

# Center for Disabilities Studies

## 2004-2005 Annual Report

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

# 2006 Calendar

# Community Education



Adult Services continue to be hallmark programs for the Center for Disabilities Studies, addressing a growing need in the community for programs designed for people with disabilities who are over 18 years old, as well as increasing awareness of disabilities issues for these individuals. During the 2004-2005 program year, Adult Services boasted both continuing success with established programs and the creation of new, innovative projects.

These programs offer trainings to adults with disabilities, workers in the field, and public and private organization employees. Programs include the workforce development initiatives; training certificate courses for professionals from state, nonprofit, and for-profit agencies offered through the Community Education curriculum; the Community Connectors program; continuing education for people with disabilities; and service opportunities through the Delaware Service Inclusion Project. Continuing education curricula inform and train individuals with disabilities to be leaders and self-advocates. Adult Services also involves community members in volunteering and networking activities through community outreach, conferences, and other community events.

From July 1, 2004 to June 30, 2005, more than 300 people participated in the certificate programs offered by the Center for Disabilities Studies. The various video and classroom based certificate programs offer employees and people in the community an opportunity to learn about how to support people with disabilities and foster community inclusion. Classes are offered in adult foster care, supervisor and leadership training, workforce issues, case management and positive behavior intervention. These courses are available on an ongoing basis and provide information about general disabilities issues as well as targeted skills and knowledge to support persons with disabilities and their families.

## For more information

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# January 2006

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
New Year's Day						
1	2	3	4	5	6	7
8		Eid al-Adha 10	11	12	13	14
15	Martin Luther King, Jr. Holiday 16	17	18	19	20	21
22	23	24	25	26	27	28
Chinese New Year 29	30	Muharram (Islamic New Year) 31				

# The REAL Project



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"I appreciate the classes.  
They are a lot of fun."

-Judy Evans

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## For more information

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The Recreation, Enhancement and Learning (REAL) Project introduced continuing education opportunities for adults with disabilities in New Castle County. The REAL Project began the first six week session of classes from February 2, 2005 through March 9, 2005 at Ursuline Academy in Wilmington. The REAL Project was offered twice during the 2004-2005 year. The second session was held April 27, 2005 through June 1, 2005. The first two sessions of REAL served 89 participants.

REAL is the first-ever adult continuing education program designed for adults with disabilities in Delaware. Students chose from tracks of one hour classes about Independent Living, Health & Safety, Fine Arts, Exploring Employment, or Leadership and Advocacy. Students who attended all six classes in a track received a Certificate of Mastery in the topic. Students who attended some classes received a Certificate of Attendance in the topic.

One participant, Judy Evans, took advantage of more than one track in the first year. Evans learned about the classes through her case worker. While each track offered its own valuable skill development, Evans found the Independent Living track especially interesting and helpful because it fits with her own goals in life. She currently lives in an apartment in the Newark area with a roommate, but is eager to live on her own. Evans said she learned practical skills like grocery shopping, housecleaning, and money management during the six weeks. She has incorporated some of these skills into her day-to-day activities. "I appreciate the classes. They are a lot of fun," said Evans.

The REAL project fulfills the Center for Disabilities Studies' goal to expand and improve services available to Delawareans with disabilities in a very direct way. REAL was funded through the MBNA Helen Graham Foundation, DFRC, Inc., the Administration on Developmental Disabilities and the Center for Disabilities Studies.

# February 2006

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Groundhog Day

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Valentine's Day

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Presidents' Day

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# Delaware Alternate Portfolio Assessment

The Delaware Alternate Portfolio Assessment (DAPA) is the alternate assessment of general education standards for students with severe cognitive disabilities in grades 2-11. As required by the No Child Left Behind Act (NCLB) and Individuals with Disabilities Education Act (IDEA), all students must be assessed for their achievement of general education standards in English-Language Arts, Math, Social Studies, and Science. The Center for Disabilities Studies, in partnership with the Delaware Department of Education and a group of education and family stakeholders developed the DAPA to meet these requirements.

