

Center for
Disabilities
Studies

2012-13
**ANNUAL
REPORT**



Greetings, from the Center for Disabilities Studies

Reflection... the word refers to both an action and its outcome. Lots of us engage in the act of reflecting as one year comes to a close and we stand at the doorstep of the next one. For CDS, 2012-13 gave us particular reason to reflect as we commemorated our founding 20 years ago. Many activities associated with our anniversary celebration—which you will read more about in this report—involved looking back as a way to put our current work into a historical context, and to remind us that we have many people and partner agencies and organizations to thank. A particularly meaningful activity for many of us here at CDS was the creation of a CDS timeline, which placed the Center's activities and achievements against the backdrop of

state and national developments and milestones. We – CDS staff and the wonderful people with whom we work – have come a long way.

I don't know about you, but I can't linger in "reflection mode" very long before it vaults me into "future mode." Maybe I'm just not patient enough, but I don't think that is the reason. Reflection is a bit about reveling in accomplishments, but for me it is also a reminder of how very much more needs to be done. It is about lessons learned, and partnerships forged, and commitments galvanized. And that just makes me eager to get on with the business of making the world a more accessible,



Beth Mineo has served as the director of CDS since 2008.

inclusive and welcoming place for all people, including people with disabilities. In 2014, the nation prepares for what in 2015 will be the 25th anniversary of the Americans with Disabilities Act, and gears up for the reauthorization of the Rehabilitation Act. These will no doubt prompt reflection and calls to action across the nation. I hope that you will add your voice to the chorus demanding services

and supports that allow all people to live lives of their choosing.

Beth

Beth Mineo, Ph.D., CCC-SLP

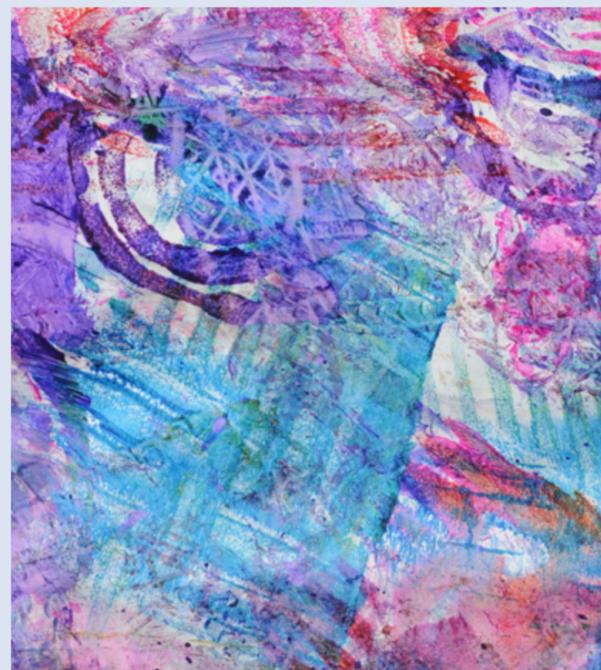
About the cover

This year's cover illustration is not the work of a single artist, but was created by all those who attended the CDS-sponsored Artfest in September 2013.



Participants and volunteers used a variety of adaptive art tools, including floor rollers and stamper, as well as footprints and tire tracks, to create the textured patterns seen across the cover.

Together, those who attended Artfest generated a piece that underscores everyone's ability to contribute something important to the greater picture.



Art for everyone's sake

It's a CDS tradition to publish our annual report with art that highlights the previous fiscal year. The illustrations for this report were created at Artfest, an annual Center for Disabilities Studies event that encourages individuals with disabilities to express themselves through painting, sculpture and other creative outlets. Held on a September afternoon, the 2013 workshop brought together people with disabilities, University of Delaware students and volunteers from the community.

Among the volunteers were four arts groups from Delaware: Art Therapy Express, Art Studio 4:10, Barrel of Makers and Delcastle Cooks and Bakers. They made available to Artfest participants traditional and nontraditional tools, including remote-controlled drawing cars, textured mitts and other adaptive technology, and they demonstrated their use. Nick Cerrato, who traveled to the event from



Anastasyia Hill works with Greg Cheng, a volunteer from Barrel of Makers, to test out a new gadget that allows users to draw using a remote-operated car.



Haley Shiber uses an adapted floor roller to add her colorful contribution to a giant floor mural at Artfest 2013.

