacher Education & Leadership (TEAL).....	2
TOTAL STUDENTS	642
<u>PROJECT SUPPORT</u>	
Interdisciplinary Disability Awareness & Service Learning....	9
Practicum Students/Clinical trainees/Interns.....	36
PEER Trainees.....	11
URLEND Trainees	32
<u>GRADUATE STUDENT ADVISEMENT</u>	
Doctoral Committees	6
Masters Committees.....	3
<u>OTHER</u>	
Graduate Assistantships.....	3
Student Employees.....	54

*FY 2017
financial support
to USU students
through stipends,
assistantships,
internships, and
employment totalled
\$205,087.*

Publications

BOOK CHAPTERS

Anderson, S., Roggman, L.A., Cook, G.A., & Innocenti, M.S. (2017). Measuring father involvement. In Mazza, C., & Perry, A. (Eds.). **Fatherhood in America: Social Work Perspectives in a Changing Society** (pp. 269-301). Springfield, IL: Charles C. Thompson.

Innocenti, M.S. (2016). O papel de visita domiciliar em um mundo baseado em evidências [The role of home visiting innovation in an evidence-based world] (pp. 337-358). In Center for The Study of Violence (N. Cardia & L.A. Roggman, Eds), **Visita domiciliar [Home visitation]**. So Paulo, BRAZIL: University of So Paulo Press.

PEER-REVIEWED PUBLICATIONS IN SCHOLARLY JOURNALS*

Boyce, L.K., Seedall, R.B., Innocenti, M.S., Roggman, L.A., Cook, G.A., Hagman, A.M., & Jump, V.K. (2017). Influence of a parent-child interaction focused bookmaking approach on maternal parenting self-efficacy. **Infants & Young Children**, 30(1), 76-93.

Brady, A., Christensen, K., & Holt, J. (2017). The changing view of physical recreation for people with disabilities in the USA: Now a more inclusive perspective. **Review of Disability Studies**, 13(2), 96-102.

Christensen, K.M. & Reyes, L.P. (2017) Creating outdoor play environments to support social interactions of children with Autism Spectrum Disorder: A scoping study. **Landscape Research Record**, (5): 128-140.

Durn, L. K., Hartzheim, D., Lund, E. M., Simonsmeier, V., & Kohlmeier, T. L. (2016). Bilingual and home language interventions with young dual language learners: A research synthesis. **Language, Speech, and Hearing Services in Schools**, 47, 347-371.

Grether, J.K., Ashwood, P., Van de Water, J, Yolken, R.H., Anderson, M.C., Torres, A.R., Westover, J.B., Sweeten, T., Hansen, R.L., Kharrazi, M., & Croen, L.A. (2016). Prenatal and newborn immunoglobulin levels from mother-child pairs and risk of Autism Spectrum Disorders. **Frontiers in Neuroscience**, doi: 10.3389/fnins.2016.00218.

Manley, M., Kim, Y.S., Christensen, K.M., & Chen, A. (2016). Airport emergency evacuation planning: An agent-based simulation study of dirty bomb scenarios. **IEEE Transactions on Systems, Man and Cybernetics: Systems**, 46(10): 1390-1403.

McGovern, P.M., Nachreiner, N.M., Holl, J.L., Halfon, N., Dabelea, D., Caulfield, L., Hogue, C., Cauley, J., Innocenti, M.S., White, L., Amsden, L., Markovic, N., Riddles, M., Adams, S., Haugen, B. (2016). The high-low alternative recruitment schema of the National Childrens Study. **Pediatrics**, 137 (Supplement 4), S213-S218.

Roggman, L.A., Cook, G.A., Innocenti, M.S., Jump Norman, V., Christiansen, K., Boyce, L.K., & Peterson, C.A. (2016). Home visit quality variation in two Early Head Start programs in relation to parenting and child vocabulary outcomes. **Infant Mental Health Journal**, 37(3), 193-207.

Rowland, C., & Whiting, J. (2016). How can nontechnical individuals assist in web accessibility testing? **Proceedings of the 2016 ICT Accessibility Testing Symposium: Section 508, WCAG, and Beyond**, 17-20.