During the 2004-2005 program year, almost 1,000 students with severe cognitive disabilities were assessed using the DAPA. Serving as a snapshot of their school instruction, the portfolio documents educational activities. The assessment process includes examining the settings in which students are instructed, their interactions with typical peers, and how general education standards are included in their curricula. During the past year, new performance levels were established for the portfolio scores. Plans for the coming year include a redesign of the assessment with even greater emphasis on student outcomes.



## For more information

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## Transition Partnership Project

The Transition Partnership Project (TPP) is a collaborative effort with the Red Clay Consolidated School District to provide a consumer driven, person centered, educational model program for students aged 18 to 21 with moderate to severe disabilities as they transition from school to adult life and work settings.

The students start their day in a leased 2 or 4-bedroom apartment near campus. Then they travel to various university and community destinations during the day with paraeducators, who have been grouped into teams to work with specific students. Based on individual needs and preferences, multiple goals in vocational, social, domestic, communication, personal management, and functional academic domains are addressed. Students enrolled are provided with the least restrictive, age appropriate work environment at the University of Delaware.

During 2004-2005, 22 students were enrolled in the program. TPP, the University, and campus employers such as Aramark, have been exploring opportunities for increasing campus employment options for this group of young people with disabilities.

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“The last three years with TPP have helped Kelly to mature into a young lady and have given her new skills which have helped her to be more independent. But most importantly, they have given her the chance to become part of a community, a real community; not one that is protected and isolated, but a college, age-appropriate one.”

-Mary Anne Bonner,  
Kelly's mother

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## For more information

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# March 2006

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday



Ash Wednesday

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Purim

St. Patrick's Day

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First Day of Spring

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# Positive Behavior Support

Positive Behavior Support (PBS) is a collaborative project with the Delaware Department of Education, the University of Delaware Center for Disabilities Studies and Delaware's Public Schools with the goal to use positive behavior supports to enhance the learning of every student in the state. PBS works to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Training modules offered to teachers and administrators present PBS as a systematic, collaborative approach to behavioral interventions, where everyone involved in a student's education is part of the process of developing positive behavioral interventions.

A major advance in school-wide discipline, PBS is proactive in nature by seeking to prevent the occurrence of challenging behavior by creating positive school environments. Unlike approaches that attribute problem behavior to causes within the student, PBS emphasizes the necessity for teaching new skills in order to promote lasting behavior change. Students are taught expected behaviors for all settings and are acknowledged for demonstrating these positive behaviors. PBS staff strive to create opportunities for cohesion and a sense of community in schools as well.

PBS has been implemented in 75 schools in Delaware, 38% of the state's kindergarten, elementary, middle, and high schools, as well as several alternative and charter programs. A model site for PBS strategies is Middletown High School (MHS), which used methods to change the culture of their school in the face of one of the fastest growing school populations in Delaware. Middletown High's approach to positive behavior included acquainting students with a set of values and expectations that they refer to as CAVS: Character, Attitude, Vision and Success. Eileen Baker, School Psychologist at MHS explains, "We reward our students in every way possible— through individual recognition and raffles, and by recognition of classes with good attendance, and grade levels with the best CAVS spirit and best behavior. Students have realized the importance of caring for others through our PBS initiative. We have paired our PBS initiative with community service events so that students begin to internalize our expectations of CAVS. PBS has made MHS a positive place to work and learn."



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"Our school has come to realize through PBS that we are teaching not just students, but citizens who will make a difference in this world and carry out the CAVS principles throughout life."

-Eileen Baker,  
School Psychologist,  
Middletown High School

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# April 2006

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday



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Daylight Savings Begins

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al-Mawlid al-Nabawi

Passover Begins

Good Friday

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Easter



Earth Day

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# Early Childhood Activities

Along with the Early Learning Center and New Directions Early Head Start, the Early Childhood Workgroup at CDS collaborates to develop training programs and evaluation services needed by community programs designed to serve children between infancy and age five and their families. The training and evaluation projects for the State of Delaware have enabled policies and practices to be adopted to implement recommended practices in training staff and families and offering opportunities to children with disabilities to achieve success early in life. These projects are supported by state funding and provide policy makers with information to make decisions about early care and education programs. Two highlights from 2004-2005 include the Early Steps to Literacy project and the Birth to Three Early Intervention System Evaluation.