New Jersey, used floor rollers to generate textured designs. Anastasyia Hill of Newark controlled a drawing car to create geometric shapes. Steve Slotkin of Wilmington worked with acrylic paint, producing an explosion of color on canvas. The event, held at Absalom Jones Community Center, was planned by Katie Hoffman, school psychology specialist student in the School of Education and graduate assistant at CDS. UD undergraduate students who

attended got to work one-on-one with participants.

Volunteers and participants also were invited to use a variety of adaptive tools to create a cohesive art project on a floor mural. The mural was painted with large floor rollers, pogo-stick stamper, footprints and wheelchair tires. Sections of it can be seen throughout this report.

The 2013 Artfest was our largest, with more than 100 participants, volunteers and supporters. We're looking forward to another exceptional Artfest in 2014.

Changing minds regarding autism



Brian Hall, associate executive director at Autism Delaware, speaks with other service providers and family members at an autism summit in 2012.

In 2013, CDS continued to lead a collaborative initiative to improve supports and services for individuals with autism spectrum disorder in Delaware.

The initiative, begun in 2012, brought together community leaders, professionals and parents to conduct a statewide appraisal of existing services and ongoing needs of individuals with ASD. Then, they envisioned desired outcomes. The information and ideas they shared informed the *Blueprint for Collective Action*, a comprehensive strategic plan for Delaware that identifies areas of need and proposes solutions.

Throughout the development of the *Blueprint*, an emphasis was placed on family participation. Jenn Cinelli-Miller says her involvement in the development of the *Blueprint* was motivated by a desire

to see that parents and children are properly represented in the process. Jenn's daughter, Liberty, was diagnosed with ASD at age 3. Jenn says parents became involved in the *Blueprint* process to "change minds and change ideas on how autism is viewed."

Together with service providers, parents focused on the goal of serving individuals with ASD across the lifespan. During the plan's development, families explained the significant challenges they face, including obtaining a diagnosis, navigating

the healthcare system, ensuring access to educational services, receiving vocational rehabilitation and employment opportunities and coordinating multiple service systems.

Cinelli-Miller says, "My kid has me as a warrior and a fighter. I became involved in the *Blueprint* process for the kids behind her, to ensure that families in the future would have a better experience." Kathleen Stomieroski, a mother of a 12-year-old child with autism, attended a Dover summit on the *Blueprint* process. Stomieroski says she "really likes that decision makers from across the state came to the table, not just parents sounding their complaints."

The *Blueprint* is expected to create more opportunities for Delawareans with ASD to lead successful and satisfying lives.



Four-year-old Willie spends a sunny day in the park with his mother, Laura O'Donnell. Willie was diagnosed with autism at age 2 and currently receives early intervention services.

Connecting policy with people

To graduate with a minor in Disabilities Studies through the College of Education and Human Development, Rachel Markiewitz enrolled in the required senior seminar that challenges students to examine the role of policy and advocacy in the lives of people with disabilities.

For Rachel, the experience was transformative. She and her group teamed with Bill Fitzpatrick, a self-advocate with autism and member of CDS's Community Advisory Council, whose members work with the Center and students like Rachel during their senior seminars.

"Bill was our age," says Rachel, "and we could clearly see similarities. We were all facing similar obstacles, like applying for jobs. These shared experiences made it easy to instantly relate to him."

"Societal challenges" repeatedly drew Rachel's attention – and the attention of her classmates – during the seminar. There are "challenges that people with disabilities have to overcome, not because of a disability, but because of the way our world is," she says.

The person-centered approach that is practiced by CDS staff and was emphasized during Rachel's seminar made a huge impact on her. "When we met with Bill, it wasn't about completing an assignment for class," says Rachel. "It was about getting to know him, and about the challenges he faces and his successes. We got to know him in a genuine way."

Rachel plans to use a person-first approach in her future career as a physical therapist. She says she initially chose the disabilities studies minor because of her



Rachel Markiewitz, second from left, with team members from her senior seminar on policy, advocacy and disabilities.

own personal experiences. But, she says, she did not fully realize the "professional advantage" she would gain through the minor until she completed the courses. More than 400 UD undergraduates are pursuing the disabilities minor.

Rachel will graduate in 2014, and work for her physical therapy degree at UD. "My time as a disabilities studies minor helped me to better understand the lives of people with disabilities and challenges that people face and overcome," she says.



Bill Fitzpatrick, a member of CDS's Community Advisory Council, says people with autism are "everyday people... they just work in different ways."

