



Dear IDASL Student,

Welcome to the Interdisciplinary Disability Awareness and Service Learning (IDASL) Program at the Center for Persons with Disabilities (CPD), the University Center for Excellence in Developmental Disabilities (UCEDD) at Utah State University. We look forward to sharing this learning experience with you. As a student, we know that you bring knowledge and skills from your own discipline. This will enable you to make a substantial contribution to the seminars, discussions, and practical experiences which make up the IDASL Program:

- ❖ You will increase your awareness of the impact of disabilities on the personal lives of children, adults, and seniors with disabilities and their families. This will include an awareness of appropriate ways in which to communicate effectively with persons with disabilities and their families, and legal, social, economic, and cultural factors which influence the provision of services to people with disabilities.
- ❖ You will gain an understanding of the mission and guiding principles of University Centers for Excellence in Developmental Disabilities (such as community inclusion, self-determination, choice independence, productivity, and person/family-centered service provision) and of other national/local initiatives for providing support and advocacy for persons with disabilities.
- ❖ You will increase your awareness of the contributions that your own discipline can make to persons with and without disabilities, across an array of age spans and settings, as well as the potential contributions of other disciplines.
- ❖ You will increase your knowledge and/or skills in working in collaboration with other professionals, with persons with disabilities, and as a member of an interdisciplinary team.
- ❖ You will participate in interdisciplinary didactic and service learning experiences that will enhance your leadership potential.
- ❖ You will enhance knowledge and skills that increase your marketability as a professional.

You may also receive opportunities to enhance your skills in providing assessment, intervention, and evaluation of services for persons with disabilities and their families, participate in a research team, and assist in disseminating research findings.

We look forward to working with you as you complete the IDASL Program and increase your knowledge, skills, and leadership potential in the field of disabilities.

Judith M. Holt, Director
Interdisciplinary Training Division

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I. COURSE OVERVIEW and EXPECTATIONS and DEFINITIONS

IDASL Program

University credit is available for students. This course is listed as **SPED 6500** (Special Education and Rehabilitation). This courses may be taken for 1-3 credits per semester.

<http://www.cpdusu.org/projects/idasl> and <http://www.idasl.net>

There are three instructors for this course:

Jeanie Peck
Office Hours: By appt.
CPD 158
Phone: (435) 797-2619
jeanie.peck@usu.edu

Alma Burgess
Office Hours: Friday 10-12 or by appt.
CPD 117
Phone: (435) 797-0253
alma.burgess@usu.edu

Gordon Richins
Office Hours: 8-4 or by appt.
CPD 171
Phone: (435) 797-2832
gordon.richins@usu.edu

Course requirements for students completing seminar only:

This course is an introduction to disability issues from an interdisciplinary perspective. The requirements include:

- Attend a three hour weekly seminar
- Complete additional assignments as required during the semester
- Complete seminar reflection assignment

Course requirements for University students:

This course is an introduction to disability issues from an interdisciplinary perspective. The requirements include:

- Attend a three hour weekly seminar and complete the seminar reflections assignment on the website by 3 PM the following Thursday
- Complete an Individualized Training Plan (ITP) and stipend agreement form each semester and carry out the activities in the plan
- Complete service learning reflection assignments
- Log service learning hours weekly on the website
- Complete additional assignments as required during the semester

Stipends and/or grades will be based on a % of participation:

1. Attendance in class: 85% attendance will be required
2. Participation: see forms and assignments at a glance
3. Assignments: All assignments must be turned in on time and completed per instructions
4. Service Learning Hours based on Individualized Training Plan
5. Final Test score: 90% or above or the stipend amount will be reduced by **10%**

There is only one attempt to complete the final in Canvas. You can leave the final open by navigating away from the final and answering OK to continuing or logging out and clicking on 'leave the page'. Once you hit the submit button there is nothing you can do except accept the score you receive.

B. Definition of Interdisciplinary Students

- An interdisciplinary student is one who experiences a program of systematic interdisciplinary training across a broad range of professional activities. IDASL students may be undergraduate or graduate students, persons with disabilities or their family members, or service providers.
- Students focus on the development of knowledge and skills relative to disabilities with an interdisciplinary focus.

C. Interdisciplinary Core Curriculum: Competencies and Objectives

The Interdisciplinary Disability Awareness and Service Learning Program of the Center for Persons with Disabilities is designed to provide students with the knowledge and skills to assume leadership roles in improving services to adults and children with disabilities and their families. In preparation for these leadership roles, the program is structured around a core curriculum with three broadly intertwined areas: (1) Societal and Legislative Perspectives, (2) Interdisciplinary Practice, and (3) Research. Within each of the competencies in these areas, objectives are detailed that will be achieved by students within the context of didactic, community, and research activities. In order to provide effective leadership in service systems over the coming decades, these areas of knowledge and skills must be addressed.

D. Instructional Methods and Community Sites

In order to achieve the competencies of the IDASL Program, specially designed seminars and service learning activities are provided for IDASL students. The focus of these activities is to enable students to increase their awareness, knowledge, and skills relating to disability issues and interdisciplinary practice. There are three components of the program: a didactic or teaching component, service learning hours, and research seminars and opportunities.

1. Didactic (teaching) Component

The didactic component of the IDASL Program is taught through interactive seminars and presentations, conducted by faculty from a variety of disciplines, assisted by community members and professionals as appropriate. Seminars also focus on the challenges that policies and service delivery systems present to individuals with disabilities and professionals.

