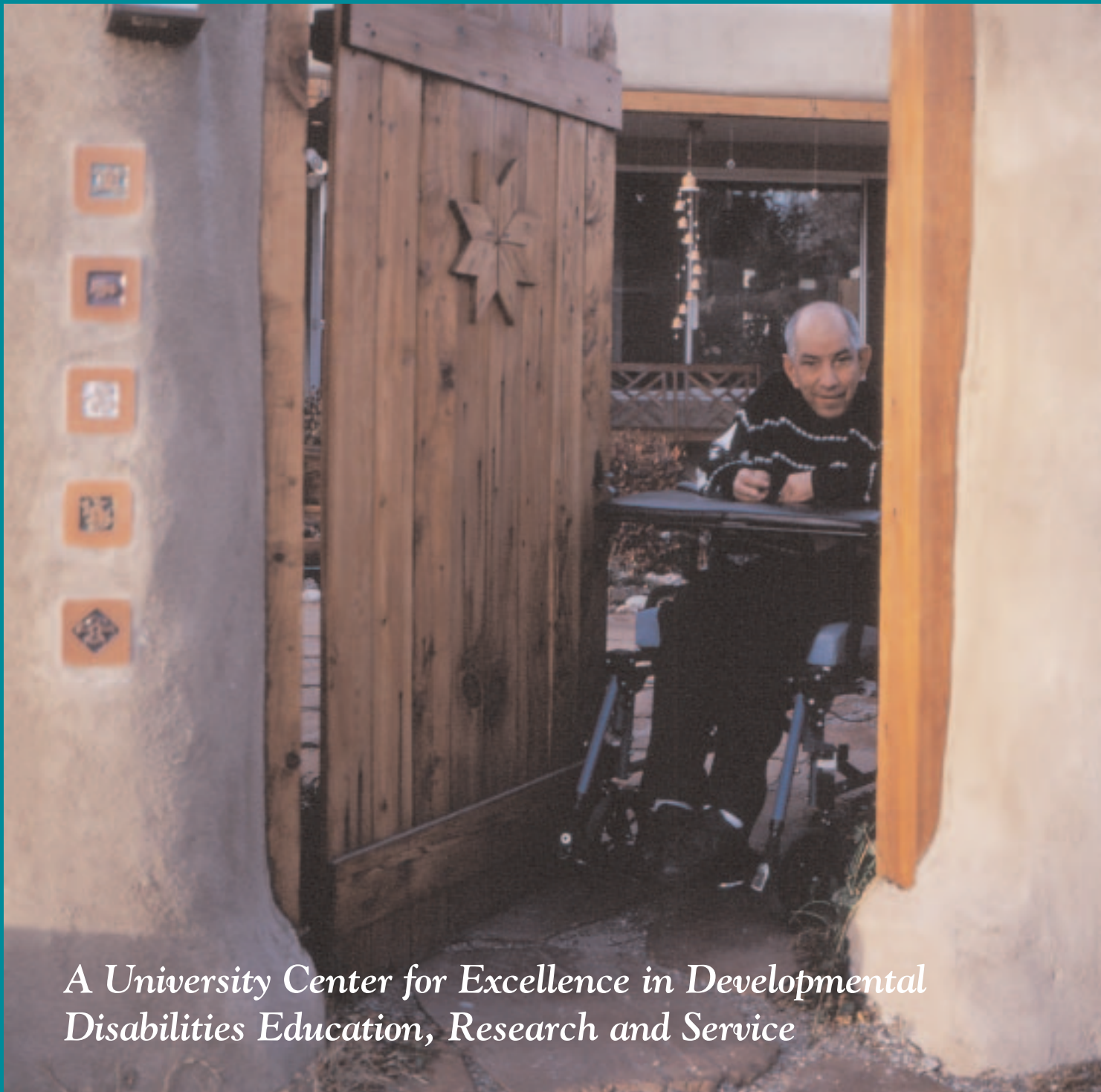




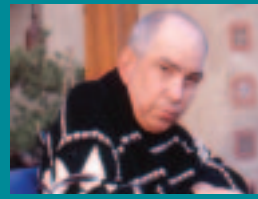
THE UNIVERSITY OF NEW MEXICO
HEALTH SCIENCES CENTER

The Center for Development and Disability

ANNUAL REPORT FY 2001



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



The Center for Development and Disability

The Center for Development and Disability (CDD) is New Mexico's University Center for Excellence in Developmental Disabilities Education, Research and Service (previously known as a UAP). These centers are authorized by the Developmental Disabilities Assistance and Bill of Rights Act to build the capacities of states and communities to respond to the needs of individuals with developmental disabilities and their families and are given core funding by the Administration on Developmental Disabilities (ADD). Funding for other programs and projects is obtained through state contracts, federal grants and private funding. There are 61 centers located in every state and territory, which function as a national network of programs.