Class act: the class of 2013

On May 24, 2013, the College of Education and Human Development (CEHD) at the University of Delaware recognized 393 graduates during its Convocation ceremony. In the graduating class were 10 young adults with intellectual disabilities, who walked across the stage at the ceremony to be honored for completing UD's Career and Life Studies Certificate (CLSC and pronounced "classic") program.

CLSC is a two-year, non-residential certificate program that provides integrated academic, career, technical and life skills instruction in preparation for employment



CLSC students excitedly gather with CDS's Brian Freedman before proceeding into the CEHD Convocation ceremony.



Before graduating, Geoffrey Steggell reviews his work portfolio with CDS's Wendy Claiser.

or higher education. CLSC was established after CDS was awarded a Transition and Postsecondary Programs for Students with Intellectual Disabilities grant in 2010. The class of 2013 was the first to graduate students from the program.

Over the course of their enrollment, CLSC students attend classes, participate in work experiences and internships, and engage in campus life through a variety of activities tied to their academic and personal goals.

The CLSC experience culminates with Convocation, a time to acknowledge the students' accomplishments across their two-year learning experience. "I invited a lot of my friends and my family to celebrate with me," says a proud Geoffrey Steggell. The CLSC students received congratulations and their certificates from CEHD Dean Lynn Okagaki and college faculty and staff, including CDS's Brian Freedman, Laura Eisenman and Debbie Bain.

Geoffrey currently works three days a week at Kent Dining Hall on UD's Newark campus. He says his favorite part of the job is interacting with students. "I use what I learned in CLSC at my work now," he says.

As the Class of 2013 students graduated from the CLSC program, seven new UD students enrolled. Those students constitute the Class of 2015, joining the seven second-year students making up the class of 2014.



For more information on CLSC, contact Mary Thomas at clsc-info@udel.edu or 302-831-2076.

Writing, and inspiring, with disabilities

Writing did not always come easily to Nate Donhowe, a 20-year-old English major at the University of Delaware who was diagnosed with autism before reaching his third birthday. Nate only began writing full sentences independently around age 12.

But seeing that Nate had the ability to "capture a mood in just a few words," his mother, Cathy Rookard, encouraged him to hone his writing skills, first with poetry, and eventually with short stories and longer pieces. Then, Cathy encouraged Nate to use his voice to advocate for himself and other people with disabilities. In June 2013, Nate enrolled in Junior Partners in Policymaking.

Junior Partners in Policymaking is a week-long residential program which helps young adults ages 15-22 gain a better appreciation of how they and other people with disabilities increasingly



can determine their own lives. Junior Partners in Policymaking has been offered biennially on the UD campus through the Delaware Developmental Disabilities Council and CDS. The program is based on Partners in Policymaking®, a program that teaches people with disabilities and their parents about the power of advocacy.



Nate Donhowe, with Charlotte Heffernan (left) and Becca McLaughlin (center). All three are Junior Partners in Policymaking.

Nate graduated from the 2013 Junior Partners in Policymaking program with 17 other students who developed their voices as the next generation of young disability advocates in Delaware.

Nate says he's considering including a character with a disability in his next writing project.

When Nate entered the program, his mother says he "was concerned about adapting to a new environment." But at the end of the program, Nate was "upbeat, present and positive." Junior Partners in Policymaking "taught him about self-advocacy," Cathy says, "but it also uncovered some more of his strengths."



Alyssa Fiume, right, with Veronica Andrade, was one of six UD students who served as program staff for Junior Partners in Policymaking. "All of the participants had a moment that showcased their personal growth," Fiume says.

A pilot for employment opportunities



Mike Buono continues to build his employment skills through Swank Employment Services. Here, he dines with Sara Giles, another individual who has received employment services through CDS.

In the summer of 2012, Swank Employment Services, a project of CDS, rolled out a pilot program to help young adults with disabilities develop work and social skills critical to receiving successful placement in collaborative job settings.

Participants received an employment-skills curriculum delivered in a classroom environment, an overview of career opportunities within the greater Newark community, training in how to get from one place to another, assistance in helping them set career goals and time to engage in social and recreational activities. In addition to interacting with one another, the six participants, ages

18-26, also got to spend time with University of Delaware students and others within the local community. "I had the chance to meet a lot of new people and to make new friends," says participant Mike Buono, 22.

Funded by the Division of Developmental Disabilities Services, the pilot program helped increase opportunities for its participants to act independently and engage in building relationships with peers. One participant who had previously relied on his mother and others for transportation notes that he developed skills to successfully navigate more independently. Not only did he learn critical life skills, he says he felt incredibly proud of this

accomplishment. Previously, he believed he would not be able to reach it.