Sharifi, M.S., Christensen, K.M., Chen, A., Stuart, D., Kim, Y.S., & Chen, Y. (2017). A large-scale controlled experiment pedestrian walking behavior involving individuals with disabilities. **Travel Behavior and Society**, (8): 14-25.

Sharifi, M.S., Stuart, D., Christensen, K.M., & Chen A. (2016). Time headway modeling and capacity analysis of pedestrian facilities involving individuals with disabilities. **Transportation Research Record**, 16(2553): 41-51.

Traglia, M., Croen, L.A., Lyall, K., Windham, G.C., Kharrazi, M., DeLorenze, G.N., Torres, A.R., & Weiss, L.A. (2017). Independent maternal and fetal genetic effects on midgestational circulating levels of environmental pollutants. **G3: Genes, Genomes, Genetics**, 7(4), 1287-1299.

Torres, A.R., Westover, J., Benson, M., Johnson, R., & Dykes, A. (2016). A killer immunoglobulin-like receptor gene - Content haplotype and a cognate human leukocyte antigen ligand are associated with autism. **Autism Open Access** 2016, doi:10.4172/2165-7890.1000171.

Torres, A.R., Sweeten, T.L., Johnson, R.C., Odell, D., Westover, J.B., Bray-Ward, P., Ward, D.C., Davies, C.J., Thomas, A.J., Croen, L.A., & Benson, M. (2016). Common genetic variants found in HLA and KIR Immune Genes in Autism Spectrum Disorder. **Frontiers in Neuroscience**, doi:10.3389/fnins.2016.00463.

REPORTS AND MONOGRAPHS

Fiechtl, B. & Olsen, S. (2016). A Project to Provide Early Intervention Services Using VoIP in Rural Utah. In Ludlow, B.L. and Collins, B.C. (Eds.), **Online in real time: Using Web 2.0 for Distance Education in Rural Special Education**. American Council on Rural Special Education.

Hammond, M.Jones, D.L., McDaniel, A., McElwee, P., Holt, J., & Eubanks, C. (2017). **Guidebook for SILC Chairpersons, Administrators, and Members**. Utah Statewide Independent Living Council.

* An additional book, one chapter, and 24 additional journal articles were published by URLEND staff members affiliated with other USU departments and the University of Utah.

PICCOLO (Parenting Interactions with Children: Checklist of Observations Linked to Outcomes), a tool that measures parent-child interactions, was developed at the CPD and literally moved on to the world. Currently translated into 8 languages, PICCOLO is being used in at least 16 countries. Mark Innocenti and Lori Roggman, two of the developers of the tool, were invited speakers in Barcelona, Spain, in 2017 to discuss the tool's use in early intervention and how it can support parenting interactions that lead to positive child outcomes from infancy through preschool.



Students in the Postsecondary Education, Employment and Research (PEER) program for young adults with developmental disabilities aged 18-21 receive instruction and mentorship in social, recreational and employment opportunities with their age peers. PEER also offers opportunities for researchers to study transition issues such as ways to teach employment, social, recreation and leisure skills to young adults with disabilities.



Direct Services

NUMBER OF INDIVIDUALS SERVED 2016-2017

Behavioral Health Clinic	1,488
Developmental Skills Laboratory	32
PEER Classroom	13
Southeast Early Intervention.	252
TOP Sports	87
Up to 3 Early Intervention	916
Utah Assistive Technology Foundation loans/grants.	211
UATP/AT Labs/CReATE	1,126