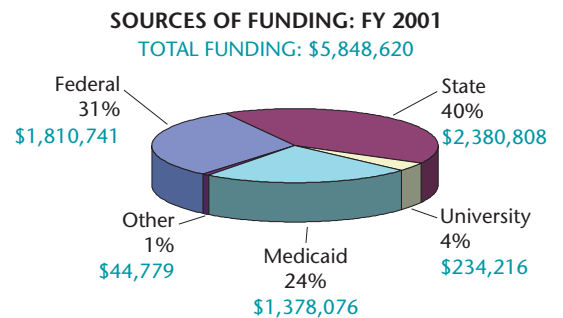
The mission of the CDD is the full inclusion of people with disabilities and their families in their community by: engaging individuals in making life choices; partnering with communities to build resources; and improving systems of care.

The CDD accomplishes this mission through innovative:

- Interdisciplinary training
- Dissemination of information
- Provision of exemplary direct service and technical assistance
- Applied research

The following values direct the work of the CDD and its programs:

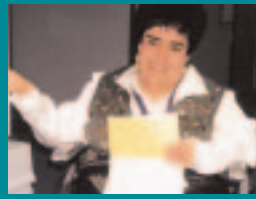
- Cultural and linguistic diversity
- Inclusion and accessibility for all individuals
- Partnerships and collaboration that encourage capacity building within communities
- Innovative, interdisciplinary & research-based practice