During the eight-week session, all participants saw their social and communications skills, career awareness and employment readiness increase. CDS Transition, Education and Employment Model (TEEM) members Sophie DeMesse, Deanna Pedicone and Wendy Claiser spearheaded the design of the program, which they hope will continue well into the future.

Participant Mike Buono says he "would recommend it to anyone who wants to develop new skills."

For more information about the summer program, contact Wendy Claiser at wclaiser@udel.edu.



Mike attended Disability Mentoring Day, an annual event that offers people with disabilities the opportunity to explore employment opportunities.

Central Complex spreads the word

As the 2012-2013 school year approached, leaders of Central Complex selected CDS as the 2,000-person residence hall's community partner. Each year, UD's nine residence complexes reach out to connect with nearby groups or organizations to see what life is like for others, and to produce an experience that's mutually beneficial.

Meghan Morrow, then a student in UD's College of Arts and Sciences, served as Central Complex's Student Engagement Adviser for the academic year. She created the delAWARE project, which aimed to strengthen knowledge about disabilities and to use this new appreciation to engage in advocacy efforts. "The first step in advocacy is to understand the experience of someone else," Megan says. Students from Central Complex organized a campus event called Spread the Word to End the Word, an ongoing effort by Special Olympics to raise consciousness of



Student leaders from Central Complex raised awareness about Spread the Word to End the Word Day in March 2013. Here, students sign their names to pledge respect towards people with developmental disabilities.



Residents of Central Complex agreed to partner with CDS again in 2014.

the hurtful effects of the word retard(ed), and to encourage people to stop using the "R word." Additionally, delAWARE organized round table discussions, which gave students a safe place to reflect upon and share their growing awareness and understanding of disabilities.

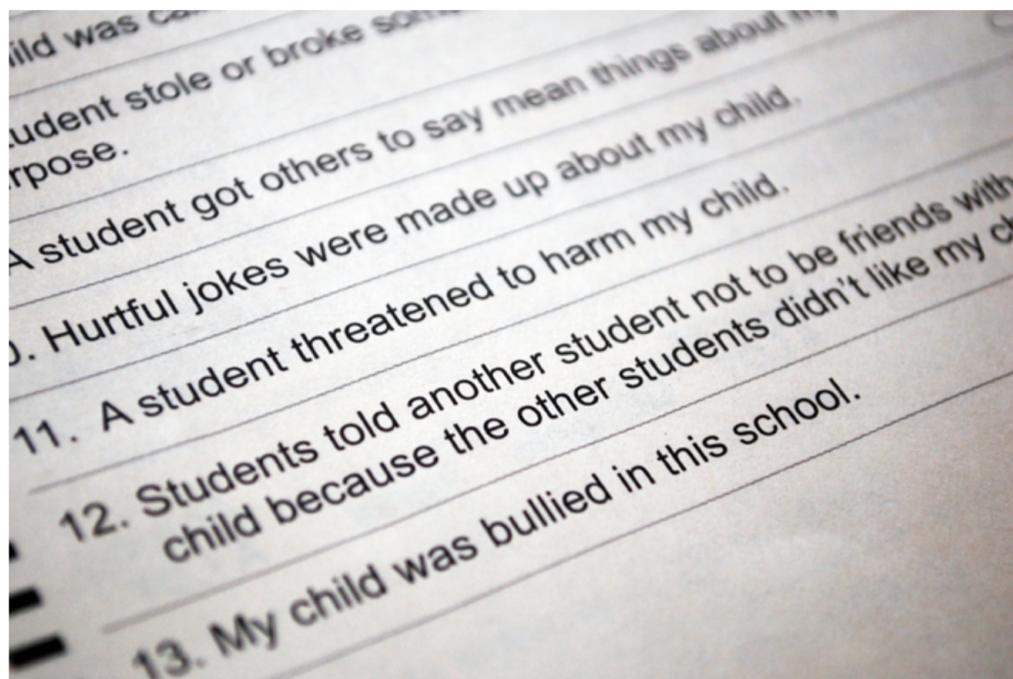
Residents of Central Complex became so engaged in the goings on at CDS that in May, Central and CDS agreed to continue the alliance into the 2013-2014 academic year.

Meghan graduated in 2013 with a degree in Spanish Literature and Language and was succeeded as Central Complex's advisor by Amanda Mouser. Amanda says Central plans to help students become even more involved with CDS in 2014. For example, there will be enhanced connections

between Central residents and the Center's Career and Life Studies Certificate students. "This is an opportunity," Meghan says, "for students to serve students, and to teach each other about the lives we lead in a way that may create a lasting impact."

