

Center for Disabilities Studies

2017-2018
Annual
Report



Greetings, from CDS

2018 marked [our 25th year](#), a milestone that makes me reflect on the remarkable progress that the disability community has made during that quarter-century. Collectively, we have advocated strongly for laws and policies that reflect America's awakening to the right of all people to be integrated – and welcomed – into the communities of their choice, and have witnessed life-changing improvements in access and opportunity.

But we can't take that progress for granted. All the undergraduate students I teach were born after the 1990 passage of the [Americans with Disabilities Act](#), meaning that they've never lived in a world where equal access and opportunity *weren't* the law of the land.

There is no shortage of threats against our hard-won gains: ignorance, bias, competition for resources, legal challenges. I believe the best antidote to these toxic forces is evidence: the data showing that early intervention changes the trajectory of children's development; that inclusion helps all children grow into adults who not only accept but embrace each person's uniqueness; and that accessible health care facilities and culturally-competent health providers improve health and lower costs. Powerful evidence also arises from stories recounting the ways in which individuals parlayed opportunities into satisfying outcomes.

[CDS](#) – and the other 66 [University Centers for Excellence](#) across the country – routinely generates evidence in collaboration with people with disabilities, their families and those supporting them. But having compelling evidence isn't enough; we need to make sure that the evidence is shared far and wide, with everyday folk as well as policymakers. When one of the stories in this report grabs your attention, please share it with someone else who should know about it. And let us know why it is important to you.

Peace,

Beth



[Beth Mineo](#) served her 10th year as director of CDS in 2018.

Empowering all learners

Monique Taylor-Gibbs, an eighth grade English Language Arts teacher at [A. I. duPont Middle School](#), shows off the rolling chairs in her classroom. “Students love the flexible seating,” she says. Offering them seating options can enhance their collaboration and increase opportunities for participation, she says.

Creating a flexible learning environment is one of many components of [Universal Design for Learning \(UDL\)](#), an educational framework centered on empowering students by equipping them with the tools and strategies that can help them learn best. Together, teachers and students consider and tap different ways to meet goals, access materials and communicate.

“It’s about recognizing that variability is the norm,” says [Esley Newton](#), program manager of the [Adapting Curriculum and Classroom Environments for Student Success \(ACCESS\) Project](#), a collaboration between CDS and the [Delaware Department of Education](#). UDL, conceived in the 1980s by [CAST](#), encourages constant self-reflection. Teachers anticipate educational barriers and offer multiple ways around them; students identify difficulties they’re having and consider how to address them.

UDL came to A. I. duPont in spring 2017 when Principal Susan Huffman, staff from the Delaware Department of Education, Newton and ACCESS Instructional Coach [Amy Brown](#) launched the UDL initiative. After one year, says Huffman, teachers reported students were participating more in the classroom, collaborating, even initiating their own learning activities.

What started as a 10-week pilot with three English Language Arts teachers grew to a school-wide project involving almost 30 educators across multiple subjects. ACCESS conducted classroom observations, facilitated teacher self-reflection and goal setting and coached educators to improve instructional practices. ACCESS staff also began working with educators at an elementary school. Newton and Brown foresee supporting more schools in coming years.

Students aren’t the only beneficiaries. “This has had even more impact on me as a teacher than the students,” says Taylor-Gibbs.

“UDL emphasizes setting goals, self-reflection and flexibility, which are essential tools for students and educators alike,” says Brown. “They enable people to reveal their talents and abilities.”



A win-win: Flexible learning environments can benefit students *and* teachers, says Monique Taylor-Gibbs. Pictured: her students’ chairs have wheels.

Compelled to contribute

What makes CDS's [Sonja Rathel](#) as eager today as she was five, 10, 20 years ago to coordinate or contribute to the Delaware disability community's marquee conferences – [Inclusion](#), [LIFE](#) and [Transition](#)?

The same things, she says, that compel CDS to co-sponsor Inclusion and LIFE and help plan, present or otherwise pitch in at all three conferences.

"The conferences seek to inspire and inform," she says. "They're open to all. They're enduring. And they're enduring because the best practices they showcase and the education and training they offer – all of it cutting edge – make experts and people who are merely curious want to be there."

A grandmother of a girl with Down syndrome felt glad to be at the LIFE Conference last year as a stand-in for the child's mother, who had to work that day, says CDS's [Dick Lytton](#). The grandmother learned from Lytton's conference presentation that Medicaid funds speech-generating devices with the potential to support her granddaughter. Afterward, she and her daughter connected with CDS's [Delaware Assistive Technology Initiative](#) for guidance in acquiring the funding.

That opportunity to connect with others with similar interests drives CDS's [Melanie Sipko](#) to the conferences. "We build relationships and rapport with families who attend," she says, or meet exhibitors who can offer opportunities to self-advocates. After speaking last year with an exhibitor from [DelDOT](#), Sipko arranged for a UD student with an intellectual disability and an interest in transportation to job-shadow at the agency.

CDS staff recruit many nationally and regionally renowned headliners to the conferences, says CDS's [Karen Marsh](#). A fixture at the Inclusion Conference, Marsh says having such headliners appear "is critically important. For teachers and providers to be successful, they need to learn the latest tools and approaches."

They'll be successful, Rathel says, so long as CDS and its many community partners continue their strong support of Delaware's Inclusion, LIFE and Transition conferences.