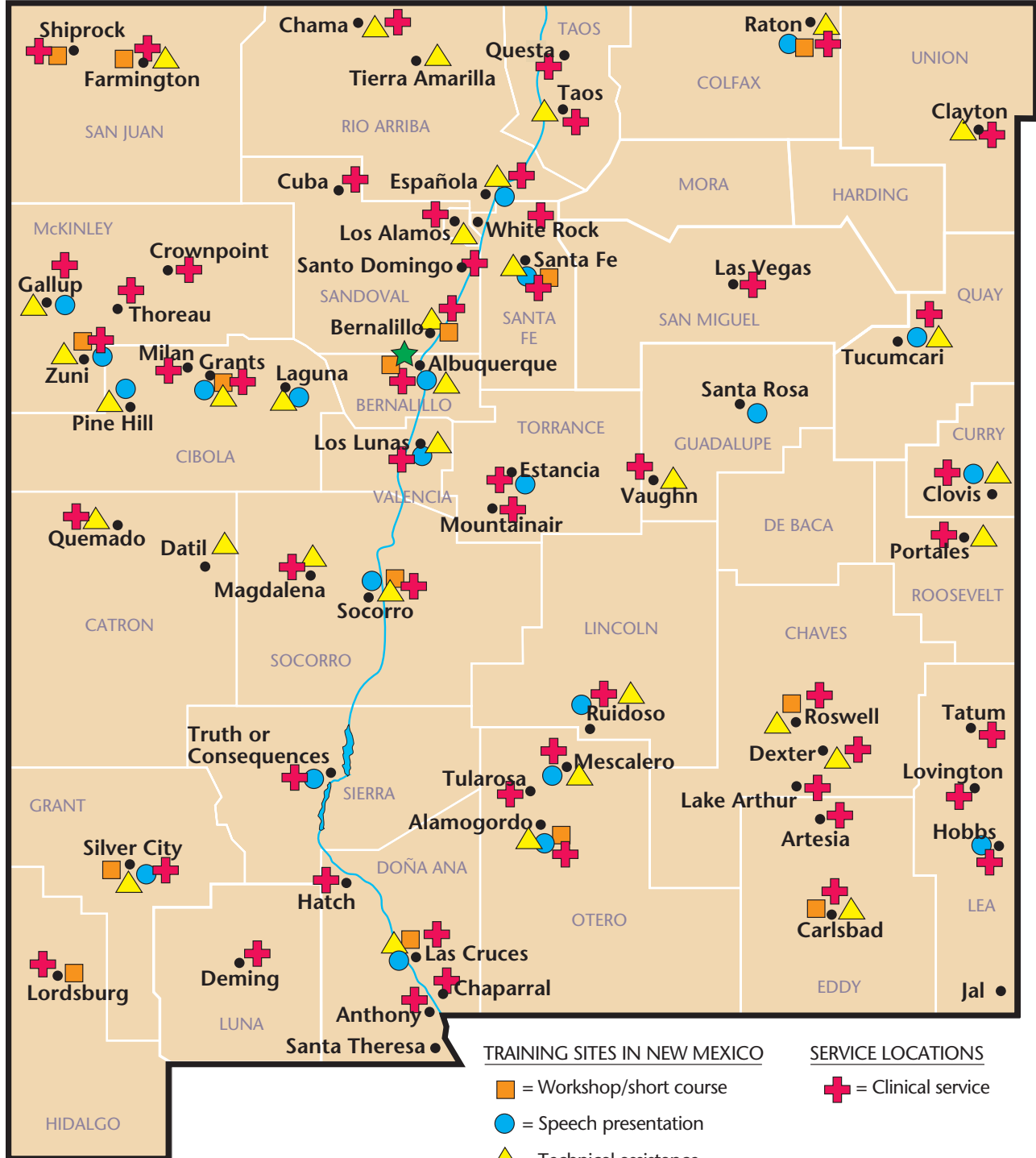
Our Vision

Guided by individuals with disabilities and their families who help design, provide, and evaluate our efforts, the Center for Development and Disability:

- Identifies, develops and strengthens opportunities and choices for all persons with disabilities and their families throughout their lives so that they are included in all aspects of society;
- Participates in collaborations to enhance resources and maximize opportunities for all persons with disabilities, their families and those who support them;
- Responds to the most important interests and concerns of all persons with disabilities and their families through leadership in education, research and service; and
- Influences policies to reflect what is known about the variety of strengths and needs of all persons with disabilities and their families, while recognizing and integrating the diverse values of individuals, families and communities.



The Center's Impact in New Mexico



TRAINING SITES IN NEW MEXICO

- = Workshop/short course
- = Speech presentation
- ▲ = Technical assistance
- ★ = Conference

SERVICE LOCATIONS

- + = Clinical service



CDD Programs and Projects

The Center for Development and Disability consists of numerous programs funded by a variety of different state and federal agencies. All CDD programs are committed to the mission of the CDD and to providing services and supports to individuals with disabilities and their families throughout New Mexico. CDD programs support the mission of the University of New Mexico Health Sciences Center as follows:

Innovative, collaborative interdisciplinary education

NM LEND Program is an interdisciplinary graduate leadership training program in neurodevelopmental disabilities.

Cultural Aspects of Healthcare developed and presented three regional continuing education conferences that addressed the relationship of culture to healthcare.

Project for NM Children and Youth who are Deafblind is a statewide program designed to provide technical assistance, training, distance education, and networking information to families, service providers, individuals birth through 21, who are deafblind.

Project DISCUSS developed an innovative training model using problem-based learning and on-line telecommunications, for regular educators, special educators, parents and other personnel who work with children with autism.

Southwest Autism Network is a statewide family support, technical assistance and training network that employs trained regional parent coordinators to provide training and support in their communities.

Project ACCESS is a person-centered assistive technology training program with an emphasis on the needs of individuals with developmental disabilities age 40 and older.

Project Na'nitin developed training to maximize the knowledge and skills of Navajo paraprofessionals and parents to work more effectively with children with special needs.

Functional Behavioral and Positive Supports Project developed a web-based course for educators and families.

NO Walls is a community technology center which collaborates with the Albuquerque Public Library to increase the capacity of persons with disabilities, their families, service providers, teachers and advocates in the Albuquerque metropolitan area to use computer technology to access information.

Medicaid Training Initiative provides training and technical assistance for professionals, consumers and family members on how they can access Medicaid funding for augmentative and alternative communication devices.

Early Childhood Network provides collaborative and responsive training, consultation and technical assistance to groups and individuals working with young children with developmental delays, or risk conditions, and their families.

Early Evaluation Support Project provides training and interdisciplinary teaching evaluations for young children within six school districts throughout the state.

Advocates Alliance Transition Project uses a community-based quality of life enhancement process to support students with developmental disabilities and their families to live successfully in their communities.