For more information about ongoing Central Complex activities throughout the year, visit <http://onegreenoneteam.wordpress.com>

A window on school bullying



A new CDS-Delaware Department of Education survey on bullying could lead to targeted interventions that help vulnerable students.



DE-PBS graduate student Lindsey Mantz.

Students with disabilities show a significantly increased risk of being bullied. That's a concerning new finding from the Delaware School Climate Survey, administered annually by Delaware Positive Behavior Support (DE-PBS), a collaborative project between the Center for Disabilities Studies and the Delaware Department of Education. The survey provides participating schools with a measure of how students, teachers, staff and parents perceive the school environment. Its questions focus on perceptions of bullying at the school-wide level, as well as

personal experiences with different types of bullying, including verbal, social, physical and cyber.

Data from the 2013 survey were used to examine bullying in a new and meaningful way. For example, to investigate how bullying victimization may vary based on the type of disability a child has, the parent survey was expanded to include questions assessing if the child has a disability (and if so, what type). Lindsey Mantz, a school psychology doctoral student in the School of Education and graduate assistant with DE-PBS, found a surprising lack of previous research providing information on bullying victimization by disability type. As a result, this new analysis will provide helpful information in understanding how students with disabilities experience bullying and which students are at increased risk. This knowledge can also inform the development of targeted interventions that will benefit vulnerable students.

Along with DE-PBS faculty and staff members George Bear and Debby Boyer, Lindsey analyzed and interpreted the DSCS data. "My time at DE-PBS not only has fostered my research and analytical skills," Lindsey says, it has "provided me with opportunities to contribute to a research area about which I feel strongly."

The Delaware School Climate Survey is offered to schools statewide. In 2013, 165 of them – 70 percent – participated in the survey.

Visit www.udel.edu/cds/pbs for more information about the Delaware Positive Behavior Support project.

CDS turns 20, looks forward

2013 marked the 20th anniversary of the founding of the Center for Disabilities Studies, and on October 2, the Center hosted an anniversary celebration to commemorate its founding, celebrate the present and underscore its continuing commitment to people with disabilities in Delaware.

Delaware Health and Social Services Secretary Rita Landgraf, honorary chair of the event, noted, "CDS is important to the state as a whole and in helping Delaware move forward in its efforts to make certain that people with disabilities have the services they need and are fully included in our society."

Lynn Okagaki, dean of the College of Education and Human



Keynote speaker Keith Jones with Linda Smith (center) of the Delaware Department of Education and Debby Boyer (right) of CDS.



CDS has collaborated "with our departments of transportation, housing and education to make them more inclusive." – DHSS Secretary Rita Landgraf

Development, recognized the opportunities that CDS provides to UD students. "CDS is a living laboratory, where students from across the University can gain real life experience working with individuals with disabilities," she said.

Topping the event was a memorable hour with featured speaker Keith Jones. Jones, a community activist and entrepreneur with cerebral palsy, works to change policies and attitudes towards individuals with disabilities. The message he delivered was one of inclusion and equality. Jones said that "individuals with disabilities deserve the same future as everyone else," a belief echoed by many of those who have

contributed to or collaborated with CDS across the past 20 years.

Interactive displays featured work CDS has carried out on behalf of its mission to enhance the quality of life of individuals and families through education, prevention, service and research related to disabilities. For example, one display highlighted the Center's role in connecting young Delawareans to assistive technology to help them participate meaningfully in daily activities. Another display noted CDS' advocacy efforts to assure equality and integration.

"CDS has played a pivotal role," said Secretary Landgraf.

The ABCs of childhood support

The Delaware Positive Behavior Support (DE-PBS) project is a statewide initiative supported by the Delaware Department of Education and managed by CDS to develop positive learning environments and prevent behavior problems in the state's public schools. Across Delaware, 141 schools currently implement school-wide positive behavior

support, and the Morris Early Childhood Center (Morris ECC), in the Milford School District, is one of only two early childhood centers to adopt it.

Beginning in 2007, Morris ECC began using simple behavior strategies, colorful visuals and hands-on activities to teach some of the state's youngest students positive behavior and problem-solving strategies.

