Emma Eccles Jones College of Education & Human Services
Institute for Disability Research, Policy & Practice
UtahStateUniversity®

ANNUAL REPORT

July 1, 2022 - June 30, 2023

WE INNOVATE.

WE INCLUDE.

WE COLLABORATE.

WE CARE.

From our director: Dr. Matt Wappett

It is my distinct privilege to share this annual report with you and to highlight the efforts of our team here at the Utah State University Institute for Disability Research, Policy & Practice (USU-IDRPP) during the 2023 fiscal year. Reflecting on our collective accomplishments over the past year, I am filled with an overwhelming sense of pride and gratitude for the commitment and professionalism of our staff and collaborators here at the IDRPP. Each research project, training session, technical assistance consultation, or service interaction has been a testament to the dedication, passion, and expertise of our remarkable team. The results of our unwavering commitment to excellence are not only reflected in these numbers and accolades but, more importantly, in the tangible differences we have made in the lives of individuals with disabilities, their families, and the professionals who serve them. I genuinely believe that every accomplishment serves as a beacon of hope and progress, reminding us of the transformative power of inclusion, partnership, and purpose.

If I were to characterize our past year, two words come to mind: "Innovation" and "Partnerships." In the ever-evolving landscape of disability services and supports, innovation remains a cornerstone in creating programs that are both inclusive and effective. Leveraging new, data-driven approaches ensures that we remain at the forefront of advocacy, accessibility, and empowerment. But all this work would not be possible without our multiple local, state, national, and international partnerships. Our collaborative efforts with various stakeholders, including individuals with disabilities, their families, community organizations, and government agencies

Dr. Matt Wappett.

amplify the impact of our programs. By continuing to foster innovation and promote strong partnerships, we pave the way for a society that is more inclusive and responsive to the needs of children and adults with disabilities.

This past fiscal year has been one of tremendous growth and capacity-building at the IDRPP, a fact that is reflected in our record-breaking program income. In the 2023 fiscal year, the IDRPP successfully implemented 181 total projects with an operating budget of $21,374,148. This is almost $1.5 million more than 2022 and is a direct reflection of the hard work of our staff. Most people do not realize that 90% of the funding at the IDRPP comes from competitive grants, contracts, and fee-for-service programs. This means that our team has to always be thinking of new ways to innovate and effectively implement programs in an increasingly competitive soft-money environment. We believe that it is important to remember that each dollar that we bring into the IDRPP means one more individual served, one more family supported, or one more professional trained!

Our efforts this past year included a monumental 5,584 hours of technical assistance, reaching 20,495 participants across 26 U.S. states. Our team also continued to build capacity and improve outcomes by holding a record 405 training events for 15,805

participants across 30 U.S. states. We also delivered on our commitment to high-quality professional development by facilitating 157 continuing education programs for 7,822 participants. Through our comprehensive training and technical assistance activities, the IDRPP continues to fulfill our role as a University Center for Excellence in Developmental Disabilities (UCEDD) by creating educational opportunities that are accessible and inclusive. We continue to believe that knowledge is a tool for empowerment and transformation.
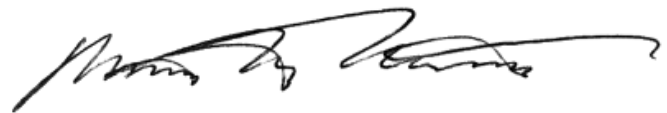
Research and evaluation remained a cornerstone of the IDRPP's activities in 2023, demonstrating a commitment to empirical rigor and innovation. In fiscal year 2023, we conducted 58 research and evaluation activities. This work was shared through 17 peer-reviewed articles, 3 books, and 7 book chapters. Staff also shared the outcomes of their research and evaluation work through 77 conference presentations throughout the past year. Research and training activities also led to the development of 517 products: a testament to the IDRPP's prolific output and unyielding commitment to advancing the field. It is through these comprehensive knowledge-generation efforts that IDRPP promotes a broader understanding and appreciation of the diverse experiences of individuals with disabilities, which helps us continue to shape policy and practice grounded in empirical research and lived experience.

Last, but certainly not least, we are also proud of the services we have provided to individuals and communities across the state of Utah in

fiscal year 2023. Last year we provided services to an impressive 14,351 individuals and families across multiple programs, from early intervention to assistive technology to Medicaid Home and Community-Based Services! Through these services, the IDRPP showcased the importance of a person-centered/family-centered approach grounded in collaboration, empathy, and expertise. By grounding our services in empirically supported approaches, we ensure that individuals receive the most current, effective, and appropriate services tailored to their unique needs. This approach not only optimizes outcomes but also promotes accountability and trust among stakeholders. Implementing evidence-based services underscores a commitment to excellence, minimizes guesswork, and ensures that resources are channeled into interventions proven to yield positive, tangible results.