Natural Supports developed training for community providers and university/government employers in awareness and implementation of natural supports for integrated employment.

Family Support Project is a systems change project that is working with families of adolescents and young adults with developmental disabilities and the NM Department of Health to develop a model of family directed support.

Distance Learning and Web-based Courses

EDETS Online is an online tutorial providing early intervention professionals with an interactive tool designed to help insure appropriate eligibility determination and evaluation practices according to the New Mexico Family Infant Toddler Program (FIT) requirements (Part C of the Individuals with Disabilities Education Act).

Assessment and Interventions: Case Studies in Deafblindness, an online web course, was developed to encourage participants to discuss assessment and intervention strategies through problem-based learning and case analysis on a variety of children and youth who are deafblind.

Functional Behavior and Positive Supports, an online web course on functional behavioral analysis (assessment) and positive behavior supports for children in public schools, was developed at the CDD by an interdisciplinary team in collaboration with the Albuquerque Public School District.

Autism Spectrum Disorder is an online web course and was developed to train interdisciplinary teams including family members, teachers, therapists, educational diagnosticians, educational assistants, administrators, and university students with the overall goal of increasing the participant's skills in the development of individualized educational programs for children with pervasive developmental disorder/autism.

Project SET (Specialized Early Teaching for Young children with Autism Spectrum Disorders) is offering a series of region-based, online discussions designed for individuals interested in



young children, up to five years of age, with confirmation of Autism Spectrum Disorder diagnosis.

Overview of Deafblindness with an Emphasis in Communication is an online web course sponsored by the CDD and the University of New Mexico Special Education Program, Emphasis in Mental Retardation and Severe Disabilities and is designed for families, individuals, or educational teams working with an individual who is deafblind.

Applied Research and Policy Analysis

Project SET is investigating the effectiveness of educational interventions in young children with autism.

Autism Genetics Study is a collaborative project with Duke University exploring the genetic causes of autism.

Emotion-Related Learning and Affective Identification in Children with Autism is an interdisciplinary pilot project investigating the abilities of children with autism to change their behavior by using information in the environment.

SSI Research Project is a national collaborative project investigating the use of interdisciplinary diagnostic team evaluation in determining eligibility for the SSI program.

Infrastructure Study is studying the recruitment and retention of care providers for adults with developmental disabilities in the community.

Long Term Services Division Database oversees the collection and analysis of data around staff training and turn-over of personnel in community agencies.

Disability Surveillance Alliance, in response to Senate Memorial 8, will examine strategies that will lead to the creation of a statewide disability surveillance system and make recommendations on funding such a system for the NM State Legislature.

Annual Research Symposium on Disability and Health in New Mexico is held in collaboration with the NM Department of Health.

Technical Assistance Document for Professional Judgment, developed in collaboration with NMSU and disseminated nationally, created guidelines for the use of developmental delay as an Educational Exceptionality.

Transition Project is collecting qualitative data from current or former students and their families regarding their experience of school support to transition from school to community.

Performance Standards and Benchmarks for Three and Four Year Old Children is a policy document that provides educational guidance for adults working with young children to promote developmentally appropriate practice.

Early Evaluation Report Project as a collaborative project with NMSU created guidelines for interdisciplinary evaluation reports for young children & families.

The Report Writing Project utilizes UNM Telemedicine facilities to link Early Childhood Services at the CDD with New Mexico State University, staff from three NM school districts and early intervention programs to develop guidelines for report writing in early childhood.

Interdisciplinary Healthcare

Early Childhood Evaluation Program provides statewide diagnostic developmental evaluation services for children birth to three years of age in their communities.

Autism Diagnostic Clinic sees children ages three to 21 to confirm or rule out the diagnosis of autism.

Supports and Assessment for Feeding and Eating (SAFE) Clinic is a lifespan feeding and aspiration prevention clinic for individuals with developmental disabilities.

Medically Fragile Case Management Program provides nurse case management services to medically fragile individuals and their families throughout New Mexico.

Indian Children's Program provides supplemental services to Native American children birth through 21 years old who have developmental disabilities and special needs.

Assistive Technology Program provides on-site evaluation of modifications or adaptations.

Dissemination of Information

CDD Resource Center and Library has a web-based catalogue of comprehensive resources, consisting of books, videocassettes, audiocassettes, training manuals, and periodicals, that address the information needs of individuals with disabilities, their families, providers and advocates.