Today, students are taught the Morris A-B-Cs: Act Safely, Be a Friend and Choose Manners. Those expectations are present in classrooms, but echo throughout the rest of the building in hallways, the cafeteria and on school buses as well. Visual prompts, such as colorful behavior charts, are located in each classroom to remind students of the impact of their individual actions. And Morris emphasizes the importance of teamwork by promoting good behavior with incentives.

Morris ECC also focuses on each particular child's academic programming. Positive Behavior Support is provided to students who may need more

help to succeed behaviorally in the academic environment. That help can include social-skill instruction, counseling and a daily check-in with school personnel. PBS also provides specialized support for students who display high-risk behaviors in the classroom.

Morris ECC's PBS features a student leadership team, which includes a nominated student from each of the school's 16 kindergarten classrooms. The team decides on rewards for students who display positive behavior.

Principal Beth Conaway says Morris uses PBS "to provide all of our students with a better foundation as they move forward." Morris received Phase 3 recognition for its program, the highest level offered, from the DE-PBS Project in the 2012-2013 school year. It's the first early childhood center to receive this honor.



Noelia, Uriah and Gracie listen as their teacher reviews the Morris ABCs – Act Safely, Be a Friend and Choose Manners.



Gracie, a pre-school student at Morris Early Childhood Center, receives recognition for her outstanding behavior.

Supporting families, promoting health and advancing assistive technology

CDS spearheaded several other important projects during the 2012-2013 fiscal year, including:

Family Support and Healthcare Alliance Delaware (Family SHADE) launched a comprehensive new website that provides resources and services available to families of children with disabilities and chronic illnesses. The project also released a mobile app for Android and Apple products.

Healthy Delawareans with Disabilities, with funding from the Delaware Division of Public Health Dental Program, held training sessions to teach family caregivers and various professionals about oral hygiene for individuals with disabilities.



Community Connectors, a program that offers adults with disabilities opportunities to build leadership skills, held several social, fundraising and service events. One of them included serving breakfast to families of children who are seriously ill or injured.

As the **Career and Life Studies Certificate (CLSC)** program continues to welcome new cohorts of students, CDS staff members are evaluating several of the program's components.

• Laura Eisenman and Brian Freedman, with Liz Farley-Ripple and Mary Culnane, published an article describing a new tool



The new Family SHADE website serves as a portal to help families locate available supports and services.

to assess the social networks of persons with intellectual disabilities.

• Laura Eisenman and Mary Culnane investigated mentor-mentee relationships, including what makes for an effective relationship and who benefits from it.

The **Adapting Curriculum and Classroom Environments for Student Success (ACCESS)** project extended its English Language Arts and Math teacher cohorts to include 146 additional teachers. The project provides professional development opportunities for teachers and paraeducators.



The Delaware Early Childhood Assistive Technology Demonstration (EC-AT) began at CDS with a 10-month exploration and assessment phase that included collaboration with Child Development Watch and an early intervention service provider agency. In 2014, EC-AT and its partners will shift into a new phase as they produce a

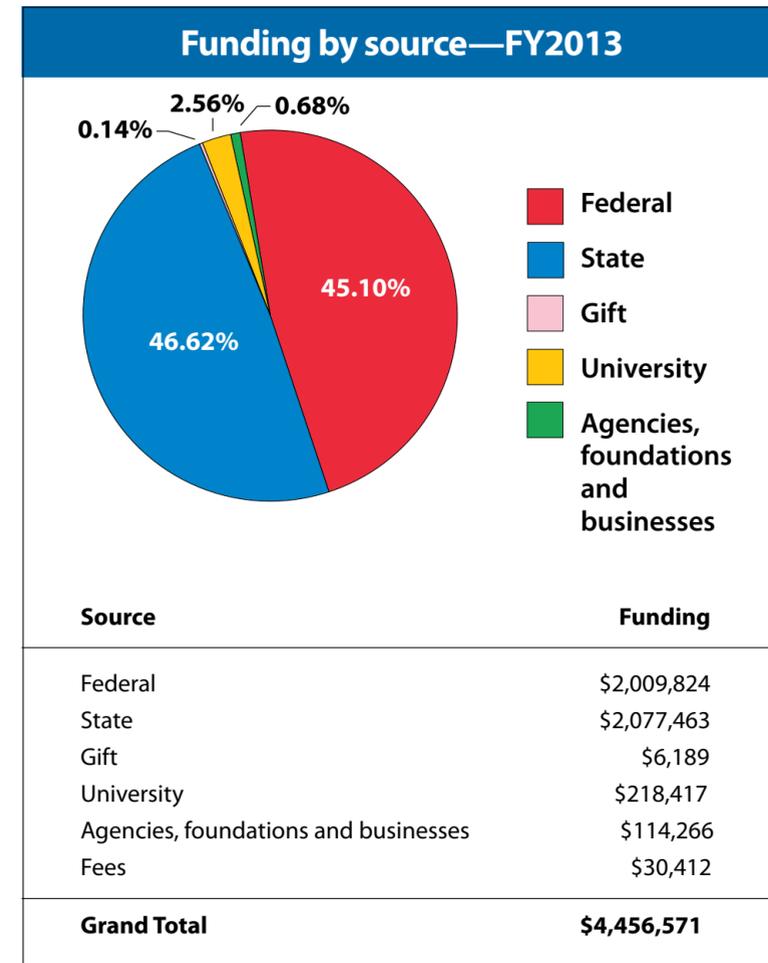
plan to enhance intervention practices, policies and resources so that young children with disabilities and their families have equal access to and support for using assistive technology.