The USU-IDRPP is committed to a future that embraces diversity and champions inclusivity. Our enduring dedication to exemplary research, training, and service stands as a beacon of hope, guiding the way towards improved outcomes for individuals with disabilities and their families, one step at a time.

Sincerely,

Matthew Wappett, Ph.D.

Our Mission

We are working together to create inclusive communities and improve the lives of children and adults with disabilities and their families through sustainable innovation, collaborative research, responsive service, and interdisciplinary training and education.

Professional Development and the Pyramid Model in Early Childhood Settings

Over the past year, one of our largest new programs we have launched at the Institute for Disability Research, Policy & Practice (IDRPP) is the Pyramid Model for early childhood settings. In Utah, where we have one of the fastest growing populations of young children, the focus on quality early childhood education is paramount.

The Pyramid Model has emerged as an essential tool in our efforts to support educators and programs that directly serve Utah's young children. The state's diverse young learner population necessitates a structured, evidence-based approach. The Pyramid Model addresses this need by providing a multi-tiered framework for promoting social and emotional learning. The Pyramid Model's layered structure ensures that all children receive foundational support, while also offering targeted and intensive interventions for those requiring additional assistance. For Utah's educators and service providers, the Pyramid Model enhances the efficacy of services by ensuring that interventions are developmentally appropriate and responsive to each child's unique needs. By prioritizing both preventive practices and individualized support, Utah's early childhood education settings can foster optimal developmental outcomes, setting the stage for long-term academic and social success.

The Pyramid Model is a nationally recognized model for continuous improvement in early childhood settings, and we are incredibly excited to be involved in the implementation of this program in the state of Utah.

Sue Olsen, Pyramid Model in Early Childhood Settings Project Lead.

The Pyramid Model is supported at the foundation through the establishment of an effective workforce. The foundation for Pyramid implementation is the systems and policies needed to ensure a workforce can adopt and sustain the evidence-based practices.

The Pyramid Model uses a three-tiered approach providing universal support to all children and targeted services to those who need more. The tiers include:

1. UNIVERSAL PROMOTION:
The base of the Pyramid Model emphasizes supports for all children by creating nurturing and responsive relationships while ensuring high-quality learning environments. These practices build trust and form the bedrock of all subsequent interventions.

2. SECONDARY PREVENTION:
The next tier stresses prevention by teaching targeted social emotional strategies to

prevent problems and targeted supports to children at risk for challenging behaviors.

3. INDIVIDUALIZED INTENSIVE INTERVENTION: The apex of the pyramid focuses on individualized intensive interventions for children with persistent challenging behaviors. Tier 3 interventions are team-based family-centered plans to support skill development in targeted areas.

A key aspect of the IDRPP's Pyramid Model work is the development of a professional development and coaching framework to help improve the services and outcomes in Utah's early education system.

Professional development is increasingly important for educators, clinicians, and professionals who work in early childhood settings in Utah.

Given the critical nature of early childhood education in setting the stage for children's later academic and social success, it's paramount that

Katie Martinez, who directs Kids First in Layton, Utah. Her program is participating in Pyramid.

professionals remain up-to-date with best practices and evidence-based interventions.

Professional development specifically tailored to the Pyramid Model ensures that:

1. IMPLEMENTATION IS CONSISTENT: Professionals are educated on the nuances of the model, ensuring a uniform application.

2. INTERVENTIONS ARE EFFECTIVE: With proper training and coaching professionals can utilize the Pyramid Model practices with fidelity, optimizing outcomes for children and families.

3. CONTINUOUS IMPROVEMENT: Use of Practice-Based Coaching allows for the sharing of challenges, successes, and innovative strategies among professionals, fostering a community of learning and improvement.

The Pyramid Model provides a framework that includes training, engagement, and evaluation of outcomes. It provides consistency in expectations that helps ensure that young children in rural areas have an opportunity to receive the same supports and resources as children in Utah's urban centers.

While professional development ensures that practitioners are always at the forefront of their field, the Pyramid Model provides a clear, evidence-based framework to support the social and emotional competence of young children. Together, they pave the way for a brighter future for every child in Utah.

Janet Wade, an external coach for the program.