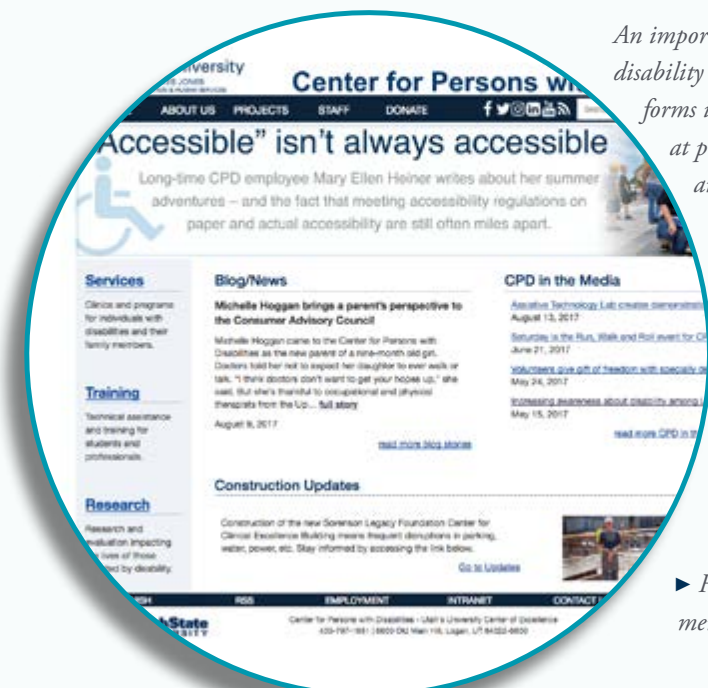
CPD programs served 4,125 Utahns with disabilities and their families during FY 2017.

Professional Presentations

- Andreason, M. (2017). **Co-Teaching: Learning through implementing.** Utah Multi-Tiered System of Supports (UMTSS) Conference, Provo, UT.
- Brady, A. (2016). **Evaluating seclusion and restraint acceptability in public schools.** Southwest Conference on Disability, Albuquerque, NM.
- Brady, A. (2017). **Treatment selection of challenging behaviors in the classroom: Best practices and current research.** Utah Council for Exceptional Children, Murray, UT.
- Brady, A. (2017). **Siblings of adults with IDD's knowledge and perspectives on guardianship and its alternatives.** American Association on Intellectual and Developmental Disabilities, Hartford, CT.
- Brady, A. (2017). **Using pictures depicting app icons to conduct an MSWO assessment on a tablet device.** Association for Behavior Analysis International, Denver, CO.
- Brady, A. (2017). **Monitoring and increasing staff fidelity: Tools and tips.** Utah Multi-Tiered System of Supports (UMTSS) Conference, Provo, UT.
- Brady, A., & Duran, L. (2016). **A literature review of the transition of culturally and linguistically diverse students: Trends, barriers, and recommendations** [Poster]. Navigating Change Building Our Future Together (AUCD National Conference). Washington, DC.
- Bowe, M. (2016). **Incorporating online modules to support the training needs of busy educators.** Utah Rural School Conference, Cedar City, UT.
- Buchanan, L. & Sitton, J. (2016). **Conducting a student gap analysis to focus instruction.** Utah Rural School Conference, Cedar City, UT
- Buchanan, L., Steinke, A. (2017). **Supporting math instruction with differentiation across the tiers.** Utah Multi-Tiered System of Supports (UMTSS) Conference [Poster], Provo, UT.
- Burgess, A. (2016). **Building our future through educating and training the next generation.** Navigating Change Building Our Future Together (AUCD National Conference). Washington, DC.
- Burgsthaler, S., Vinten-Johansen, C., Rowland, C., Bingham, J., & Bennet, C. (2017). **Design issues regarding postsecondary education ICT and students with disabilities.** Panel discussion presented to Ed-ICT International Network: Symposium One Effective models, frameworks or approaches, Seattle, WA.
- Conrad, C., Franklin, L., Harris, J., Murray, B., Ng, J., Wheeler, K., & Simonsmeier, V. (2017). **Co-morbidity of hearing loss and autism: Interdisciplinary collaboration.** Early Hearing Detection and Intervention, Atlanta, GA.
- Evans, L. (2017). **Grow mathematical mindset so conceptual reasoning and problem-solving can bloom in your classroom.** Utah Multi-Tiered System of Supports (UMTSS) Conference, Provo, UT.
- Fiechtl, B. (2016). **Strengthening recommended practices: Providing visual and quantitative feedback to preservice students** [Poster]. Division for Early Childhood Conference, Louisville, KY.
- Forbush, D. (2017). **Leveraging Hattie's "Big Hitter" literacy instructional practices to improve student outcomes!** Utah Multi-Tiered System of Supports (UMTSS) Conference, Provo, UT.