The accessibility and affordability of the Inclusion, LIFE and Transition conferences attract hundreds of repeat visitors, says CDS's Sonja Rathel.

Another hurdle cleared

Students with intellectual disabilities who want to go to college face many hurdles – not the least of which is tuition. “It can be hard to pay for college no matter what, but for families like ours, there [are] extra costs,” says Michael Simpler, whose son Zachary has an intellectual disability and a determination to earn a degree in video engineering. “[We’ve got to find a way] to put money aside for Zachary’s future.”

To ease financial concerns of families eyeing higher education for a child with an intellectual disability, [Gov. John Carney](#) signed into law the [Delaware Advance Scholarship Program](#). Primary sponsor [Rep. Kim Williams](#) sought to defray tuition costs for in-state postsecondary education programs, in combination with financial support available from the Delaware Divisions of [Developmental Disabilities Services](#) and [Vocational Rehabilitation](#) and federal student aid.

Passed unanimously in spring 2018, the program comes on the heels of a push by advocates, advisors and CDS to educate lawmakers on the need to bring a measure of financial relief to students priced out of higher education. “Through the years, we have made efforts to improve inclusivity in educational opportunities,” says Williams. “This scholarship builds on that work.”

Currently, the only qualifying program is UD’s two-year [Career and Life Studies Certificate \(CLSC\)](#), which combines academics, career exploration and participation in campus life. But Wendy Strauss, executive director of the [Governor’s Advisory Council for Exceptional Citizens](#), says “I think this is just the start. Other Delaware colleges will want to have programs” once they see “more funding available and more students graduating and engaging meaningfully with the community.”

With “more varieties of education” available at different schools, says Zachary Simpler, students like himself will be better able to find programs that meet their needs. He got accepted into CLSC, which is administered by CDS, in December 2018.

“This is not about the health of CLSC,” says Program Manager [Jay Sellers](#). “This is about the growth and success of programs that enable students with intellectual disabilities to achieve their personal and professional goals.”



It's official: After signing the Delaware Advance Scholarship Program into law, Gov. John Carney (right) joins student Zach Simpler, who advocated for the program, and CDS Associate Director [Brian Freedman](#).

Reason to smile: better care

Before they began their [CDS training sessions](#) on person-centered oral health care for Delawareans with disabilities, many dentists, hygienists and other professionals in the field noted in a survey how they struggled to accommodate patients with sensory differences, didn't know how to hire interpreters and never considered whether people using wheelchairs could access their office.

After attending the trainings that CDS designed with experts in special needs dentistry, several reported educating their staff in accessible approaches to care, making their front offices more accommodating or expanding how they assessed their patients' conditions and needs.

One sounded a clarion call. The trainings are "so simple, so effective. Everyone should have to take [them] every five years."

The trainings were the culmination of CDS's three-year [Oral Health Project](#), funded by the Delaware Bureau of Oral Health and Dental Services, which sought to determine the state of dental care for people with disabilities and address gaps in that care among Delaware's oral health professionals.

CDS surveys of [people with disabilities](#) and [dentists](#) confirmed considerable gaps. Among them: 40 percent of people with disabilities reported spending more than a year without seeing a dentist and fewer than half of dentists said they had received disability-specific education. Each is unacceptable, said CDS Project Coordinator Jane Donovan, adding that poor oral health care can contribute to heart disease, clogged arteries, strokes, premature births and other conditions.

Dental workers in the surveys said they wanted resources, though. The trainings offered them tips on making offices welcoming, obtaining pertinent medical histories and addressing oral issues common to particular disabilities. A disability expert encouraged respect and cultural sensitivity. And people with disabilities discussed their experiences via video and in person.

Presented between January 2018 and September 2018, the trainings reached dental professionals in each Delaware county. CDS continues to offer them, online and free, to practitioners in Delaware and beyond.

"I'm so glad that information [is] increasingly available," said Hope Thomas-Glavin, a dentist who specializes in treating people with disabilities. "Everybody needs to learn more."



Dental assistant Landa Watson of Great Whites Dental in Wilmington at a CDS training on culturally competent care.

Hearing bells at boot camp

Paraprofessional Terry Herfindahl never thought improving as an educator would be a stroll. At one of the five [Delaware Network for Excellence in Autism \(DNEA\)](#) summer “boot camps,” however, Herfindahl learned that if she stood a few steps behind students with autism when prompting them to carry out assignments, she would avoid causing distraction.

“I thought, ding ding ding!” says Herfindahl, who works in the [Christina School District](#). “That makes so much sense. Mostly I’ve had to pick up techniques as I go. Getting this kind of training is a huge help.”

The day-long boot camps included instruction on recognizing signs of autism, classroom strategies and hands-on practice. Offered in each Delaware county, they collectively drew more than 200 attendees, including general and special education teachers and paraprofessionals.

Marie Fontano and Wanda Slagle of [Newark Charter School](#) were thrilled to learn the boot camps were open to paraprofessionals. Fontano says the two colleagues, who have a combined 60 years of experience, “are always asking – give us more training.”

That’s why the CDS-led DNEA, on the advice of the [Interagency Committee on Autism](#), made classroom training a top priority for the 2017–2018 school year. With the rising number of students diagnosed with autism, says DNEA Education Training Lead [Susan Veenema](#), “teachers and paraprofessionals need support and they’re rarely getting it.”