Information Center for NM with Disabilities and BabyNet is an information and referral center.

CDD Website features Center programs, projects, and links to local, state, and national resources: <http://cdd.unm.edu>.

Early Childhood UPDATES is the monthly early childhood newsletter disseminated nationwide by Early Childhood Division.



Resources Developed by CDD Programs

Assessment to IFSP: The Family Centered Journey was accepted by CLAS, The Early Childhood Research Institute on Culturally and Linguistically Appropriate Services, at the University of Illinois, for national dissemination. It will be featured on their website at: <http://clas.uiuc.edu>

Building Bridges for Navajo Families and Children (revised 2000) Developed and produced by Early Childhood Network.

Performance Standards and Benchmarks for Three and Four Year Old Children. Developed and produced by Early Childhood Network for the New Mexico State Department of Education.

Technical Assistance Document for the Category of Developmental Delay and Use of Professional Judgement. Developed and produced by Early Childhood Network in collaboration with New Mexico State University for the New Mexico State Department of Education.

Navajo Perspective of development and disability, Allison, S.R. & Vining C.B., curriculum – training manual and Power Point Presentation. University of New Mexico, Center for Development & Disability, Project Na'nitin.

My Child: A Message for New Navajo Parents with a Child With Special Needs. Allison, S.R., a brochure for expectant parents of a child with a disability and/or parents living with an infant with a disability. University of New Mexico, Center for Development & Disability, Project Na'nitin.

Aee Neheeh Haleehgo ..., When You are Expecting ... Helpful Tips For Healthy Pregnancies and Children. Haskey, G. & Begay G.A., booklet for expecting parents. University of New Mexico, Center for Development & Disability, Project Na'nitin.

My Special Child: A Message of Hope. Allison, S.R., Vining C.B., Haskey, G. & Narrated by Tom and Janet Slowman-Chee, tape recording, recorded in English & Navajo. University of New Mexico, Center for Development & Disability, Project Na'nitin.

Application of DEP to Early Childhood Special Education, Dine' Education Philosophy Model. Adapted by Vining C.B. & Haskey, G., University of New Mexico, Center for Development & Disability, Project Na'nitin.

Cultural Variables affecting research with Native American populations. Westby, C. & Vining C.B., ASHA and SID 14-Communication Disorders and Sciences in Culturally and Linguistically Diverse (CLD) Populations. Unpublished manuscript.

Families as Faculty Project. Baker-McCue, T., a training guide to a family-centered care curriculum for medical students. Developed by Parents Reaching Out in partnership with The Center for Development and Disability.

DISCUSS Facilitator Training Manual. Osbourn, P. Kalberg, W., Trott, M., Wright, K., Taylor, K., Liddell, J., University of New Mexico, Center for Development & Disability, Project DISCUSS.

Facilitator Training Video. Osbourn, P., Kalberg, W., Trott, M., Wright, K., Taylor, K., Liddell, J., University of New Mexico, Center for Development & Disability, Project DISCUSS.

DISCUSS Casebook. Osbourn, P., Kalberg, W., Trott, M. Wright, K., Taylor, K., Liddell, J., University of New Mexico, Center for Development & Disability, Project DISCUSS.

CDD Data For FY01

240 healthcare professional students from several different disciplines (medicine, nursing, physical therapy, occupational therapy, speech therapy, audiology, social work, nutrition, psychology, and health administration) received training on developmental disabilities from CDD faculty and staff.

5900 healthcare providers, educators, paraprofessionals, parents and self-advocates participated in CDD training activities held throughout New Mexico.

CDD programs provided case management and/or evaluation services to **1080** New Mexicans.

Training and technical assistance activities conducted by CDD programs were held in **91%** (30/33) of the counties in New Mexico.

The CDD Resource Center assisted **720** providers, parents, self-advocates, educators and state agency staff with accessing disability related information.



Publications by CDD Staff & Faculty

Ashley-Koch A, Menold MM, Joyner K, Mason S, Poole C, Donnelly S, Wopert C, Ravan S, Abramson RK, De long GR, Cuccaro ML, VonWendt L, McClain C, Wright H, Vance JM, Gilbert JR, Pericak-Vance MA (2000) "Examination of epigenetic factors and gene-gene interactions influencing genetic susceptibility at chromosome 7 and 15 for autistic disorder", *Am J Hum Genet* 67:46.