Funding and financials

The Center for Disabilities Studies had an operating budget of \$4,456,571 from July 1, 2012 through June 30, 2013.

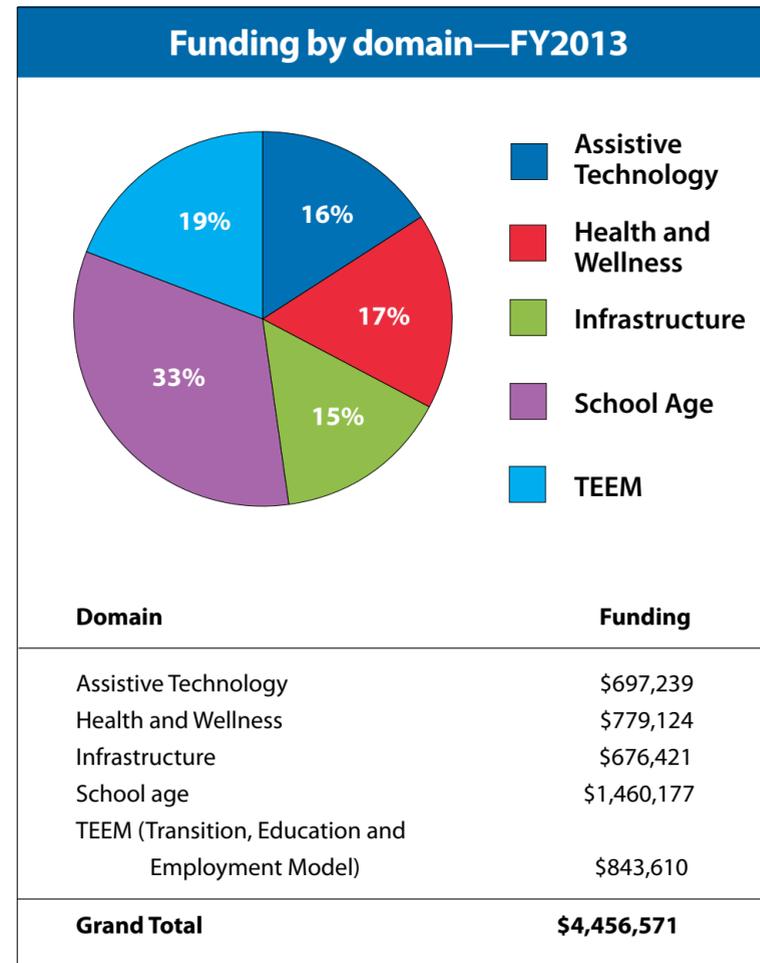
Sources of funding

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 \$535,216 in core funding from the Administration on Intellectual and Developmental Disabilities (AIDD) supporting our operation as a University Center for Excellence in Developmental Disabilities. AIDD 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.



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
 - Health Resources and Services Administration
 - 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
 - Bureau of Maternal and Child Health

Delaware Developmental Disabilities Council

Delaware Department of Labor
 - Division of Vocational Rehabilitation

Delaware Department of Safety and Homeland Security
 - Delaware Emergency Management Agency and Citizens Corps

Nonprofit organizations, schools, foundations and businesses

Association of University Centers on Disabilities
 Delaware Coalition Against Domestic Violence
 Delaware Criminal Justice Council
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Donors

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

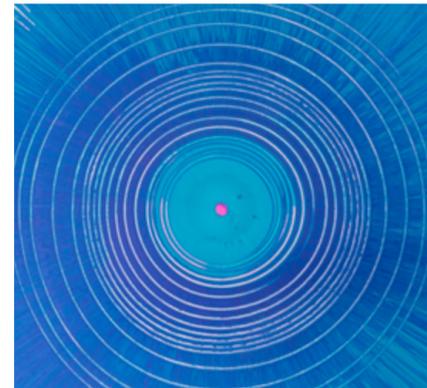
Gifts from individuals and organizations

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Gifts to the Tobin Fund

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CDS staff and faculty: the year in review (July 1, 2012 – June 30, 2013)

The Center for Disabilities Studies is...