## **Early Steps to Literacy - State Improvement Grant**

Early Steps to Literacy is an early literacy training project administered by the Center for Disabilities Studies and supported by the Delaware Department of Education State Improvement Grant. Early Steps to Literacy helps to support young children in general education settings despite delays in their speech and language as well as delayed literacy skills. Training modules were implemented during the 2004-2005 program year to provide professional development opportunities for preschool educators, family child care providers, and early care and education program staff throughout the state. Modules were offered in the spring and fall of 2004 and spring of 2005. A three-credit graduate level early literacy course was also offered in the summers of 2004 and 2005. Topics included language development, phonemic awareness, reading aloud, early writing, assessment and curriculum development, and working with families. The Early Steps to Literacy modules are scheduled to be offered again in the coming year.

## **Birth to Three Early Intervention System Evaluation**

The Center for Disabilities Studies has had a long relationship with the Birth to Three Early Intervention System, a statewide, interagency system that provides comprehensive early intervention services and supports for infants and toddlers with disabilities and developmental delays and their families. The mission of the Birth to Three Early Intervention System is to enhance the development of these infants and toddlers and to enhance the capacity of their families to meet the needs of their young children. This collaboration serves more than 1,200 children and their families each year with early intervention services and case management. Staff of the Early Childhood Workgroup at the Center for Disabilities Studies conducted evaluations to determine the outcomes of the services provided to children and their families enrolled in the program.



**For more information**

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# May 2006

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
Mother's Day						
14	15	16	18	19	20	
21	22	23	24	25	26	27
	Memorial Day					
28	29	30	31			

# Full-Day Kindergarten Study



The Delaware Department of Education funded the Full-Day Kindergarten Pilot Evaluation conducted by the Center for Disabilities Studies during the 2004-2005 program year. The purpose of the evaluation was to compare the outcomes of full-day kindergarten and part-day kindergarten models. Nine public school districts and one charter school were awarded funding to pilot full-day kindergarten. Ten full-day and eight part-day kindergarten programs participated in the evaluation.

Evaluation areas included child achievement, instructional practices, and parent and teacher satisfaction. The components of the evaluation included classroom observations, interviews with full-day and part-day kindergarten teachers, surveys of parents of children who attended full-day or part-day kindergarten, and interviews with school administrators. The evaluation process found that full-day kindergartens served significantly more students who were at-risk for academic failure than did the part-day kindergartens. There were more students from lower socio-economic backgrounds, more students with disabilities, and more students who were English language learners in the full-day pilot kindergartens.

Data was collected by trained CDS personnel from October 2004 to June 2005. Among the first year's findings was evidence that the vast majority of parents and teachers felt that children are ready for a full-day kindergarten experience. Children, parents, and teachers felt that children liked school and there were no substantive differences in their level of positive school responses based on part-day or full-day status. Parents, teachers, and administrators also saw multiple benefits for children who attend full-day kindergarten.

## For more information

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# June 2006

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Father's Day

First Day of Summer

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# New Directions Early Head Start

New Directions Early Head Start (NDEHS) is a federally funded community-based program for low-income families with infants and toddlers, and pregnant women. NDEHS is an interagency program committed to empowering and supporting pregnant women, men, infants, toddlers, and their families in Delaware.

NDEHS is designed to support children's emotional, physical and cognitive development, help parents and guardians meet their children's and families' needs and involve parents as their children's first teachers. NDEHS provides home-based family education and support services as well as center-based early care and education and group activities. Eligible participants include pregnant women, children from birth to three years of age, children with special needs and families who meet Early Head Start income guidelines. NDEHS served a total of 198 infants and toddlers and 24 pregnant women enrolled from the 2004-2005 program year. Thirty eight of the children were enrolled for the second year, and 19 were enrolled for three years or more.