An important function of the CPD is to make quality information about disability issues available to broad audiences. This dissemination effort takes many forms including websites, electronic newsletters, refereed articles, presentations at professional conferences, publications, press communications, fact sheets, and brochures. Some highlights of Fiscal Year 2017 include:

- ▶ Over 40,000 individual users accessed the CPD website;
- ▶ CPD/URLEND staff presented at 109 professional conferences;
- ▶ Ninety-four blog articles were posted by various CPD projects, totalling over 10,000 views;
- ▶ The online WAVE tool created accessibility evaluations for 2,094,277 web pages; and
- ▶ Fourteen articles were published in peer-reviewed journals by CPD staff members, with an additional 24 articles published by URLEND-affiliated staff.



- Forbush, D. & Jeon, J. (2016). **An introduction to video-based instructional coaching**. Keynote – New Mexico Results Driven Accountability Conference, Albuquerque, NM.
- Forbush, D. & Jeon, J. (2016). **Leveraging enhanced student outcomes with effective instructional coaching**. New Mexico Results Driven Accountability Conference, Albuquerque, NM.
- Forbush, D. & Jeon, J. (2017). **Blueprinting for outcome based professional development**. Utah Rural School Conference, Cedar City, UT.
- Forbush, D., Jeon, J., Stubbs, J. & Healey, D. (2016). **High quality PD in practice and implications for closing student skill gaps**. National Association for State Directors of Special Education Conference. Milwaukee, WI.
- Forbush, D., Jeon, J. & Taylor, D. (2016). **Improving virtual instruction through evidence-based virtual PD**. National Association for State Directors of Special Education Conference, Portland, OR.
- Hammond, S. (2017). **Empowering educators and struggling students with a growth mindset toward college and career readiness**. Utah Multi-Tiered System of Supports (UMTSS), Provo, UT.
- Holt, J. (2016). **A new era of interdisciplinary collaboration: The Center Clinical Excellence at Utah State University** [Poster]. Navigating Change Building Our Future Together (AUCD National Conference), Washington, DC.
- Holt, J. (2017). **Disabilities: Beyond treatment**. South African Medical Students Association, Pretoria, South Africa.
- Innocenti, M.S. (2016). **Using social impact bonds to fund programs for people with disabilities**. Navigating Change Building Our Future Together (AUCD National Conference). Washington, DC.
- Innocenti, M.S. & Roggman, L. (2016). **Do relationships matter in home visiting?** ACF National Research Conference on Early Childhood, Washington, DC.
- Innocenti, M.S., & Roggman, L.A. (2017). **Effectively engaging families to support children's development**. Infant and Early Childhood Conference, Tacoma, WA.
- Innocenti, M., Roggman, L., & Cook, G. (2017). **Relevance of early dyadic parent-child and teacher-child interactions**. Invited presentation, University of Barcelona, Barcelona, SPAIN.
- Jeon, J. & Forbush, D., Taylor, D., Voorhies, L. & Pearl-Weese, S. (2016). **Improving virtual instruction through evidence-based virtual PD**. National Association for State Directors of Special Education Conference. Milwaukee, WI.
- Joeckel, G. (2016). **WAVE: An automated tool for web accessibility evaluation and education**. Accessibility Quebec Canada (a11yqc) 2016 Conference, Quebec, Canada.
- Jump, V. & Innocenti, M.S. (2016). **Attachment really is what it is cracked up to be**. Zero to Three National Training Institute, Washington DC.
- McClimans, K. (2017). **Using an effective instructional cycle to leverage student learning across all tiers of instruction**. Utah Multi-Tiered System of Supports (UMTSS) Conference, Provo, UT.
- Mendenhall, K. & Buchanan, L. (2016). **Differentiating instruction with a simple research-based reading intervention**. Utah Rural School Conference, Cedar City, UT.
- Northup, J. (2017). **Screen readers and CSS: Are we going out of style (and into content)?** Knowbility AccessU Conference, Austin, TX.
- Ortiz, E., Molina, T., Kalala, H., & Karma, M. (2016). **Utah's refugee population and disabilities: Successes, lessons learned, and challenges** [Poster]. Navigating Change Building Our Future Together (AUCD National Conference), Washington, DC.
- Roggman, L. & Innocenti, M.S. (2017). **Observation of home visit planning processes: Is planning related to outcomes?** Home Visiting Applied Research Collaborative, Dover, NH.
- Roggman, L., Innocenti, M.S., & Cook, G. (2017). **New PICCOLO+B data and Using PICCOLO in practice**. International PICCOLO Research Meeting, University of Barcelona, Barcelona, Spain.
- Rowland, C. (2016). **Components of a campus accessibility plan**. University System of Georgia Accessibility Symposium. Atlanta, GA.
- Rowland, C., & Whiting, J. (2016). **Education accessibility: Distance learning, virtual learning**. Regional meeting of Central American Ministers of Education and Technology, UNESCO; San Jose, Costa Rica.
- Rowland, C., & Joeckel, G. (2016). **So how are we doing? An analysis of web accessibility in the UCEDD network** [Poster]. Navigating Change Building Our Future Together (AUCD National Conference). Washington, DC.
- Rowland, C. & Joeckel, G. (2017). **Web accessibility in a national sample: So how are we doing?** CSUN International Assistive Technology Conference (CSUN 2017); San Diego, CA.
- Rowland, C. & Whiting, J. (2016). **How can nontechnical individuals assist in web accessibility testing?** ICT Accessibility Testing Symposium, Baltimore, MD.
- Rowland, C. & Whiting, J. (2017). **Web accessibility testing and the nontechnical individual**. CSUN International Assistive Technology Conference (CSUN 2017); San Diego, CA.