Based on the popularity of the boot camps, which all reached capacity less than a week after registration opened, Veenema says the DNEA plans on conducting sessions throughout the school year and during the following summer. They are also looking to expand their offerings to other professionals who work with people with autism, such as health care providers.

Slagle thinks future DNEA trainings will not lack for an audience. “We love these kids,” she says. “We want to be as effective for them as we can.”



Marie Fontano (left) and Wanda Slagle role play as they search for rewards that will reinforce students’ positive behavior.

Spreading the message

When parents open the developmental milestone map distributed by CDS's [Brittany Powers](#) or Jen Sparks, they see a message: "YOU KNOW YOUR CHILD BEST. DON'T WAIT."

The message originates from the [Centers for Disease Control and Prevention \(CDC\)](#) as part of its "[Learn the Signs. Act Early.](#)" campaign. It encourages parents to monitor their child's development and report delays as early as possible. This can lead to positive long-term outcomes in cognitive, linguistic, social and behavioral growth.

Powers, CDS's coordinator for early childhood autism projects, started spreading the message through Delaware in 2018. That February, the CDC, in partnership with the [Association of University Centers on Disabilities](#), named her the state's [Act Early Ambassador](#). Her goal, Powers says, is to "make sure parents know they are equal partners in their child's care."

Sparks, an Act Early parent delegate, can relate. A trainee in the CDS-run [Leadership Education in Neurodevelopmental and Related Disabilities \(LEND\)](#) program, Sparks says she recognized a developmental delay in her son Dylan near his first birthday. He received an autism diagnosis soon after, though she says multiple doctors ignored her concerns.

"Since Dylan got the resources he needed early, he's doing so great," says Sparks. "I want to make sure other parents have a voice to advocate for their children."

Powers and Sparks collaborate with state agencies such as [Delaware 2-1-1](#), [Help Me Grow](#) and [Child Development Watch](#). They also make CDC resources available where parents are likely to find them – physicians' waiting rooms, community events, social media groups.

Mercedes Ritter picked up a developmental milestone map from Powers at an autism awareness event in Glasgow Park, where she was walking with her husband and two children.

"I know there are certain basic milestones, but I'd like to get educated about them in more detail before my children hit school," Ritter says. "I want my kids to be able to clearly express their feelings and just be confident."



Out and about: As Delaware's Act Early Ambassador, CDS's Brittany Powers reminds parents that they're equal partners in their child's care.

Exploring disability sooner

Program innovators at CDS in 2018 thought the fledgling program they were about to offer incoming freshmen, [Access:Ability Scholars](#), might – *might* – attract 30 students.

More than 150 applied. [Laura Eisenman](#), CDS's disability studies faculty coordinator, attributes the overwhelming response to soaring interest in disability among students spanning academic disciplines *and* to the program's focus on pursuits outside the classroom. Apart from a discussion-based seminar, Access:Ability scholars engage with community and social events and may complete internships and independent studies.

"The goal is flexibility," says Eisenman. By enabling students to shape projects that align with their interests, the program fosters young professionals who can bring new perspectives on disability to diverse career fields. Being largely self-directed, the program also presents an attractive option for students whose class loads and schedules may not as easily dovetail with the requirements of UD's popular [Disability Studies minor](#), which CDS administers along with Access:Ability Scholars.

One such student who found Access:Ability the right fit is Grace Pekala, an aspiring surgeon. She says she's exploring "as many perspectives about disability as [she] can find" through Access:Ability without infringing on her Honors Biology course requirements. For example, with other Access:Ability scholars she found time to [poll watch](#), searching for barriers faced by voters with disabilities during the 2018 midterm elections.

Her classmate, Nasir Young, says he's finding new ways to think about disability, too. After learning about [Paralympics rugby players](#) in Access:Ability Scholars' introductory seminar, he developed an interest in the market for [adaptive athletic gear](#). It's a natural fit with his interest in sports, he says, and "there are so many opportunities available" on campus to explore the subject.

By recruiting incoming freshmen, Access:Ability prepares students to make the most of their time at UD, says peer mentor Katie Johnson. "That's what we want to do," she says: "to get students thinking about disability sooner and in different ways, to help them connect disability with their major and their life."



Access:Ability scholars Nasir Young (left) and Grace Pekala (right) with CDS's Disability Studies Faculty Coordinator Laura Eisenman.

Building relationships

When Principal Mark Mayer arrived at [Talley Middle School](#) four years ago, he says “we saw that we needed to build a strong, positive school climate.” That was the first year Talley students, staff and families took the [Delaware School Climate Surveys](#).

The surveys were developed by the [Delaware Positive Behavior Support \(DE-PBS\) Project](#), a collaboration between CDS and the [Delaware Department of Education](#), and are administered annually to approximately 150 schools. The data they provide allow educators to act with greater precision in making schools safe and engaging.

Talley administrators and staff began implementing supports tailored to the needs revealed by the survey data. Among the supports was the introduction of advisory periods, where students meet in small groups to tackle social-emotional issues like cyberbullying. “Kids really responded. They all had something to share,” says Talley Dean of Students Melinda Tartaglione.

Further improvements in the school’s climate came with administrators’ and educators’ embrace of the [Multi-Tiered System of Support \(MTSS\)](#) model, an evidence-based strategy matching instruction and interventions to students’ needs based on data. For example, after the MTSS team identified a need to improve how students perceive teacher support, they employed a strategy where teachers identify students with whom they have close relationships. For students whom few teachers identify, Talley is investing in new ways to help them and teachers develop stronger relationships.