An agenda of a typical seminar:

- 1:00-1:15 PM—announcements, weekly news items, and share experience from service learning or other disability-related activities
- 1:20-2:30 PM—first presentation or activity
- 2:30-2:40 PM—break and snacks
- 2:40-4:00 PM —second presentation or activity

2. Service Learning Hours at Community Sites

All IDASL students receiving stipends/grades participate in a selection of community activities that provide examples of interdisciplinary teaming and community-based, family-centered provision of services to individuals with disabilities and their families. The Center for Persons with Disabilities houses a large number of projects that provide a wide variety of services to individuals with disabilities and their families, and a number of off-campus sites are also associated with these projects. The focus of activities includes care of newborns, assistive technology, supported employment, and recreational activities, and covers the whole age span from newborns to seniors. A full description of each site is given later in this handbook. Students select sites according to their time commitment and Individualized Training Plan (ITP), the requirements of their discipline, and their own personal interests. While at the community site, students engage in guided observation of procedures and practices and may participate as an active member of the interdisciplinary team as appropriate, depending upon their own qualifications and experience and the professional requirements of the team focus.

All IDASL students receiving a stipend/grade are also expected to complete the following service learning experiences:

A minimum of 5 hours and a maximum of 40 hours (based on ITP) at each of the following sites each semester:

- ◆ AT Lab
- ◆ DSL
- ◆ Common Ground
- ◆ OPTIONS for Independence
- ◆ Project PEER
- ◆ Up To 3

The remaining hours can be completed at any of the above sites or other sites including:

- ◆ Top Sports
- ◆ Other sites or events with prior approval

Please note there is a **maximum of 20 hours per year** with prior authorization in the ‘Other’ category.

3. Research Seminars and Opportunities:

The research seminars focus on providing students with basic information about disability-related research issues. Students will also gain an understanding of how research plays a part in developing policy and organization development. It is expected that students will already have some basic knowledge of research methodology and terminology.

Core Competencies at a Glance

Societal and Legislative Perspectives

Core Competency 1: Students will gain an understanding of societal attitudes from both the public and the personal perspective as they impact the lives of persons with disabilities and their families.

Core Competency 2: Students will learn about the legislative process including current policy, regulations, and funding streams that impact services and supports for individuals with disabilities and their families.

Core Competency 3: Students will identify and understand strategies for advocacy that address disability-related issues of individuals with disabilities and their families.

Core Competency 4: Students will understand the value of family-centered/person-centered systems of services and supports for individuals with disabilities and their families.

Interdisciplinary Practice

Core Competency 5: Students will develop enhanced skills as a member of an interdisciplinary team in the provision of family-centered/person-centered services and supports to individuals with disabilities and their families.

Core Competency 6: Students will provide assessment and intervention supports and services for individuals with disabilities and their families, as appropriate.

Research

Core Competency 7: Students will understand research methods and principles used to guide disability-related practice, program and policy development, and program evaluation.

Disability Policy Framework

Disability Policy Framework	Checklist: The questions to ask ourselves
A. History	Do we know the history?
B. Core Precept 1. Disability natural part of human experience. 2. Fix environment, not individual.	Are we addressing the core precept in our change efforts?
C. Four Goals of Disability Policy 1. Equality of Opportunity	Are the decisions based on the individual? Does the plan provide meaningful opportunity for all? Do people need to be segregated to receive public benefit?
2. Full Participation	How are people with disabilities involved with decisions that affect their lives? How are people with disabilities involved at the policy level?
3. Independent Living	Does the system support independent living?
4. Economic Self-Sufficiency	Does the system support work? Are there work incentives?
D. General Administration	Does the plan respond to people's needs?

Questions to ask ourselves when looking at a policy to see which components of the Disability Framework are in place and which are missing.

E. CORE COMPETENCIES AND OBJECTIVES

Societal and Legislative Perspectives

Core Competency 1: The student will gain an understanding of societal attitudes from both the public and the personal perspective as they impact the lives of persons with disabilities and their families.

Objective 1.1 The student will learn and understand the mission and guiding principles of University Centers for Excellence and the Center for Persons with Disabilities such as community inclusion, self-determination, choice, independence, and productivity.

Objective 1.2 The student will learn, understand, and utilize people first language in communicating effectively with persons with disabilities and their families.

Objective 1.3 The student will recognize and discuss the impact of disabilities on the personal lives of children and adults with disabilities and their families.

Objective 1.4 The student will understand how social, economic, and cultural factors impact preference for, access to, and utilization of services and supports for persons with disabilities.

Objective 1.5 The student will recognize the importance of building collaborative partnerships with persons with disabilities and their families.

Core Competency 2: The student will learn about the legislative process including current policy, regulations, and funding streams that impact services and supports for individuals with disabilities and their families.

Objective 2.1 The student will learn and discuss the historical impact that state and national laws and regulations have had on systems of services and supports for individuals with disabilities and their families.

Objective 2.2 The student will understand and follow the process of relevant legislation/regulation formation and implementation at the state and/or national level.

Core Competency 3: The student will identify and understand strategies for advocacy that address disability-related issues of individuals with disabilities and their families.

Objective 3.1 The student will understand and discuss the use of advocacy strategies for different purposes including influencing the legislative process and public opinion, educating society, and asserting individual (case) and class rights.

Objective 3.2 The student will develop knowledge and understanding of how local, state, and national advocacy groups address policy issues specific to individuals with disabilities and their families.

Core Competency 4: The student will understand the value of family-centered/person-centered systems of services and supports for individual with disabilities and their families.

Objective 4.1 The student will understand the rationale for family-centered/person-centered practice, supports, and services within community-based systems.

Objective 4.2 The student will gain awareness of how assistive technology services support individuals with disabilities in accessing the broader community.

Objective 4.3 The student will understand and discuss accessibility issues (both psychological and physical) including transportation, housing, healthcare, recreation, work, etc.

Interdisciplinary Practice

Core Competency 5: The student will develop enhanced skills as a member of an interdisciplinary team in the provision of family-centered/person-centered services and supports to individuals with disabilities and their families.

Objective 5.1 The student will learn about benefits, barriers, and challenges to effective interdisciplinary teams.

Objective 5.2 The student will observe, discuss, and/or participate in various interdisciplinary team activities.