Crowe, T.K., VanLeit, B. & Berghmans, K. "Mothers of Child Care Assistance: The Impact of a Child's Disability". (2000) *American Journal of Occupational Therapy*. 54, 52-58.

McClain, C., Provost, E. Crowe, TK., "Motor Development in Two-Year-Old Typically Developing Native American Children on the Bayley Scales of Infant Development II Motor Scale", (2000) *Pediatric Physical Therapy*, 12, 1

Provost, B., Crowe, TK. & McClain, C., "Concurrent Validity of the BSID II Motor Scale and Peabody Development Motor Scales in Two-Year-Old Children", (2001) *Physical and Occupational Therapy in Pediatrics*, Vol I, (2000).

Stevens, J., Ibanez, B. and Ford, G. "Person Power Tools to Grow Your Dreams: The Advocates Alliance and Natural Supports Projects", *Journal of Intellectual Disability Research*. Volume 44 (parts 3 and 4) P329, 475, 480.

VanHorn, J. (with Gerety, M. and Fulreader, C.) "Collaborative training and technical assistance relationships: how we are...", *Zero to Three*, June/July 2000, 36-37.

VanLeit, B. Crowe, T.K. & Waterman, K., "Essentials for Successful Integration of Problem-Based Learning in Occupational Therapy Curricula". (2000) *Innovations in Occupational Therapy Education*. 78-94.

National & International Presentations

Burtner, P.A., McClain, M.P. & Crowe, T.K., Survey of Standardized Assessment Used by Occupational Therapists in Southwestern Schools. *American Occupational Therapy Association*, Seattle, WA.

Crowe, T.K., International Occupational Therapy Education (Panel Moderator), *American Occupational Therapy Association*, Philadelphia, PA.

Crowe, T.K., Introduction to PBL and PBL Facilitation Workshop, Louisiana State University, New Orleans, LA.

Crowe, T.K., Introduction to PBL and PBL Facilitation Workshop, North Park University, Chicago, IL.

Crowe, T.K., & Van Leit, B., Health Promotion for Mothers of Children with Disabilities. *American Occupational Therapy Association*, Seattle, WA.

Crowe, T.K., Visiting Professor, Practicing in Culturally Rich Communities, School of Occupational Therapy, St. Bartholomew's & the Royal London School of Medicine and Dentistry, Queen Mary and Westfield College, University of London, London, U.K.

Kodituwakku, P. W. May, P.A. & Viljoun, D. (March 2000). Executive control functioning in children with fetal alcohol syndrome: A cross-cultural perspective. *National Institute of Health*, Bethesda, Maryland.

Liddell, J. & parent Diana Martinez, "Families of Children with Autism as Advocates and Local Experts in Rural and Geographically Isolated Communities.", 11th Annual IASSID World Congress, Seattle WA, August 6, 2000

Osborn, P., "Classroom Assessment for Young Children with Autism", *Academy for Teachers of Young Children*, Lubbock, TX, July, 2000.

Osborn, P., Aranda, C., "Parents Role On Educational Teams: Results of Project DISCUSS", 11th IASSID World Congress, Seattle, WA., August, 2000

Osborn, P., "Influence of Language and Communication on Cultural Competence", Cluster Meeting for Safe Street, Safe Kids Project, National Civic League, Albuquerque, NM., April, 2001.

Pedersen, Mette (2000) Division of Early Childhood/Council for Exceptional Children – International Conference, Developing Partnerships for Collaboration in Training and Technical Assistance (with K. Derer, NMSU, and M. Landazuri, New Mexico Department of Education), Albuquerque New Mexico

Richardson, C. H. Cultural Self-Assessment of Organizations. ISSAID Conference, Seattle, WA, August 2000. Stevens, J., Ibanez, B. and Ford, G., "Person Power

Stevens, J., Ibanez, B. and Ford, G. "Person Power Tools to Grow Your Dreams: The Advocates Alliance and Natural Supports Projects", 11th IASSID World Congress, Seattle, WA, August 2000

Van Horn, Jacqui (2000) Division of Early Childhood/Council for Exceptional Children – International Conference, Bridging Family and Professional Knowledge and expertise through Assessment and Planning (with B. French and N. Smith, The Children's Workshop, Clayton, NM) Albuquerque New Mexico

Wright, K., Taylor, K., "Project DISCUSS – Building Partnerships Through Training", Poster Session 2000 International TASH Conference., Miami, Florida., December, 2000

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