Along with the school climate surveys, DE-PBS provides guidance, technical support and statewide workshops for educators implementing MTSS. Instructional Coach [Megan Pell](#) says that “when schools use climate data to inform their MTSS model for behavior, we know we will see more success stories like Talley’s.”

Those stories already are taking shape at some other schools in the [Brandywine School District](#), says Jim Simmons, executive director of secondary education. A “mindset shift” is happening, he says.

“Building trusting and supporting relationships goes along with helping kids academically,” says Mayer. “You can’t have one without the other.”



Talley Middle School Dean of Students Melinda Tartaglione and Principal Mark Mayer are members of the MTSS team that tailors instruction and interventions to meet students’ needs as reflected on the Delaware School Climate Surveys.

Greater access a click away

The launch last year of the new [CDS website](#) came in response to audience surveys asking that it offer more information and more interactive features.

“That meant giving our audience – people with disabilities and their families, scholars, service providers, policymakers, the media – greater access to what’s important to them,” says [Victor Schaffner](#), the Center’s director of communications and advocacy. “They couldn’t have asked for anything we were in a better position to give them: accessibility is what the Center for Disabilities Studies is all about.”

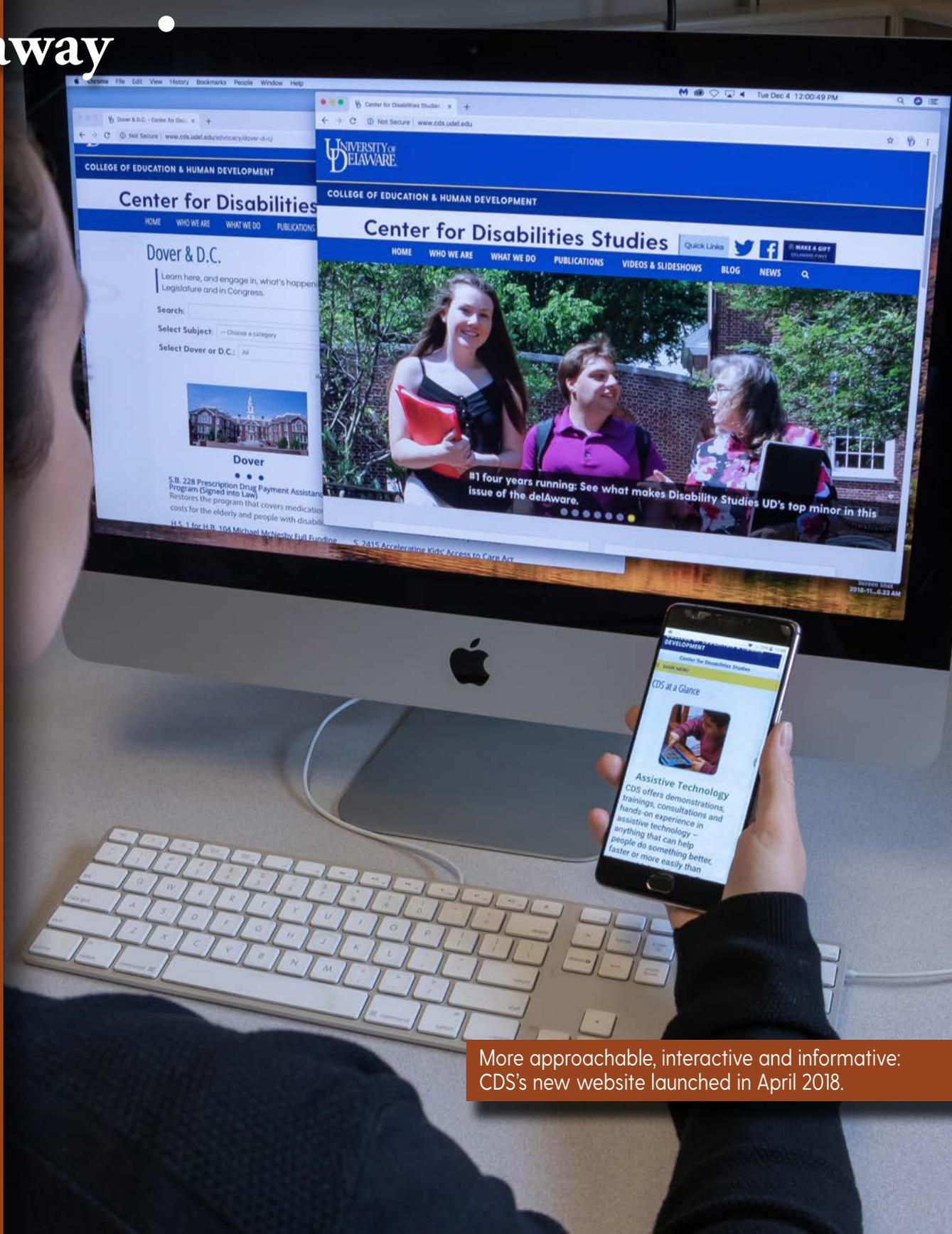
Now, visitors to [cds.udel.edu](#) access not just more information but information presented in ways meant to suit any taste or ability. Click on [cds.udel.edu/clsc](#), where a [narrative](#) explaining the Center’s Career and Life Studies Certificate (CLSC) program for students with disabilities pairs with [first-person accounts](#) from the students themselves. [Blog posts](#), [slideshows](#), [press reports](#) and [open-captioned videos](#) also reveal what CLSC offers.