- Simonsmeier, V. (2016). **Take a walk with me: Shared experiences of parents and siblings of individuals with autism.** Critical Issues Facing Children and Adolescents, Salt Lake City, UT.
- Simonsmeier, V. & Gillam, R. (2016). **The influence of child factors, family factors, SES, and information processing on the syntax development in school-age children.** American Speech-Language-Hearing Association Convention, Philadelphia, PA.
- Simonsmeier, V., Mortensen, C., & McVicar, S. (2017). **Culturally appropriate public health materials for cytomegalovirus (CMV) and newborn hearing screenings for American Indian communities in Utah.** Early Hearing Detection and Intervention National Conference, Denver, CO.
- Sitton, J. (2017). **More than just highlighting: Using annotated reading to connect all readers to text.** Utah Multi-Tiered System of Supports (UMTSS) Conference, Provo, UT.
- Smith, J. (2017). **Keyboard accessibility.** Knowbility AccessU 2017 Conference, Austin, TX.
- Smith, J. (2017). **On-campus keynote address for 3Play Media.** New York, NY.
- Smith, S. (2016). **Different approaches to working with LEAs on MOE.** CIFR IDEA Fiscal Forum, Denver, CO.
- Smith, S. (2016). **New data elements related to the LEA maintenance of effort provision of IDEA.** CIFR IDEA Fiscal Forum. Denver, CO.
- Smith, S. (2016). **Working with OSEP and TA centers to address LEA MOE and excess cost findings.** CIFR IDEA Fiscal Forum, Denver, CO.
- Smith, S. (2016). **Tracking CEIS.** CIFR IDEA Fiscal Forum, Denver, CO.
- Smith, S. (2016). **Local maintenance of effort.** New Mexico PED SEB. Albuquerque, NM.
- Smith, S. (2017). **Quality MFS and MOE Data: Improving Fiscal Reporting.** NCES STATS-DC, Washington DC.
- Steinke, A. (2016). **Differentiation for all students in the mathematics classroom.** Utah Rural School Conference, Cedar City, UT.
- Steinke, A. (2017). **Using an Effective coaching formula to improve teacher practice.** Utah Multi-Tiered System of Supports (UMTSS) Conference, Provo, UT.
- Stoker, E. (2016). **Advocates as leaders/How to start Your own speakers bureau.** National Association of Councils on Developmental Disabilities. Washington, DC.
- Taylor, D. (2016). **Developing college and career readiness for students with disabilities.** Utah Rural School Conference, Cedar City, UT.
- Taylor, D. (2017). **Collaboration among schools and adult service agencies.** Utah Multi-Tiered System of Supports (UMTSS) Conference, Provo, UT.
- Taylor, D. (2017). **Re-think college and career readiness at your school.** Utah Multi-Tiered System of Supports (UMTSS) Conference, Provo, UT.
- Torres, A.R., Benson, M., & Page, C. (2017). **Is HLA-G associated with autism spectrum disorder? A genetic study [Poster].** Human Anatomy and Physiology Society, Logan, UT.
- Whiting, J. (2016). **Four things you should know before testing with VoiceOver.** ICT Accessibility Testing Symposium, Baltimore, MD.