Objective 5.3 The student will describe his or her own discipline's role in the interdisciplinary team that provides supports and services to individuals with disabilities and their families.

Objective 5.4 The student will compare and contrast his or her discipline's professional standards with those of other disciplines represented on the interdisciplinary team.

Objective 5.5 The student will acknowledge and understand the importance, expertise, and contribution of the individuals with a disability and their family as team members.

Objective 5.6 The student will understand and discuss the ethical, legal, and financial issues relative to interdisciplinary team practice for individuals with disabilities and their families.

Objective 5.7 As part of an interdisciplinary team the student will provide support and consultation to the community sites in the area of their discipline as requested.

Core Competency 6: The student will provide assessment and intervention supports and services for individuals with disabilities and their families.

Objective 6.1 As appropriate the student will apply knowledge from his/her own discipline and/or expertise to assessment and intervention for individuals with disabilities and their families.

Research

Core Competency 7: The student will understand research methods and principles used to guide disability-related practice, program and policy development, and program evaluation.

Objective 7.1 The student will discuss methods and use of research including cellular research and participatory/action research.

Objective 7.2 The student will discuss the application of research in assessing service outcomes for individuals with disabilities.

Objective 7.3 The student will evaluate the effectiveness of his or her own practice in providing services to individuals with disabilities.

F. Individualized Training Plans and Training Levels

Each IDASL student receiving a stipend and/or grade will develop an Individualized Training Plan (ITP) in consultation with an assigned faculty advisor. These training plans vary according to:

- classification of the student and the associated number of service learning hours;
- the requirements of the student's discipline; and
- the personal interests of the student.

Students select from a range of community training and research opportunities to complete the time allocation required. The choice of community training experiences should encompass a broad array of settings and age ranges of individuals. All students will meet with their advisor to develop their ITP and Stipend Agreement. The ITP and Stipend Agreement form represents a contract between the student and the Center for Persons with Disabilities. Students will receive a certificate once they have completed their training plan to the satisfaction of their faculty advisor and the Director of Interdisciplinary Training.

G. Expectations of IDASL Students

IDASL students at the CPD will be expected to:

- arrive to class on **TIME**, class starts at 1 pm;
- obtain a foundation in values and knowledge associated with the disability community, and participate in individually-tailored service learning experiences;
- participate in “best practices” as defined by their own discipline and the interdisciplinary team;
- demonstrate ethical principles (see guidelines tab in the manual), including confidentiality, to guide their service learning experience;
- display professional behavior and be treated professionally;
- engage in experiences with families and consumers as partners, forming part of a team which assists and supports the individual and family in the broadest sense, with the individual and/or family as team members whose voices are heard and responded to;
- experience interactions with persons with disabilities across the age span and across a variety of disabilities;

- participate in a variety of service delivery settings;
- interact with community members with disabilities and/or their family members to better understand the impact of disabilities on their lives;
- be aware of and utilize treatment options and interventions appropriate to the specific difficulties of individuals with disabilities which are based on individual and/or family preferences;
- develop the skills to access community-based services.

Students must attend weekly seminars, develop an Individualized Training Plan (ITP) and review this with a faculty advisor a minimum of four times during the year, work with a team on a research project, and complete all assignments.

H. Ethics

Students participating in the IDASL Program are expected to conduct themselves in accordance with basic principles of ethical behavior during all aspects of their training. The following example of professional ethics has been adapted from “Ethical Principles of Psychologists and Code of Conduct.” [2010 Amendments. *American Psychological Association*]

1. Competence

We strive to maintain high standards of competence, recognizing the boundaries of our competency and the limitations of our expertise. We only provide those services and only use techniques for which we are qualified by education, training, or experience. We maintain knowledge of relevant scientific and professional information and recognize the need for ongoing education.

2. Integrity

We seek to promote integrity in our practice, honestly representing our qualifications, the services and products that we offer, and our research findings. We strive to be aware of our own values and belief systems and the effects they have upon our work.

3. Professional and Scientific Responsibility

We uphold professional standards of conduct, accept responsibility for our own behavior, and adapt our work to the needs of those we serve. We consult with other professionals as appropriate in order to provide services to clients and ensure professional conduct.

4. Respect for People’s Rights and Dignity

We respect the rights, dignity, and worth of all people. These rights include privacy, confidentiality, self-determination, and autonomy. In our work we take into account the cultural, individual, and role differences of our clients.

5. Concern for Others' Welfare

We seek to contribute to the welfare of those we serve, teach, and include in our research. We are sensitive to real and ascribed differences in power between others and ourselves and do not exploit or mislead clients or others whom we encounter professionally.

6. Social Responsibility

We are aware of our professional and scientific responsibilities to the community and society, and use our professional knowledge for public good. We work to mitigate the causes of human suffering, comply with the law, and encourage the development of laws and policies that serve the public interest.

7. Confidentiality

IDASL students have an obligation to respect the confidentiality rights of clients and their family members. Betrayal of this obligation has serious professional and legal implications. The ethics code for each discipline has guidelines with regard to confidentiality but some key points to review include:

- a. All client information is confidential including, but not limited to, information obtained from observations, verbal communications, assessment **protocols/scores**, and written communication. The client's clinical record is also confidential.
 - No written *or verbal* information about a client may be released **to anyone outside of the service unit and the IDASL faculty** without the written consent of the client.
 - Care must be taken to prevent access to confidential information by making sure that conversations with clients are held in private (i.e., **with office doors closed and not in hallways**), and that records are protected (i.e., **stored in a secure place, not left unattended on desks**).
 - Confidential information may **only be discussed with the service unit staff or an IDASL faculty member** on a "need to know" basis. Even if client names are omitted, it is a breach of confidentiality to discuss clients with other program personnel, friends, spouse, or classmates if that person does not have a "need to know". (IDASL students may discuss client information, without identifying the client, in IDASL seminars, as appropriate, as informed consent has been obtained from the client for these discussions to occur within the context of training. However, any identifying information should be omitted during these training activities.)