The NDEHS consortium of agencies represents an innovative collaborative model bringing together the University with a diverse group of nonprofit community agencies to provide direct services to children and families with low-income or special needs in New Castle and Kent Counties. The consortium includes the Center for Disabilities Studies, the Department of Individual and Family Studies at the University of Delaware, and community provider agencies. The community agencies are Hilltop Lutheran Neighborhood Center, Neighborhood House, Inc., Delaware Early Childhood Center, the Early Learning Center at the University of Delaware, Ms. Blondine's Sanctuary, and Barbara's Family Day Care. These agencies support families and service providers through a capacity-building approach in the areas of child care, disability support, training, and coordination of services.



**For more information**

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# July 2006

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Independence Day

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# Pre-Service Education



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"The minor program has enabled me to achieve the credentials I need to further my studies in the disabilities field."

-Katie Shimalla

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## For more information

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The College of Human Services, Education and Public Policy (CHEP) at the University of Delaware offers an undergraduate minor in Disabilities Studies, with courses taught by an interdisciplinary team of faculty associated with CDS. The Minor in Disabilities Studies requires 18 credit hours, with nine credit hours in core courses and nine credits in elective courses chosen from each of the following topic areas: Human Development, Social Systems, and Service Delivery Methods.

The minor provides an opportunity for students from a variety of disciplines to gain a substantive introduction to and understanding of the biological, social, and psychological origins and impacts of disabilities. The program is designed to increase interdisciplinary understanding of disability and provide students, through the senior seminar, with an experience integrating their major with knowledge gained from the coursework in the minor.

As the capstone course of the minor, the senior seminar requires of students an application of their knowledge in the form of an Advocacy Field Project. In a group, students must choose an important issue relating to disabilities and focus on this with an advocacy agency or group in Delaware that works on behalf of people with disabilities and/or their families. Two past projects are a "Tips for Advocacy" handbook for parents involved in the Early Head Start Program that outlined approaches to contact political figures in regard to early childhood issues and a fundraiser and advertising campaign for the Down Syndrome Association of Delaware for their Buddy Walk.

These projects create connections between the academic coursework and personal experiences of people with disabilities and their families. Aligning the assignments with personal and professional interests the students can make important connections within the community. Katie Shimalla, a student in the Disabilities Studies Minor feels very fortunate to have been offered the opportunity to take such coursework. She says, "I intend to use the knowledge that I have gathered from my Disabilities Minor to help me focus on disabilities studies and social policy in graduate school. Eventually, I would like to have a career working to advocate for the needs and rights of people with disabilities."

# August 2006

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# Dissemination & Advocacy

Advocacy that increases awareness about the need for quality supports and services for people with disabilities is fundamental to the core mission of the Center for Disabilities Studies. Along with the advocacy efforts initiated by individual programs, the Center for Disabilities Studies engaged in a number of efforts to help increase awareness about disability policy and about becoming involved in the political process. The Center for Disabilities Studies promotes self-advocacy efforts through education and training courses. Some highlights include:

- Co-sponsorship of the Disabilities Awareness Day Picnic in Smyrna, Delaware on October 1, 2004.
- Self-Directed Support Corporation Workshop at the Bear Library facilitated by Jackie Golden on February 17, 2005.
- Movie screening of *Without Apology* followed by a discussion with Susan Hamovitch, the filmmaker, at the University of Delaware on April 19, 2005.
- Co-sponsorship of the Legislative Brunch held at the Agricultural Museum in Dover on April 12, 2005.
- Advocacy Works Initiatives coordinating participation by people with disabilities in Joint Finance Committee Meetings.
- In June of 2005, students came to the University of Delaware campus in Newark for the exciting, interactive new Junior Partners in Policymaking program. Sponsored by the Developmental Disabilities Council, Delaware Department of Education, Division of Vocational Rehabilitation, and the Division of Child Mental Health Services, Junior Partners in Policymaking offers high school students with disabilities training in self-advocacy. The students learned how to make positive changes for themselves, families, and people with disabilities. Participants were educated about topics such as the history of the disabilities movement, self-determination, futures planning, the legislative process and how to make your voice heard, inclusive education, and assistive technology. A visit to the Delaware General Assembly was a highlight of the week of training.