The Center for Technical Assistance for Excellence in Special Education (TAESE) provided training and support to the Virgin Islands Special Education Advisory Panel, in the form of a two-day training in April 2017. Norm Ames, TAESE Associate Director, is almost pictured with the group during a selfie attempt.





With other community collaborators, the CPD sponsored a local job fair aimed at veterans and people with disabilities. Over 70 job seekers attended the event, and 26 employers attended training and provided employment opportunities.

Training/Technical Assistance

COMMUNITY TRAINING/ TA PROVIDED BY CPD STAFF

NUMBER OF INDIVIDUALS

Students*	776
Professionals and Paraprofessionals	21,340
Family Members/Caregivers	2,314
Adults with Disabilities**	617
Children/Adolescents with Disabilities**	252
Legislators/Policy Makers	116
General Public	391
TOTAL NUMBER OF PARTICIPANTS	25,806

* Includes students trained who are neither formally enrolled CPD trainees nor in USU courses taught by CPD staff.

** This category includes individuals who are receiving training and are not reported as receiving direct services.

CPD staff provided technical assistance to 81 local, state, national, and international agencies, organizations, and private businesses during FY 2017.

2017 Project Directory... details available at <http://www.cpdusu.org/>

Administrative Support Services.....	Matthew Wappett
Aging and Disability Research Center Evaluation.....	Judith Holt
Arizona Recruitment and Retention	John Copenhaver
Arizona State Personnel Development Grant	John Copenhaver
Arizona Technical Assistance.....	John Copenhaver
Arizona Web Project	John Copenhaver
Arkansas Special Education Advisory Panel Training.....	John Copenhaver
Asset Based Community Development	Juan Carlos Vazquez
Behavioral Health Clinic	Sue Olsen
Bureau of Indian Education, Chemawa School.....	John Copenhaver
Bureau of Indian Education, Crown Point Community School.....	John Copenhaver
Bureau of Indian Education, Standing Rock.....	John Copenhaver
Center for IDEA Fiscal Reporting (CIFR)	Shauna Crane
Center for Technical Assistance for Excellence in Special Education (TAESE).....	John Copenhaver
Center for the Integration of IDEA Data (CIID)	John Copenhaver
Child Care Nutrition Program.....	Michael Diehl
Colorado Special Education Program Evaluation	John Copenhaver
Deafblind Project/Resource Center.....	Linda Alsop
Developmental Skills Laboratory.....	Susan Olsen
Dispute Resolution in Special Education Consortium 2016-17.....	John Copenhaver
Diversity Efforts Investing in People	Eduardo Ortiz
Early Childhood Alternative Teacher Preparation Program (EC-ATP)	Barbara Fiechtl
Environmental Influences on Child Health Outcomes.....	Mark Innocenti
Georgia Special Education Advisory Panel.....	John Copenhaver
Georgia Special Education Advisory Panel Training	John Copenhaver
Health Needs of Utahns in Rural Areas	Matthew Wappett
High Quality School Readiness Evaluation (School/RDY)	Mark Innocenti
iCanConnect Project.....	LindaAlsop
Idaho Indicator 14 Project	John Copenhaver
Idaho Indicator 8 Project.....	John Copenhaver
IL-NET Technical Assistance and Training.....	Judith Holt
Increasing Employment Awareness and Opportunities Project.....	Sue Olsen
Increasing Safety, Empowerment and Accessible Services to Prevent Abuse	Marilyn Hammond
Integrated Community Systems for Children with Special Health Care Needs	Judith Holt
Interagency Outreach Training Initiative.....	Susan Olsen
Interdisciplinary Disability Awareness and Service Learning (IDASL)	Judith Holt
Iowa Law Conference	John Copenhaver
Iowa Special Education Advisory Panel.....	John Copenhaver
Kansas Statewide Technical Assistance Services Network (TASN)	John Copenhaver
Kansas Technical Assistance.....	John Copenhaver
Montana Technical Assistance.....	John Copenhaver
Multi-University Consortium Teacher Training Program Sensory Impairments (VISEP).....	Judith Holt