- b. There are limits to confidentiality i) whenever a client indicates **danger** to self or others, ii) when **child/adult abuse or neglect** is suspected or reported, iii) when there is a **court subpoena** of client records, iv) when there are **court actions** against the agency, agency staff, or students, initiated by the client, (or when there is a **court-ordered release of information**) or v) to **obtain payment** for services.
- Consultation with a supervisor is strongly recommended prior to releasing any information with a limit to confidentiality.
- c. Document with a signed consent form in which any permission is given to release confidential information. Also document when information is released without client permission (i.e., information falling within the limits of confidentiality, **as described in section b. above.**)

II. COMMUNITY SITE DESCRIPTIONS

Site: Common Ground Outdoor Adventures
335 North 100 East
Logan, UT 84321
(435) 713-0288 Open 9-5 and some evenings
<http://www.cgadventures.org/>

Description

The mission of Common Ground Outdoor Adventures is to provide life-enhancing outdoor recreational opportunities for youth and adults with disabilities. Common Ground provides adaptive equipment and support, which enable people with disabilities to participate in outdoor recreation along side their peers. These experiences reduce stereotypes, raise awareness, and empower people to realize their full potential. Common Ground's trips are not only accessible physically but also financially.

History: Common Ground was founded in 1993 as an AmeriCorps *VISTA project. In 1997 the organization incorporated as a private non-profit and has grown to serve well over 2,000 people with disabilities annually. Common Ground is funded primarily by private foundations, corporate donations, annual fundraisers, and individuals.

Common Ground seeks to increase the accessibility of recreation and to discover creative new ways to access wild places. Common Ground provides adaptive equipment and support which enables people with disabilities to participate in recreation and outdoor adventures. By crossing perceived limitations, individuals gain self-confidence, which carries over into the quest for meaningful employment, the pursuit of relationships, and active participation in community life. All outdoor activities include discussions, activities, or presentations that foster appreciation and respect of the natural environment.

Volunteers: Common Ground is always looking for more volunteers. Volunteers are an integral component to our organization and a lifeline that we rely upon. Without our volunteers we would not have been able to serve over 2,000 people last year. If you are interested in volunteering with Common Ground, we welcome you to give us a call or stop by.

As a volunteer you come along on activities and help with a variety of different things. It is important that our volunteers have a love for the outdoors and want to work with people of all abilities. If this describes you and your interests, please contact us so that you can discover the fun that we have at Common Ground.

While we always need volunteers for the field, there are many other things that we can use volunteers for. If you have a special talent, i.e., computers, building shelves, fundraising, grant writing, we are always looking for help in these areas as well as others.

Training Coordinator

Bryce Patten
Programs@cgadventures.org

Possible Students

All disciplines are welcome

Site: Developmental Skills Laboratory (DSL)

809 North 800 East

Logan, UT

(435) 797-8529

<http://www.cpdusu.org/projects/dsl/>

Description

The Developmental Skills Laboratory (DSL) provides day training for individuals with relatively severe disabilities. The day program at DSL provides training to adults with disabilities in functional, academic, social, daily living, and other skills. DSL promotes meaningful activities that are age- and developmentally appropriate and that are goal directed. These activities need to be individually planned to train and maintain the individual in the areas of communication, self care, independent living skills, fine and gross motor skills and social behaviors. DSL promotes the participants' independence, productivity and inclusion in community life. Enhancing the personal and social development of the participants to increase their success at an occupation and with independent living remains a primary focus.

In addition, DSL offers family support services for persons with disabilities of all ages, including respite, latch key, and summer recreation. Supported living services, which help adult individuals with disabilities to live in their communities, are also offered. Finally, supported employment services, emphasizing community-based job development and placement, are available.

Population Served

Adults with disabilities

Children with disabilities—after-school respite and summer program

Training Activities

- Participate in orientation
- Read individual participant file with personal information
- Gather information to enhance outcomes
- Sign confidentiality forms
- See program director for other activities
- Observe (participate in) development of individualized outcomes
- Observe (assist in) implementation of support services

Training Times

Logan: Monday through Friday 9:00 a.m. to 3:00 p.m.

Training Coordinator

DSL Director

Drake Rasmussen

(435) 797-8528

drake.rasmussen@usu.edu

DSL Day Training Supervisor

Daurie Bastian

(435) 797-8529

daurie.bastian@usu.edu

Possible Students

All disciplines

Site: OPTIONS for Independence
106 East 1120 North in Logan (behind TJ Maxx)
Logan, UT 84341
(435) 753-5353
<http://www.optionsind.org/>

Description

The purpose of OPTIONS for Independence is to assist communities to become fully accessible to people with disabilities and to enable people with disabilities to learn the skills to control their own lives and function independently in their communities. OPTIONS is a non-residential, consumer-controlled, cross-disability, community-based, private, non-profit corporation. It is governed by a board consisting primarily of people with disabilities and has a majority of staff people at all levels with disabilities. The corporation obtains funding to carry out its purpose through contracts with federal and state government, other entities, and through fund raising. OPTIONS is one of six Centers for Independent Living (CILs) located in Utah (Logan, Ogden, Salt Lake City, Provo, Price, and St. George.) CILs are guided in all activities and programs by a basic Independent Living philosophy in which disability is accepted as a "natural" aspect of human existence, barriers in the environment are considered to be the locus of the problem, and the right and responsibility of people with disabilities to make their own decisions and control their own lives is fundamental. Professional staff members and family members are considered to be teachers and resources, not decision-makers in the service equation.

OPTIONS for Independence (formerly Cache Handicap Action Council) was founded in 1982 as a totally volunteer organization. It consisted of people with disabilities and their friends who carried out activities to enlighten the community concerning disability, to encourage communities to become more accessible, and to raise money for accessibility projects in the communities.