At [cds.udel.edu/at](#), [Google maps](#) point visitors to CDS’s assistive technology resource center locations, [visitors ask questions](#) (how can I acquire a ramp, improve my mother’s vision, donate a wheelchair) of the Center’s “tech gurus”, and portals to [nearly a dozen programs](#) connect people with disabilities and their families to AT that can empower them.

Oral health professionals at [cds.udel.edu/health/oral-health](#) can access trainings to enhance their services to people with disabilities. Advocates wishing to influence policymakers can access disability-related legislation under consideration in Dover, Del. and Washington, D.C. at [cds.udel.edu/advocacy/dover-d-c](#). Prospective students of UD’s [Disability Studies minor](#) can learn what makes it “[hot](#)” while PreK-12 educators and parents can glimpse classes focused on [symbolic communication](#), [relationship skills](#) and [school climate](#). And any visitor to the website can access [news reports from CDS](#) and [the community](#).

Accessing the website is also easier now that it’s screen-reader friendly, offers text alternatives for non-text content and provides industry-recommended text-to-background contrast ratios.

“There’s always more we can do,” says Schaffner. “The more times people visit the website and suggest ways we can make it more accessible, the better.”



More approachable, interactive and informative: CDS's new website launched in April 2018.

Sharing what's possible

In UD Professor Stephen Goodwin's *Introduction to Adapted Physical Activity* course in December, CDS's [Karen Latimer](#) acquainted students with the breadth of assistive technology (AT) that exists outside the motor and physical fitness fields they were studying. An AT specialist, Latimer says it's important to make students "confident implementing technology in their field *and related ones*."

In courses like [UD Adjunct Professor Sarah Celestin's](#) on [special education](#), CDS's [Esley Newton](#) says her team members detailed techniques future educators will need to use, such as how to write meaningful standards-based [Individualized Education Programs \(IEPs\)](#). Eager to teach the pre-professionals how to measure student progress, the lecturers also wanted to appreciate their needs as budding educators. At CDS, "we keep [pre-professional students] in mind when we design professional workshops," Newton says. "Soon they'll be the ones participating."

[CDS staff](#) combined to offer more than 20 guest lectures last year. While most spoke at UD, they appeared on campuses throughout the region, delivering talks on everything from sensory impairments to the experiences of parents of children with developmental disabilities.

With their vast field experience, CDS staff can "expose pre-professional students to what's possible to support people with disabilities," says [Debby Boyer](#), CDS's school-age director. "For those students to be successful, they need to understand what all the possibilities look like in action."

Goodwin says hearing guest lecturers share their authentic experiences helps students transition from theory to application. Latimer, for example, built on students' familiarity with power wheelchair steering levers by showing them other AT devices that operate on the same principle. Students saw "the extent to which the things they're learning can help others," Goodwin says.

Newton says that, during their lectures, her staff members noticed a need to reinforce in college students the practice of presuming competence in their future PreK-12 students with disabilities. Newton's staff incorporated it in their lectures and workshops and started noticing results. "We're seeing some educators setting higher expectations for their students," says Newton. "They're more comfortable adapting and providing access to the general curriculum."



Between classes: CDS's Karen Latimer (left) and Esley Newton make their way around campus after Latimer's lecture in an adapted physical activity course.

When no one else will pay

Henry Greene wanted to get back to work.

“I wanted to be able to do something different, increase my skills to get employed again,” he says.

But Greene, who was born with glaucoma and became fully blind in 2010, needed a computer, a screen reader and a typing tutorial program. The total cost would exceed \$2,200, well above the limit of most programs that assist people with vision loss in acquiring assistive technology (AT).

That’s when Greene’s independent living teacher referred him to CDS’s [W. E. Tobin Fund for Visual Assistive Technology](#). Within months, he had a new computer with all the software installed.

“I’m very intrigued, using it on a daily basis, getting comfortable,” says Greene.

[One of four funds](#) through which donors can contribute to CDS, the Tobin Fund supports the Center’s [Borrow-to-Own Low-Vision Devices \(BOLD\)](#) program for AT costing less than \$100. It is also a payer of last resort for people who need more expensive equipment. These applicants must demonstrate they have vision loss and financial need and have tried unsuccessfully to secure equipment from other sources.

The Tobin Fund started as the Tobin Foundation, incorporated in 1987 to aid people who are blind or low vision with guide dogs or costly equipment.

“You’re talking big bucks,” says Allen Smith, a director of the Tobin Foundation until 2009, when the board decided to transfer its assets to CDS to administer. “The more technology comes along, the more we can do for people with visual impairment, but the cost has just skyrocketed,” says Smith, who continues to donate annually.

[Beth Mineo](#), who served as part-time president and CEO of the Tobin Foundation before becoming CDS director in 2008, says donations are used exclusively to purchase equipment.

“The Tobin Fund was created to provide access to technology that nobody else would pay for,” Mineo says. “It offered me the best opportunity I was going to find,” says Greene.



Empowered: Henry Greene demonstrates the screen reader on his new computer to daughters Eeniyyah Greene-Allen (left) and NeQuiya Greene.

THE YEAR IN REVIEW

FUNDING AND FINANCIALS

The Center for Disabilities Studies had an operating budget of \$5,756,973 from July 1, 2017 through June 30, 2018.