## Dissemination Highlights

- Presentations at conferences including the LIFE Conference, the Inclusion Conference, and many other state and national conferences.
- Outreach to community and neighborhood groups
- *delAware* - Two issues of *delAware* were published in 2004-2005 which focused on assistive technology and housing for people with disabilities.
- [www.udel.edu/cds](http://www.udel.edu/cds) - A comprehensive website is updated regularly to include news, events, reports, and publications of interest to the public.

## For more information

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# September 2006

Sunday

Monday

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Wednesday

Thursday

Friday

Saturday



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Labor Day

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First Day of Autumn

Rosh Hashannah

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Ramadan Begins

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# Community Connectors

Community Connectors helps facilitate opportunities for adults with disabilities and undergraduate students to participate in community activities. Community Connectors graduate students serve as mentors and liaisons to help connect participants in existing programs based on participants' interests. With the participants with disabilities, graduate and undergraduate Community Connectors research community participation possibilities that match the interests and preferences of persons with disabilities and support those persons as they take the risks of joining existing groups to socialize, network, and try new activities. Some of the events and activities of the 2004-2005 program year included volunteering for community service projects with Habitat for Humanity, food drives for the Food Bank of Delaware, participation in continuing education courses, and participation in Special Olympics Delaware. Twenty Community Connectors participated in the program during 2004-2005.



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# Workforce Recruitment & Retention Project

The Workforce Recruitment and Retention project (WR&R) funded by the Centers for Medicare and Medicaid Services continued to provide strategic approaches to enhance the development and value of the work of the Direct Support Professionals. Partnering with four organizations, the WR&R project utilized various methods to promote systems change in these agencies providing services to individuals with disabilities. Through values based training, a mentor program and retention bonuses WR&R has provided information and training to over 700 direct support professionals. The project also includes an Evaluation Component to measure the program's impact on agency retention/turnover rates and employee satisfaction.

The highlight of this past year for WR&R was the production of two videos illustrating the challenges and rewards of working in the disabilities field in the voices of the direct support professional and the consumer. The "Recruitment Video" won the AEGIS video and film production award and "The Award of Distinction" from the international Videographer Awards. The project videos are available from the Center for Disabilities Studies.



**For more information**  
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# October 2006

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Yom Kippur					
1	2	3	4	5	6	7
	Columbus Day					
8	9	10	11	12	13	14
						
15		17	18	19	20	21
		Eid al-Fitr				
22	23	24	25	26	27	28
Daylight Savings Ends	Halloween					
29	30	31				

# Early Learning Center

Since the Early Learning Center (ELC) opened in June 2004, forty five staff members serve as many as 227 children with and without disabilities. Quality early care and education is enhanced in this state-of-the-art facility through small class sizes, low child-to-staff ratios, and individualized attention from both staff and University students who participate in clinical and research experiences. The ELC opened an on-site pediatric rehabilitation clinic this year, which serves children enrolled in ELC programs and from the community with physical, occupational, and/or speech and language therapy.

Since opening, more than 6,000 visitors have toured the ELC, raising awareness of the programs and issues in early child care in the community. Courses are offered on site in nearly 20 different disciplines to undergraduate and graduate students, as well as one-of-a-kind research opportunities to University staff and community partners. More than 20 research studies took place at the ELC during the 2004-2005 program year. The ELC has partnerships with the Center for Disabilities Studies; Individual and Family Studies; Psychology; Physical Therapy; Nursing; Health & Exercise Sciences; Hotel, Restaurant & Institutional Management; Education; Foreign Languages; Nutrition; English; Music; Consumer Studies; Agriculture; 4-H; and Cooperative Extension.

The ELC extends opportunities for clinical experience to students attending the University of Delaware, Delaware Technical & Community College, and Delaware State University, facilitating recruitment and awareness across colleges through this unique center and its related programs and courses. Interdisciplinary study is one of the undocumented benefits to a project like this, according to Karen L Rucker, Director of the ELC.