With its first small contract in 1988, OPTIONS became a bona fide Center for Independent Living and began to engage in the basic independent living services of information and referral, individual and systems advocacy, independent living skills training, peer counseling, public education, technical assistance, and community options development. In addition, OPTIONS has an assistive technology program with assessment and purchase of assistive devices needed for increasing/maintaining independence, a recreation program to increase the accessibility of community recreation outlets and teach consumers how to use existing recreational opportunities, independent living assistance and equipment to enable older people with visual disabilities to maintain their independence, a technical assistance program to help communities comply with the Americans with Disabilities Act (ADA), a critical needs housing project to modify houses to be more accessible, an AgrAbility project to assist agriculturalists with disabilities to maximize their independence, a Nursing Facility Transition program enabling people to live in the environment of their own choice, various peer support groups to assist with beneficial life adaptations and an organized group of consumer advocates to work on needed change.

Population Served

All people of all ages who experience a physical, sensory, cognitive, or mental disability in Cache, Box Elder, and Rich counties.

Training Activities

Some activities are held in the evenings

Training possibilities include but are not limited to the following:

- Resource guide development
- Support groups (i.e., Traumatic Brain Injury, Ye Old Tyme Crafters, Peer Mentoring, Low Vision and Autism Spectrum Disorders Support Group) – including expansion of existing Cache County groups to Box Elder County
- Research the need for new support groups (specifically Cerebral Palsy) and work toward development of needed groups
- Community Integration Program activities – Christmas party, Spring Fling, Halloween Party, etc. (Activities held once a week)
- Assistive Technology (AT) – loan bank inventory
- Independent Living (IL) skills classes
- Outreach (specifically to the Hispanic community)
- Hands on experience with consumer appointments and assessments
- Legislative & Advocacy – Training on specific disability issues followed up with advocacy work through attendance at the legislative session to gather support

Training Times

Times may vary from OPTIONS' regular office hours of Monday-Thursday, 7:00 a.m. to 4:00 p.m. and Friday 7:00 a.m. to 1:00 p.m. Some evenings and Saturday work may be arranged to better fit the needs of the training participant.

SPECIAL NOTES: you will need to re-contact the person in charge of the activity to confirm the activity has not had any last minute changes. Make sure you give the contact person your contact information as well.

Site Contact

Cheryl Atwood, Executive Director

cheryl@optionsind.org

To schedule an activity contact Mandie:

Activities/Support groups

Mandie Kaneko, Community Integration Program Coordinator

mkaneko@optionsind.org

(435) 753-5353

Signup in class

***Contact Anna Sherlock to schedule hours: asherlock@optionsind.org**

Possible Students

All disciplines are welcome

Site: Project PEER
Center for Persons with Disabilities
<http://www.cpdusu.org/projects/peer/>

Description

Project PEER (Postsecondary Education, Employment, and Research), located on the USU campus, is a unique program that supports students with intellectual disabilities. A base classroom, housed in the Center for Persons with Disabilities (CPD), supports students, aged 18-21, who are enrolled in special education in the Cache and Logan school districts. Project PEER teachers and staff are hired from both districts. The CPD and USU provide additional support.

Project PEER facilitates the transition between school services and services for adults with disabilities. Project PEER also acts as a resource for the families and the students when navigating these outside agencies and services. Each student has a current Individualized Education Plan (IEP) and engages in employment internships and social and recreational activities located at various campus and community locations.

Students of Project PEER develop abilities and skills in areas they will need to have success in their adult lives. Vocational skills, such as job shadowing, job tries and job attainment and maintenance, are taught both on campus and in the community. Skills in personal independence are assessed and taught so each individual can live as independently as possible in a future setting of his/her and his/her family's choice. Some of the areas covered are finances, home living skills, grooming and dress, community access skills, food and nutrition, money skills and leisure skills. Social skills are also taught in all aspects of their day and are critical to them as they try to interact with and be accepted by their peers on campus.

In addition to providing the many learning opportunities for the students, the CPD and the University conduct research in this setting and disseminate it locally, at the state level, and nationally at conferences, in peer review journals, and other publications.

Population Served

Students age 18 to 21 with significant cognitive disabilities and their families in Cache County.

Training Activities

Model appropriate social skills

Work one on one with a student doing an academic or functional life skill task

Take data on student's responses for the task

Provide opportunities for social conversation with students

Be advocates for students with disabilities in University's settings

Training Time

Hours are 7:30 a.m. to 2:00 p.m. Monday-Friday.

Training Coordinator

Kerry Done, Program Teacher

CPD Room 163

(435) 512-1962 or (435) 213-0261

kdoneusu@gmail.com

**Site: Top Sports Activities
Center for Persons with Disabilities
(435) 797-3727
<http://www.cpdusu.org/projects/lr>**

Description

Top Sports activities address the recreational and leisure activity needs of children and youth with disabilities living in the Cache Valley area (Logan and surrounding communities). [The TOP Sports project](#), a collaborative partnership made up of Logan and Smithfield City Parks and Recreation programs, the Center for Persons with Disabilities (CPD), and parents of children and youth with disabilities

Population Served

All children and youth with disabilities and their family members are invited to join the TOP Sport staff and enjoy a fun time bowling.

TOP Sports offers several activities throughout the year, including baseball/T-ball, basketball, soccer, bowling, swimming, and art classes.

Activities: Be a play partner to help children with disabilities participate in the activity

Contact: Erica Lundahl
ericajL74@yahoo.com

Site: Up-To-3 Early Intervention Program
Center for Persons with Disabilities
<http://www.cpdusu.org/projects/upto3>

Description

Up-To-3 is one of 16 early intervention programs in Utah, contracted with the Utah Department of Health, to provide services under the Individuals with Disabilities Act (IDEA), Part C. This program is housed at the CPD and provides services to families with infants or toddlers below the age of three who have disabilities, developmental delays, or a diagnosed condition that has a high probability of resulting in a developmental delay. Up-To-3 services are available to Utah families in Rich, Box Elder, and Cache counties.