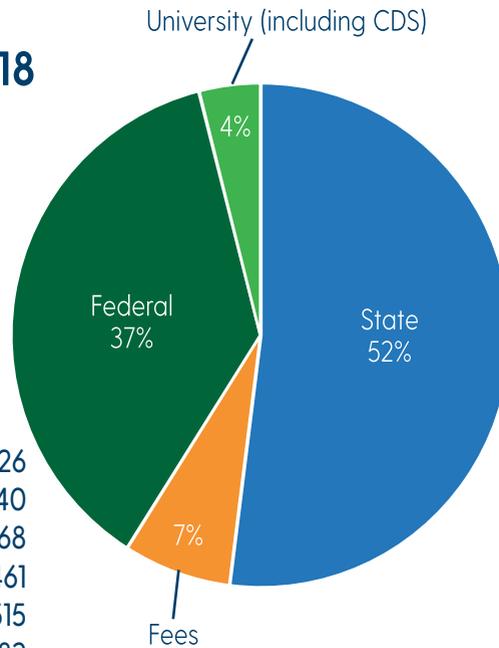
Sources of funding

The vast majority of CDS funding is realized through grants and contracts from federal and state agencies, fees and the [University of Delaware](#). Included in the federal portion is \$461,240 from the [Administration on Intellectual and Developmental Disabilities \(AIDD\)](#) for our core funding as a [University Center for Excellence in Developmental Disabilities](#). This U.S. government organization is responsible for implementation of the [Developmental Disabilities Assistance and Bill of Rights Act of 2000](#). Other sources of funding are grants and contracts from nonprofit organizations, foundations and businesses, and gifts from individuals and organizations.

Funding by Source—FY 2018

- State
- Federal
- University
- Fees

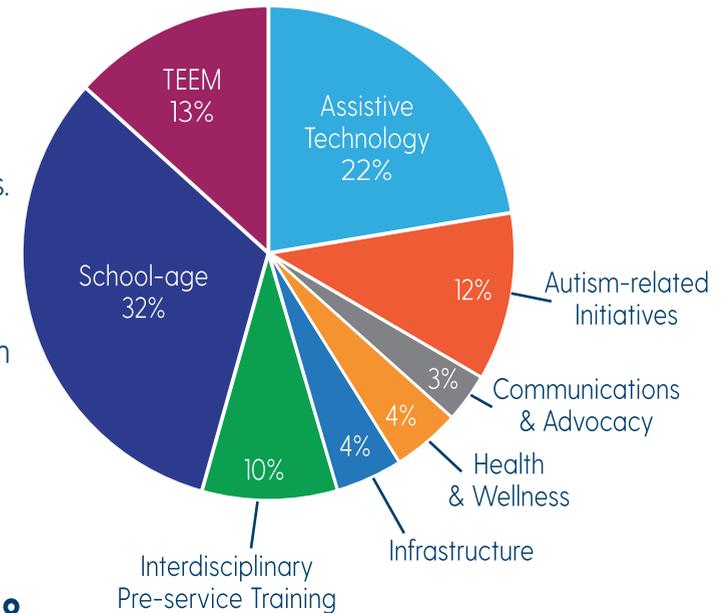
Source:	
State	\$2,953,826
Federal	2,144,440
Fees	399,268
University	221,461
CDS	21,515
Agencies, Foundations, Businesses	12,382
Gifts	4,081
Grand Total	\$5,756,973



* Income from gifts and agencies/foundations/businesses was less than 1% of the total.

Project-specific funding by domain

This chart shows the proportion of budget expended in support of each of the Center's programmatic domains. The infrastructure domain includes those funds that support overall Center operation rather than domain-specific activities.



Funding by Domain—FY 2018

- Assistive Technology
- Autism-related Initiatives
- Communications and Advocacy
- Health and Wellness
- Infrastructure
- Interdisciplinary Pre-service Training
- School-age
- TEEM (Transition, Education and Employment Model)

Domain:	
Assistive Technology	\$1,288,244
Autism-related Initiatives	634,520
Communications and Advocacy	184,445
Health and Wellness	256,981
Infrastructure	252,873
Interdisciplinary Pre-service Training	512,490
School-age	1,860,244
TEEM	767,176
Grand Total	\$5,756,973

FUNDERS

Federal government agencies

Federal Communications Commission

U.S. Department of Education

- Office of Special Education Programs

U.S. Department of Health and Human Services

- Administration for Community Living
- Health Resources and Services Administration

State government agencies

Delaware Department of Education

Delaware Department of Health and Social Services

- Division of Developmental Disabilities Services
- Division of Public Health
 - Bureau of Oral Health and Dental Services
 - Maternal and Child Health Bureau

Delaware Department of Labor

- Division of Vocational Rehabilitation

Department of Safety and Homeland Security

- Division of Emergency Management

Nonprofit organizations, schools, foundations and businesses

- Association of University Centers on Disabilities
- Christopher and Dana Reeve Foundation
- JPMorgan Chase & Co.

University of Delaware

DONORS

We would like to give special THANKS to those listed in this section for their generous support of the Center for Disabilities Studies. This acknowledges gifts received in the year beginning July 1, 2017 and extending through June 30, 2018.