The ELC also places emphasis on community partnerships that provide funds for the care and education of children living in poverty. Nearly half of the children enrolled at the ELC are partially funded through three major partners - New Directions Early Head Start, the Christina School District's ECAP program, and a Department of Education 21st Century Community Partnership grant.

Funding for the ELC is provided from the State of Delaware, Delaware Department of Education, Christina School District, New Directions Early Head Start, U.S. Congress, City of Newark, parent tuition, Child and Adult Care Food Programs, DFRC, Inc. and additional donors.

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"The University students are coming from different schools of thought to observe and research the children from different perspectives. You may hear a conversation about development from a physical therapy standpoint, then another student comes at it from a child development standpoint and you realize that they both are beginning to see how one affects the other. It's exciting to see this synergy of ideas."

- Karen Rucker, ELC Director

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## For more information

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# November 2006

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday



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Election Day

Veterans' Day

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Thanksgiving Day

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# Community Advisory Council

The Center for Disabilities benefits every year from community partnerships, including our 2004-2005 Community Advisory Council. We value the contributions of all of our community partners and supporters.

Marie-Anne Aghazadian

Parent Information Center of Delaware

Becky Allen

The Arc of Delaware

Steven Amick

Delaware State Senator

Judy Brimer

Parent

Martha Brooks

Delaware Department of Education

Aaron Deede

Community Member

Russ Dynes

Lead Prevention Program, Public Health

Micki Edelson

Homes for Life Foundation

Deborah Farris

University of Delaware

Tina Fields

Community Member

Tony Glenn

DFRC, Inc.

Ann Grunert

Special Olympics Delaware

Andrea Guest

Division of Vocational Rehabilitation

Brian Hartman

Disabilities Law Program

Linda Heller

Division of Services for Aging & Adults with Physical Disabilities

Harry Hill

Division for the Visually Impaired

Peggy Hirsch

Parent

Kyle Hodges

State Council for Persons with Disabilities

Ray Hunt

Independent Resources, Inc.

Jack Jadach

Leach School

Yolanda Jenkins

Division of Child Mental Health Services

Dan Keating

Bancroft NeuroHealth

Brenda Kramer

Parent

Rita Landgraf, Chair

State Council for Persons with Disabilities

Pat Maichle

Developmental Disabilities Council

Raetta McCall

Advocate

Cathy McKelvey

Freedom Center for Independent Living

Daniese McMullin-Powell

State Council for Persons with Disabilities

Elizabeth Nolan

Community Member

Terry Olson

Mosaic, Inc.

Alfred Onuonga

Delaware Center for Justice

Ann Phillips

Parent

Paul Poplawski

Adult, Adolescent & Family Psychologist

Susan Robinson

Division of Substance Abuse & Mental Health

Marianne Smith

Division of Developmental Disabilities Services

Robert Valihura

Delaware State Representative



**For more information**

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# December 2006

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Tuesday

Wednesday

Thursday

Friday

Saturday



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Hanukkah Begins

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First Day of Winter

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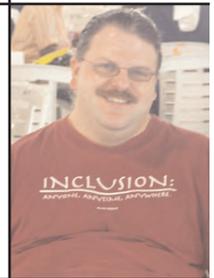
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Christmas Day

Kwanzaa Begins

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# 2007

## January

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21	22	23	24	25	26	27
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## February

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18	19	20	21	22	23	24
25	26	27	28			

## March

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18	19	20	21	22	23	24
25	26	27	28	29	30	31

## April

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22	23	24	25	26	27	28
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## May

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27	28	29	30	31		

## June

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## July

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

## August

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

## September

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
$\frac{23}{30}$	24	25	26	27	28	29

## October

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

## November

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

## December

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
$\frac{23}{30}$	$\frac{24}{31}$	25	26	27	28	29

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Federal Government	49%
University of Delaware	22%
Delaware Department of Education	17%
State of Delaware	7%
Delaware Disabilities Planning Council	<1%
Reading is Fundamental	<1%
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Red Clay Consolidated School District	<1%
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Christopher Reeve Foundation	<1%
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