The mission of the Up-To-3 program is to enhance a family's capabilities and self-confidence to nurture their child's growth and development. Program staff members use family-centered practices that support the philosophy that a family's concerns, values, priorities, and resources should establish the framework for the services provided. This process results in the development of an Individualized Family Service Plan (IFSP).

Population Served

Children, birth to 3 years, and their families

Training Activities

Training activities are available at three levels of involvements: 1) observation only, 2) supervised participation, 3) activity preparation and implementation. The IDASL students will develop an individual participation plan with the Up-To-3 program coordinator. Students will need to read and sign a confidentiality and ethics statements before observing or participating in the Up-To-3 program.

Observation Only (This level does not allow you to review child/family records)

- Observe the procedures used for intake, evaluation and assessment, IFSP development and service delivery.
- Observe service provision in a variety of settings including the family's home, child's daycare, parent and child group activities, parent classes, structured behavior groups, transition preparation classroom, and community events and activities.
- Observe integration of early intervention services in community activities.

Supervised Participation (The student will be directly supervised by an Up-To-3 staff member or other appropriate supervisor at all times)

- Take an active role in one or more of the procedures used for intake, evaluation and assessment, IFSP development and service delivery.
- Participation in interdisciplinary team staffing related to the provision of services to eligible children and their families.
- Participate in the development of Individual Family Service Plans (IFSPs) for the individual child.
- Participate in planned Up-To-3 activities.
- Provide services in the identified environments of the child i.e., home, day care, Migrant Head Start, Early Head Start, and others as identified.

Activity Preparation and Implementation (The student will be directly supervised by an Up-To-3 staff member or other appropriate supervisor at all times)

- Develop and implement appropriate developmental activities for individual children to meet the IFSP outcomes.
- Develop and implement appropriate activities for group activities to meet the IFSP outcomes.
- Develop and implement a community activity involving children with and without disabilities.
- Develop and present a parent education topic.
- Design and implement the use of an assistive technology or augmentative device to meet the individual needs of child or family.

Training Time

Negotiable

Program Supervisor

Sue Olsen, Program Supervisor

(435) 797-7461

sue.olsen@usu.edu

Program Coordinator

*Marla Nef, Clinician

(435) 797-2043

marla.nef@usu.edu

***Contact Marla Nef to schedule hours.**

Possible Students

All disciplines

**Site: Utah Assistive Technology Program
Center for Persons with Disabilities**
<http://www.uatpat.org/>

Description

The Utah Assistive Technology Lab (AT Lab) opened in 1993, and by 1994 was fully developed as a comprehensive laboratory to train students and professionals in the fabrication and modification of assistive technology products. The AT Lab is located on the campus of Utah State University in the Janet Quinney Lawson Building. The mission of the AT Lab is to provide AT services and products in coordination with the Utah Assistive Technology Program (UATP).

Assistive Technology is any device or product that allows an individual to live more independently. Examples include, but are not limited to:

- Modified computers
- Walkers, scooters, and wheelchairs
- Communication boards
- Environmental control systems
- Adapted recreational equipment
- Home and work-site modifications

In addition to developing prototype devices, the AT Lab facilitates adaptations or modifications of existing assistive technology that will make the devices more useful for the individuals' physical and environmental needs. The major components of the AT Lab include a fabrication and modification workshop, a fully adapted computer lab, and a training and evaluation center.

In addition to statewide training, the AT Lab provides on-campus training for students in many departments, including:

- Special Education and Rehabilitation
- Communicative Disorders
- Mechanical and Aerospace Engineering
- Electrical Engineering and Computer Science
- Industrial Technology Education

Students have the opportunity to learn about ergonomics, environmental controls, augmentative and alternative communication, seating and positioning, mobility issues, design and fabrication, etc. For most students, their initial exposure to the AT Lab comes through undergraduate coursework that requires fabrication of several low cost, low-tech devices, as described in the AT Lab Manual. Following the initial exposure, students develop devices based on consumer needs that are presented to AT Lab staff.

The AT Lab staff and university students provide services and training to agencies such as the Utah State Office of Rehabilitation, Division of Services for People with Disabilities, Independent Living Centers, Cache Employment and Training Center, Developmental Skills Laboratory, local nursing home facilities, and northern Utah and southern Idaho school districts.

Other components of the Utah Assistive Technology Program include: AgrAbility, AT Access Centers located in rural independent living centers, Utah Assistive Technology Foundation, etc.

For more information, please visit the UATP website at <http://www.uatpat.org>

Population Served

All age groups, from infant through the elderly

Training Activities

- Selected readings/literature reviews
- Consumer technical services
- Hands on demonstrations
- Customization and adaptation of equipment
- How and where to find resources
- Informal and formal assistive technology assessments
- Assistive Technology policy analysis

Training Times

Monday - Friday

9:00 a.m. to 5:00 p.m.

AT LAB Coordinator

*Clay Christensen

(435) 797-0699

clay.christensen@usu.edu

***Contact Clay Christensen to schedule hours.**

Possible Students

All disciplines involved in improving independence for people with disabilities

III. BACKGROUND of the CENTER for PERSONS with DISABILITIES (CPD)

A. History and Accomplishments

History

The Center for Persons with Disabilities (CPD) was established as a University Affiliated Program (UAP) in 1972 with funds from the Mental Retardation Facilities and Community Mental Health Construction Act of 1963. Originally called the Exceptional Child Center, the name of the facility has changed several times over the years, as the number and variety of projects have expanded and the national focus has shifted to providing person-centered services. CPD efforts now address people with disabilities of all ages and those who are at risk for the development of disabilities.