Gifts to the CDS General Fund

Heidi L. Beck '99M
Amy Johnston Brown '96 and
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David and Lynn Clinger
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Jane Spontak Donovan '77 '84M
Christine C. Grott
Anne Remley Harris '77
Matthew D. Hearn '01 and
Sarah Kettner Hearn '00 '08M
Gary H. Heckert '72 '76 and Beth A. Mineo
Katherine Hughes
Amy D. Lane
Richard E. Lytton

Judith R. MacBride
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Cory Wellman Nourie '02
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Marina R. Scalise '18
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Bhavana P. Viswanathan
Shante K. Webster '18
Kevin M. Westreich '81

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Tracy L. Beird
Teresita Mejia Cuevas '02M
Laura T. Eisenman
Brian H. Freedman
Weston D. Garton
Candy L. Greenleaf

Christine C. Grott
Gary H. Heckert '72 '76 and Beth A. Mineo
Rebecca A. Jewell '17
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Victor Schaffner
James C. Sellers III
Paul Winter

Gifts to the Tobin Fund for Visual Assistive Technology

Megan E. Conway '03 '13M
Christine C. Grott
Gary H. Heckert '72 '76 and Beth A. Mineo
Karen L. Latimer

Sonja L. Rathel
Victor Schaffner
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Sandra L. Walls

Gifts to the Undergraduate Enrichment Program

Tracy L. Beird
Deborah E. Boyer and Michael W. Partie
Brian H. Freedman
Matthew D. Hearn '01 and
Sarah Kettner Hearn '00 '08M

Gary H. Heckert '72 '76 and Beth A. Mineo
Richard E. Lytton

Visit www.cds.udel.edu/give to make a gift.

THE YEAR IN REVIEW

WHO WE ARE AND WHAT WE DO

The Center for Disabilities Studies works to enhance the lives of individuals with disabilities and their families through education, advocacy, service and research. It promotes empowerment and opportunity, accessibility and inclusiveness, so all may fully participate in – and enrich – their communities.

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](#).
- The administrative home to the interdisciplinary [Disability Studies minor](#), the largest minor on campus with enrollment this past year reaching 551 students from 38 majors across six colleges.

In 2017–2018, CDS staff and faculty cultivated student learning by...

- Teaching or co-teaching 28 courses, reaching a total of 223 graduate and 240 undergraduate students.
- Delivering 21 guest lectures to 105 UD graduate students, 307 UD undergraduate students and 204 students at five other institutions of higher education.
- Providing full assistantships/traineeships to 16 graduate students from the [School of Education](#) and the Departments of [Physical Therapy, Communication Sciences and Disorders](#) and [Behavioral Health and Nutrition](#).
- Engaging 28 undergraduate students and three additional graduate students in the work of the Center.



Top left: [Amy Brown](#) (left) and [Jessica Bass](#), instructional coaches with CDS's [ACCESS Project](#).

Top right: [Amy Lane](#), CDS's administrative specialist.

Right: [Imani Powell](#), academic advisor for UD students taking the CDS [Disability Studies minor](#), at convocation ceremonies.



In 2017–2018, CDS staff and faculty fostered the development of new knowledge – and the translation of existing knowledge – by...

- Developing 18 project proposals internally and with external partners.
- Offering 56 conference presentations and publishing four journal articles and 19 other documents.
- Providing editorial support for 16 journals.

In 2017–2018, CDS staff and faculty engaged meaningfully with national, state and local communities by...

- Serving on 42 boards, committees and task forces external to the university (29 percent of these at the national level).
- Collaborating with 19 state agencies, 18 national agencies, 54 other units at UD, 50 community-based organizations and 23 other institutions of higher education.

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

Staff and Faculty

Beth Mineo, director
Nicole Anacay
Igal Attaelmanan
Debbie Bain
Jessica Bass
George Bear
Tracy Beird
Blake Bossert
Debby Boyer
Isaiah Boykin
Amy Brown
Zoe Callaway
Megan Conway
Kellene Copeland
Teresita Cuevas
Zachary Davis
Laura Eisenman
Brynn Fallah
Lindsey Ferrero
Roseann Ferri
Brian Freedman
Wes Garton
Candy Greenleaf
Linda Gregory
Deborah Grise
Sarah Hearn
Pat Heineman
Rebecca Jewell
Karen Jones
Stephanie Kaznica
Erin Konrad
Amy Lane

Karen Latimer
Rebecca Lloyd
Dick Lytton
Judi MacBride
Loretta MacLaren
Sharon MacRae
Karl Malgiero
Karen Marsh
Lillian McCuen
Suzanne Milbourne
Lynn Moss
Roxanne Nelson
Esley Newton
Emily Passera
Megan Pell
Imani Powell
Brittany Powers
Sonja Rathel
Kittie Rehrig
Niki Roberts
Piale Roy
Victor Schaffner
James Sellers
Melanie Sipko
Susan Veenema
Bhavana Viswanathan
Sandy Walls

Graduate Assistants

Emily Curtin
Angela Harris
Jenna Leary
Natali Muñoz
Timothy Penn

Kerry Pini
Shelby Schwing
Amanda Shoenfelt
Majd Subih

Undergraduate Students

Amanda Bagnell
Lori Barcello
Max Berman
Natalie Brown
Morgan Debnam
Anthony Drzal
Katherine Johnson
Aidan Kedzierski
Rachel Landis
Samantha Leonard
Miranda Partie
Alexa Pepe
Rachel Pepe
Alison Rider
Hannah Roberts
Amy Sherlock
Liam Watson
Lauren Young
Josh Zalewski
LEND Trainees
Kathleen Becker
Amy Lynne Bednarek
Samantha Costa
Allyson Davis
Catherine Flaherty
Matthew Glisson
Olga Goncharova-Zapata
Kendra Haynes
Oshay Johnson