National Center on Disability and Access to Education.....	Cynthia Rowland
Nebraska Technical Assistance.....	John Copenhaver
Nebraska Web - Teach in Nebraska Website.....	John Copenhaver
New Mexico Technical Assistance.....	John Copenhaver
North Carolina Special Education Advisory Panel.....	John Copenhaver
North Dakota Technical Assistance.....	John Copenhaver
Oklahoma Special Education Advisory Panel.....	John Copenhaver
Oregon Interagency Coordinating Council Training.....	John Copenhaver
Oregon Technical Assistance.....	John Copenhaver
Prenatal and Neonatal Biological Markers for Autism.....	Anthony Torres
Program Development and Administration.....	Matthew Wappett
Project PEER: Postsecondary Education, Employment and Research.....	Jefferson Sheen
Reducing Trauma Through a Family-Focused Evaluation Lens (TFP).....	Vonda Jump
Self-Advocacy Speakers Network.....	Sue Olsen
SILC T & TA.....	Marilyn Hammond
South Dakota Multi-Tiered System of Supports Evaluation.....	John Copenhaver
South Dakota Technical Assistance and Data Drill Down.....	John Copenhaver
South East Early Intervention Program.....	Susan Olsen
Southwest ADA Center (Region VI).....	Judith Holt
TASK12 - Training and Assessment Systems for K-12 Educational Interpreters.....	John Copenhaver
The Children's Center Project Evaluation.....	Vonda Jump
The relationship between HLA genes, mid-gestational immune activation and intelligence in autism ..	Anthony Torres
TOP Sports Activities.....	Susan Olsen
Training Military Staff to Promote Servicemember Well-being through Infant Massage.....	Vonda Jump
Up To 3 Early Intervention.....	Susan Olsen
Utah Assistive Technology Lab, Roosevelt Branch - Reeve Foundation.....	Alma Burgess
Utah Assistive Technology Program.....	Sachin Pavithran
Utah Data Project.....	John Copenhaver
Utah Disability and Health Program.....	Jefferson Sheen
Utah Indicator 14, Post Secondary Outcomes.....	John Copenhaver
Utah Law Conference.....	John Copenhaver
Utah Professional Development Network.....	John Copenhaver
Utah Regional Leadership Education in Neurodevelopmental Disabilities Program (URLEND).....	Judith Holt
Utah Salt Lake City File Review.....	John Copenhaver
Utah School to Work Interagency Transition Initiative.....	Jefferson Sheen
Utah Technical Assistance.....	John Copenhaver
Virgin Islands Special Education Advisory Panel.....	John Copenhaver
WebAIM Services.....	Cynthia Rowland
Wyoming.....	John Copenhaver
Wyoming IEP Facilitation.....	John Copenhaver
Wyoming Monitoring.....	John Copenhaver
Wyoming Special Education Advisory Panel Training.....	John Copenhaver
Wyoming Technical Assistance.....	John Copenhaver
Wyoming WAVE.....	John Copenhaver
Wyoming Webinars.....	John Copenhaver

Our Mission Statement

We are working together to create inclusive communities and improve the lives of people with disabilities of all ages through sustainable innovation, collaborative research, responsive service, and interdisciplinary training and education.



UtahStateUniversity

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CENTER FOR PERSONS WITH DISABILITIES

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