The Developmental Disabilities Assistance and Bill of Rights Act of 2000 changed the designation of University Affiliated Programs to University Centers for Excellence in Developmental Disabilities (UCEDDs). Their status and purpose as federally funded centers established at major universities throughout the United States, however, essentially remained unchanged. These Centers for Excellence are dedicated to facilitating the independence, productivity, and integration of people with developmental disabilities through interdisciplinary training, research, and the provision of exemplary services. Currently, 67 such facilities operate across the nation.

The CPD's total operating budget for fiscal year (FY) 2015 was \$23,988,199. The CPD is one of the largest research centers at USU, receiving over 80 percent of its funding from a diverse assortment of federal, state, local, and private sources. Utah State University contributes approximately 10 percent of the CPD's budget, and the remainder of the CPD's funding is generated through state service grants and contracts. For every dollar of university support received in FY 2015, the CPD generated nearly \$9 in additional external funding. CPD funding supports 82 different research, training, service, and dissemination projects. Projects engaged people, agencies, and organizations on local, state, national and international levels, impacting thousands of lives.

Accomplishments

The CPD offers a wide variety of direct consumer services, including clinical interdisciplinary assessment, evaluation and treatment, medical specialty clinics, daily living and pre-vocational skills training to adults with disabilities, assistance to child care providers, and assistive technology. The CPD provides direct services to many individuals with disabilities and their families through various programs. Services are delivered through contracts, state or service organizations, or upon request. The CPD also offers technical assistance in many forms, including direct services, consultation, workshops, conferences, demonstration and written or audio/visual products.

Numerous research projects conducted at the CPD are designed to discover, develop, and validate new knowledge, better intervention techniques, and more successful training procedures.

Projects range from research on genetic and immune links to autism and attention deficit hyperactivity disorder, to evaluating integrated care systems, to assistive technology devices for the elderly, to studying parental employment stability as it relates to child outcome measures. Research projects constantly seek new directions to better understand conditions of disability and how to provide supports to persons with disabilities and their families.

One of the major missions of the University Centers for Excellence is training. The CPD's Interdisciplinary Training Division provides students with the opportunity to learn how specialists from a wide variety of disciplines work together in the assessment and provision of supports to individuals with disabilities. Students are offered a wide variety of didactic and experiential settings in which to learn about the etiology and characteristics of persons with disabilities, delivery of services, and program administration.

During July 1, 2014-June 30, 2015 (FY 2015), these are some of the Center for Persons with Disabilities accomplishments:

- The CPD provided direct services to 3,630 individuals of all ages in Utah through CPD clinics and community programs.
- CPD staff provided technical assistance to 82 agencies, organizations, and businesses to improve outcomes for people with disabilities through services and policies and to build capacity to serve the disability community.
- CPD staff conducted 55 research studies and evaluations in areas including genetics, early intervention, technology, health, web accessibility, recreation, independent living, child care, and education.
- CPD financial support to USU students totaled \$655,992 through assistantships, stipends, and employment for individuals from various disciplines including Music Therapy, Psychology, social Work, and Communicative Disorders.
- CPD projects provided training to 8,833 professionals, paraprofessionals, students, individuals with disabilities and their family members through interdisciplinary preservice, in-service, and continuing education programs.
- CPD staff presented at 61 national and international professional conferences and published 6 chapters in books and 21 articles in refereed journals.

B. Philosophical Assumptions

It is the philosophy of the Center for Persons with Disabilities that:

- programs should be community-based, culturally competent, supportable, and exportable;

- consumers must be active participants in the process of making decisions about their lives and about how services are organized and delivered.

C. Mission and Goals

The mission of the Center for Persons with Disabilities is crafted to reflect the statement of expectations of University Centers for Excellence as expressed in the Developmental Disabilities Assistance and Bill of Rights Act of 2000, Part D, Section 153:

“to provide leadership in, advise Federal, State and community policymakers about, and promote opportunities for individuals with developmental disabilities to exercise self-determination, be independent, be productive, and be integrated and included in all facets of community life.”

The faculty and staff of the CPD seek to improve the quality of life for persons with disabilities and their families by:

- promoting their independence, productivity, inclusion, empowerment, and social participation in integrated community settings;
- promoting accessible environments;
- promoting high quality, effective community-based services which are culturally appropriate;
- promoting prevention and identification of disabilities through training, research, and services;
- providing advocacy, interdisciplinary training, technical assistance, and information dissemination;
- conducting evaluation and applied research studies to systematically address questions about validity, accountability, cost-effectiveness, efficacy, and to determine unmet needs;
- providing technical assistance to help consumers, communities, and organizations improve the services and support that they provide.

To achieve our mission, the goals of specific projects will reflect strategies to effect systemic changes within the university, community, and service systems. The Center pursues its mission consistent with Utah State University’s mission to develop “responsible citizens through freedom

of inquiry and expression, and through its best efforts in teaching, research, creative arts, extension and services, and encouraging cultural diversity.” -- CPD 1999 Annual Report, p.1

D. Administrative and Organizational Structure

The Center for Persons with Disabilities comes under the auspices of the College of Education and Human Services at Utah State University. The Center has seven major divisions:

- **Administrative Services Division, Director: Dr. Bryce Fifield.** The Administrative Services staff provides assistance to all CPD programs through a variety of services. A central business office processes all accounting and employment records, including purchasing and receiving, for the CPD. The main office serves as the physical and human resource center. It is the first point of contact for consumers, visitors, students, and staff. In addition, this division also includes special centers, initiatives and programs and provides graphics, computer network, and information reporting and gathering services for all Center divisions.
- **Interdisciplinary Training Division, Director: Dr. Judith Holt.** The principle objective of the Interdisciplinary Training (IDT) Division at the Center for Persons with Disabilities is to provide opportunities for students, from a wide variety of disciplines, to increase their awareness, knowledge, and skills in working with children and adults with disabilities and their families as part of an interdisciplinary team.