Elizabeth Knocke
Jaimie Lafferty
Jessica Lorenzo-Gaier
Kate Meister
Roger Mercado
Angela Mitchell
Randi Navon
Laura O'Connor
Zach Radcliff
Alicson Saneda
Tetsuo Sato
Jennifer Sparks
Erin Williams

LEND Core Faculty

Anjana Bhat
Laura Dewey
Meg Grotti
Persephone Jones
Anthony Middlebrooks
Jillian Trabulsi

Top left: A post-graduate cohort in CDS's [Leadership Education in Neurodevelopmental Disabilities \(LEND\)](#) program.

Top right: [James Sellers](#), program manager of CDS's [Career and Life Studies Certificate \(CLSC\)](#) program.

Right: School-age director [Debby Boyer](#) urges caregivers to practice self-care at a CDS [Lunchtime Learning](#) event.



Left: [Access:Ability](#) peer mentor [Katie Johnson](#) and [CDS](#) outreach associate [Zachary Davis](#).

Individuals whose service concluded during the past year

Staff and Faculty

Skye Beckley
Rochelle Brittingham
Kathleen DeNight
Jane Donovan
Dan Fendler
Christine Grott
Phyllis Guinivan
Ann Lofting
Joann McCafferty
Elyse MacBride
Kathy Minke

Audrey Rossi
Margaret Saenger
Chunyan Yang

Graduate Assistants/Interns

Jasmina Chatani
Jesse Chen
Megan Messmer
Sydney Morales
Michele Salvatore
Stephanie Valenzuela

Undergraduate Students

Rachel Braitman
Stephanie Caggiano
Justin Drzal
Claudia Frisch
Catherine Gehringer
Marissa Giardina
Max Grozovsky
Lindsay Kaufman
Taylor Matthews
Madison Pruitt

THE YEAR IN REVIEW

OUR COMMUNITY ADVISORY COUNCIL

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

CAC Executive Committee

Cory Nourie, chairperson, [Nemours/Alfred I. duPont Hospital for Children](#)

Alyssa Cowin, [Delaware Health and Social Services](#), self-advocate

Deborah Dunlap, parent

Linda Heller, self-advocate

Ira Shepherd II, self-advocate

CAC Members

Lisa Bond, [Division of Management Services](#)

Karl Booksh, [University of Delaware](#), self-advocate

Deborah Bradl, [Division for the Visually Impaired](#), parent

Charles Bryant, [Division of Developmental Disabilities Services](#)

Anthony Carter, [JEVS Support for Independence](#)

Jessica Davenport, self-advocate
Susannah Eaton-Ryan, [The Arc of Delaware](#)

Monica Edgar, [United Cerebral Palsy of Delaware, Inc.](#), self-advocate

Carmella Giddins-Jones, [Division of Prevention and Behavioral Health Services](#), parent

Stephen Groff, [Division of Medicaid and Medical Assistance](#)

Brigitte Hancharick, self-advocate

Terri Hancharick, [Endless Possibilities in the Community](#), parent

Kathy Hughes, family member



Meedra Surratte



Anthony Carter



Charles Bryant



Brigitte Hancharick

Elisha Jenkins, [Division for the Visually Impaired](#)

Nancy Lemus, parent

Jane Luke, parent

Daniel Madrid, [Office of the State Treasurer](#)

Pat Maichle, [Developmental Disabilities Council](#), parent

Karen Mancini, parent

Daniese McMullin-Powell, self-advocate

John McNeal, [State Council for Persons with Disabilities](#), self-advocate

Mary Ann Mieczkowski, [Department of Education](#)

Wendy Strauss, [Governor's Advisory Council for Exceptional Citizens](#)

Meedra Surratte, [Parent Information Center of Delaware](#)

Laura Waterland, [Disabilities Law Program](#)

Kim Williams, State Representative

Despina Wilson, [Independent Resources, Inc.](#)

Members whose service concluded during the past year:

Anne Dunlap, self-advocate

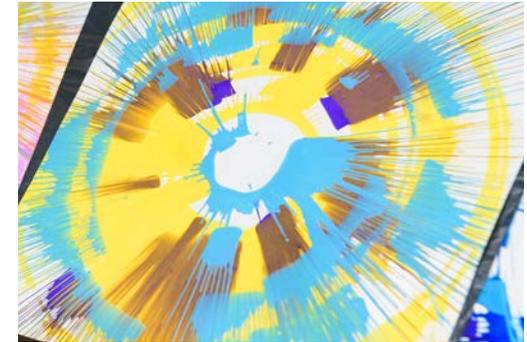
Sandra Miller, [Division of Vocational Rehabilitation](#)

Jill Rogers, [Division of Developmental Disabilities Services](#)

Bob Valihura, Esq., advocate



UNIVERSITY OF DELAWARE
**CENTER FOR
DISABILITIES STUDIES**



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

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About the covers

Front: Brittney Graves, an athlete with [Special Olympics Delaware](#), decorates the clay holder of an adaptive paintbrush at [Artfest 2018](#), hosted by CDS and [Art Therapy Express](#). She's accompanied by Brandon Perez, a UD student volunteer.

Back: [More Artfest participants, volunteers and exhibits.](#)

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