One of 67 University Centers for Excellence in Developmental Disabilities Education, Research and Service nationwide, with core funding from the U.S. Department of Health and Human Services, Administration on 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

Home to the interdisciplinary Disabilities Studies Minor, one of the fastest-growing minors on campus with enrollment this past year reaching 401 students from six colleges and 17 departments

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.

An engaged center, with faculty and staff collectively serving on 60 boards, committees and task forces; providing editorial support for six journals; and reviewing funding, conference and publication proposals for six agencies and organizations

In 2012-2013, CDS staff and faculty cultivated student learning by...

Teaching or co-teaching 17 courses and 11 independent studies, reaching a total of 25 graduate and 399 undergraduate students

Delivering guest lectures to 45 UD graduate students, 235 undergraduate

students and 283 students at other institutions of higher education

Providing full assistantships to nine graduate students from the School of Education and the Department of Human Development and Family Studies

Providing experiential opportunities to three graduate students from the School of Education and the School of Urban Affairs and Public Policy

Providing internship opportunities to 63 undergraduate students from six colleges

In 2012-2013, CDS staff and faculty fostered the development of new knowledge—and the translation of existing knowledge—by...

Developing 20 project proposals internally and with external partners

Securing \$4.8 million in future funding from new grants and contracts

Offering 36 conference presentations and publishing 10 journal articles and other documents

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



Laura Eisenman, coordinator of UD's Disabilities Studies Minor and principal investigator with the Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) project, at Disability Mentoring Day 2013.



Graduate assistant Ben Wallace and Debbie Bain, a member of CDS's Transition, Education and Employment Model (TEEM) unit, at the Center's 20th anniversary celebration.



Deanna Pedicone, a member of CDS's TEEM unit, coaches Oliver Dynes, a 2013 Career and Life Studies Certificate graduate.

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Debbie Bain
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Alyssa Fiume
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Lisa Leonard
Anthony Machi
Alison McQuiston
Charles Meyer
Courtney Mick
Alex Reichl
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Julianna Sullivan
Emily Tierney
Josh Titus
Caroline Yeager

Many other UD students give their talent to the Center as volunteers or to fulfill course requirements.

Individuals whose service concluded during the past year

Staff and Faculty

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Terri Hancharick
Michele Sands
Marvin Williams

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Teresa Mejia
Brittany Miller
Danielle O'Connell
Sarah Pelkofsky
Jill Rubenoff
Ally Szececi

Megan Verba
Andrea Vilorio
Grace Wesley
Jessica Yanez

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. Members of the CAC as of Dec. 1, 2013 are listed below.

CAC Executive Committee

Chairperson

Bob Valihura, advocate

First Vice Chairperson

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

Second Vice Chairperson

Linda Heller, self-advocate

Secretary

Deborah Dunlap, at-large member, parent

David Lynch, at-large member, self-advocate

CAC Members (as of December 1, 2013)

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., self-advocate

Kathy Herel, Parent Information Center of Delaware's Educational

Surrogate Parent Program

David Hill, Special Olympics Delaware, self-advocate

Kyle Hodges, State Council for Persons with Disabilities

Kathy Hughes, advocate

Patricia Kelleher, The Arc of Delaware

Jane Luke, parent

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

Laurie Nicoli, parent

Corrine Pearson, Special Olympics Delaware, parent

Dara Schumaier, Division of Substance Abuse and Mental Health

Monika Shafi, parent

Wendy Strauss, Governor's Advisory Council for Exceptional Citizens

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

Martha Toomey, parent

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

Carl Wexler, Division of Developmental Disabilities Services

Members whose service concluded during the past year

Marie-Anne Aghazadian, Information Center of Delaware, parent

Selina Butcher, self-advocate

Robert Doyle, Division for the Visually Impaired

Laura Kelly, self-advocate

Don Moore, self-advocate, United Cerebral Palsy



Community Advisory Council



Participants of the 2013 Artfest.



Center for Disabilities Studies
University of Delaware
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