With the growing trend towards collaborative interdisciplinary effort in the workplace, there is an increasing demand for persons with enhanced teamwork skills. Additionally, the Americans with Disabilities Act (ADA) extended the need for knowledge of disability issues to all employers, employees, and to the general public.

Within the division there are a wide number of programs including the Interdisciplinary Disability Awareness and Service Learning Program (IDASL), Utah Workability, SSDI ‘1 for 2’ Pilot Project, Medical Home, Beyond Access, Utah Regional Leadership Education in Neurodevelopmental Disabilities Regional Program (URLEND), and ongoing collaboration with many additional, local, state, and national disability organizations.

- **Research and Evaluation Division, Director: Dr. Mark Innocenti.** The Research and Evaluation Division conducts a variety of projects designed to discover, develop and validate new knowledge, better intervention techniques, and more successful training procedures. Staff conduct program evaluations for federal, state and local programs serving persons with

developmental disabilities to assist decision makers in program improvement. Research and evaluation activities play an important role at the CPD and every division is involved in research at some level.

The Early Intervention Research Institute (EIRI) is one of the largest research projects at the CPD. EIRI is an interdisciplinary group of researchers currently funded by a variety of federal, state, and private grants and contracts to conduct research on efficacy questions and other areas of concern, to collect cost and cost-effectiveness data, to develop demonstration programs, to provide technical assistance, and to disseminate information regarding these activities. Currently, 12 different projects addressing different aspects of early intervention are being administered through EIRI.

- **Biomedical Division, Directors: Dr. Ron Torres and Dr. Dennis Odell.** The Biomedical Division comprises the medical service unit and the immunology/genetic research laboratory. Activities of the unit are designed to manage medical issues involved in serving individuals with disabilities and to conduct research to determine causes, prevention, and medical intervention. The unit provides a variety of specialty clinics. Research on autism, attention-deficit hyperactivity disorder, and dyslexia is ongoing.
- **Exemplary Services Division, Director: Sue Olsen, M. Ed.** Housed within this division is Clinical Services, The Up-To-3 program, The Developmental Skills Laboratory (DSL), and TOP Sports.

Clinical Services provides educational and psychological testing for people of all ages, and serves as a training site for graduate students in the Utah State University psychology department interested in pursuing careers in child psychology. While there is a strong emphasis on diagnosing childhood disabilities and psychopathologies, evaluations are also conducted for people referred by agencies such as Vocational Rehabilitation and Social Security Disability Determination Services. Contact person: Marty Toohill

The Up-To-3 program provides services to families with infants or toddlers, under the age of 3, with developmental delays, disabilities, or diagnosed conditions with a high probability of resulting developmental delays. Services from the Up-To-3 program are available in Rich, Box Elder, and Cache Counties. The mission of the Up-To-3 program is to enhance the family's capabilities and self-confidence to nurture their child's growth and development. Services are provided in the family's home or in a community programs like High Point Gymnastics. Contact person: Marla Nef

Top Sports activities address the recreational and leisure activity needs of children and youth with disabilities living in the Cache Valley area (Logan and surrounding communities).

Activities include baseball/T-ball, basketball, soccer, bowling and swimming. Art classes were added January 2008. Contact person: Sue Olsen

Developmental Skills Laboratory (DSL) was organized in 1979 at the request of parents whose children with disabilities were in need of services. The program was developed through the efforts of the parents and in conjunction with the administration and staff of the outreach division of the Center for Persons with Disabilities at Utah State University. The University continues to serve as the contractual agency on behalf of DSL as it provides services per contracts with the Division of Services for People with Disabilities. The outreach division provides secretarial, accounting, and administrative services. DSL, in turn, assists the Center for Persons with Disabilities in fulfilling its mission as a university-affiliated program.

In the years since its organization, the mission and extent of services provided by DSL have changed and grown to meet the changing needs of the community. The services we currently provide are habilitative training, supported employment, supported retirement, transition training, transportation, and family support such as respite services as well as a summer program for those who are younger than 22. Contact person: Drake Rasmussen

- **Technical Assistance Division (Mountain Plains Regional Resource Center), Director: Dr. John Copenhaver.** Center for Technical Assistance for Excellence in Special Education (TAESE) is the umbrella Center for a number of the US Department of Education and State Special Education contracts, and school district technical assistance agreements. TAESE is the technical assistance division of the Center for Persons with Disabilities, College of Education and Human Services at Utah State University.

The evolution of special education and services for infants, toddlers, children, and youth with disabilities has been interesting and fulfilling to observe. The passing of the Education of All Handicapped Children Act (EHA) and Section 504 of the Rehabilitation Act in the mid-1970s has resulted in equal educational opportunities for children and youth with disabilities. We have gone from a period of trying to secure physical access for children and youth with disabilities to the present where there is an emphasis on improved educational results and increased accountability.

TAESE is the umbrella center for the Mountain Plains Regional Resource Center and numerous contracts with State Education Agencies (SEA) and Lead Agencies (LA). The TAESE staff has a twenty eight-year history of providing quality technical assistance in the area of special education and related topics. They have expertise in all areas of special education and can respond to almost any State need for information, inservice, and technical assistance.

TAESE is connected to a variety of regional and national consultants, centers, and resources in special education that can be linked to states, school districts, and schools in solving persistent problems that impact services to children and youth with disabilities. Special education has become very complicated; there are increased demands for accurate and timely data, demonstrating results, and ensuring compliance of all special education laws and regulations. This is extremely challenging for states with small staffs and school districts/schools that have limited resources.

TAESE is willing and able to respond to State and school special education needs. Our goal is to keep it simple and keep the main thing — the main thing — children with disabilities. This website is intended to provide you with general information about TAESE and how to access our services.

Typically Division Directors also have faculty appointments in University departments. CPD staff currently represents the following academic departments:

- Communications
- Elementary Education
- Family and Human Development
- Human Environments
- Instructional Technology
- Landscape Architecture
- Psychology
- Special Education and Rehabilitation