IDRPP Spirit of Service Award

The IDRPP presents an annual award to four employees each year who exemplify our mission and values through their hard work, dedication, and their example in solving problems. The 2022 awardees, shown below, are Jodie Andersen, Aubrey Snyder, Michael Diehl, and Kim Stewart.

Jodie Andersen
Business Assistant, Administrative Division

Jodie works in the Business Office at the IDRPP. Her job responsibilities include: P-Card Manager for P-Cards issued to IDRPP employees, processing requisitions for Purchase Orders, reconciling expense accounts for all IDRPP accounts, and processing and reconciling telephone and distribution bills.

Aubrey Snyder
Integration Specialist, Research & Training Division

Aubrey graduated from Utah State University with a Bachelor's of Science degree in Political Science and has a Master of Education in Special Education from the University of Utah. Her interests include competitive integrated employment, postsecondary transition, adult services, and community integration.

Michael Diehl
Director, Services Division

Michael is the director over the Child Care Nutrition Programs (CCNP) at USU, which is housed in the IDRPP. He is in charge of bringing on family day care home providers in Utah who are interested in providing day care and nutritious meals to children in care under the Child and Adult Care Food Program (CACFP).

Kim Stewart
Business Manager, Technical Assistance Division

Kim has been with USU since 2002. She is currently a Business Manager for the Center for Technical Assistance for Excellence in Special Education (TAESE) and works with the Business Office at the IDRPP. Her responsibilities include providing leadership and supervision of TAESE accounting and travel systems.

Read more on our IDRPP blog

SPECIAL RECOGNITION

Tressa Johnston

New Associate Director in the Services Division of the Institute for Disability Research, Policy & Practice.

Read more

Curt Phillips

New Director of the Services Division of the Institute for Disability Research, Policy & Practice.

Read more

In Memoriam: Ronald Thorkildsen

Dr. Ronald Thorkildsen passed away on November 7. He was one of the Institute's pioneering administrators. He introduced computer technology in 1972, including some hot new software: the spreadsheet. He added grant-writing prowess to the organization. But when anyone who knew him heard his name, the first thing they said was, "Isn't he the nicest guy?" **Read more**
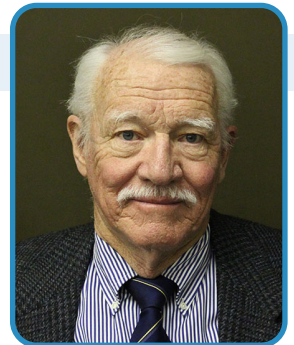
Retirees

DR. MARK INNOCENTI
Former Director of the Research and Training Division and at the IDRPP.

DR. CYNDI ROWLAND
Founder and former Director of WebAIM, an IDRPP initiative dedicated to web accessibility.

DR. BRYCE FIFIELD
Former Executive Director of the Institute when it was the Center for Persons With Disabilities.
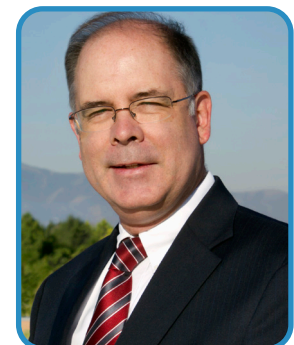
COMMUNITY ADVISORY COUNCIL

Agency Representatives

Everette Bacon
Vice President for Blindness Initiatives at Aira

Joey Hanna
Utah Parent Center

Wendi Hassan
Cache Valley Center for the Arts

Libby Oseguera
Utah Developmental Disabilities

Adina Zahradnikova
Disability Law Center

Family Representatives

Michelle Hoggan (Chair)
Kimberlee Adams

Self-Advocates

Kayci Lynam (Vice-Chair)
Jenna Mosher
James Steed
Eric Stoker
Autumn Cuellar

Non-Voting Member

Matthew Wappet

FY 2022 Budget - $21,249,769.97

As a University Center for Excellence in Developmental Disabilities (UCEDD), the core of the IDRPP's budget comes from the Administration on Intellectual and Developmental Disabilities (AIDD). There are currently 67 UCEDDs across the U.S. and its territories.

The IDRPP leverages its federal core funding with a variety of federal, state, and local resources. With these partners, the IDRPP provides training, services, technical assistance, and information to people with disabilities, family members, state and local governments, schools, private businesses, and community organizations.

University E&G 10%
Federal 10%
Royalties 1%
Other 10%
Fee for Service 9%
Conferences 6%
Private 4%
State/Local/Other State 50%
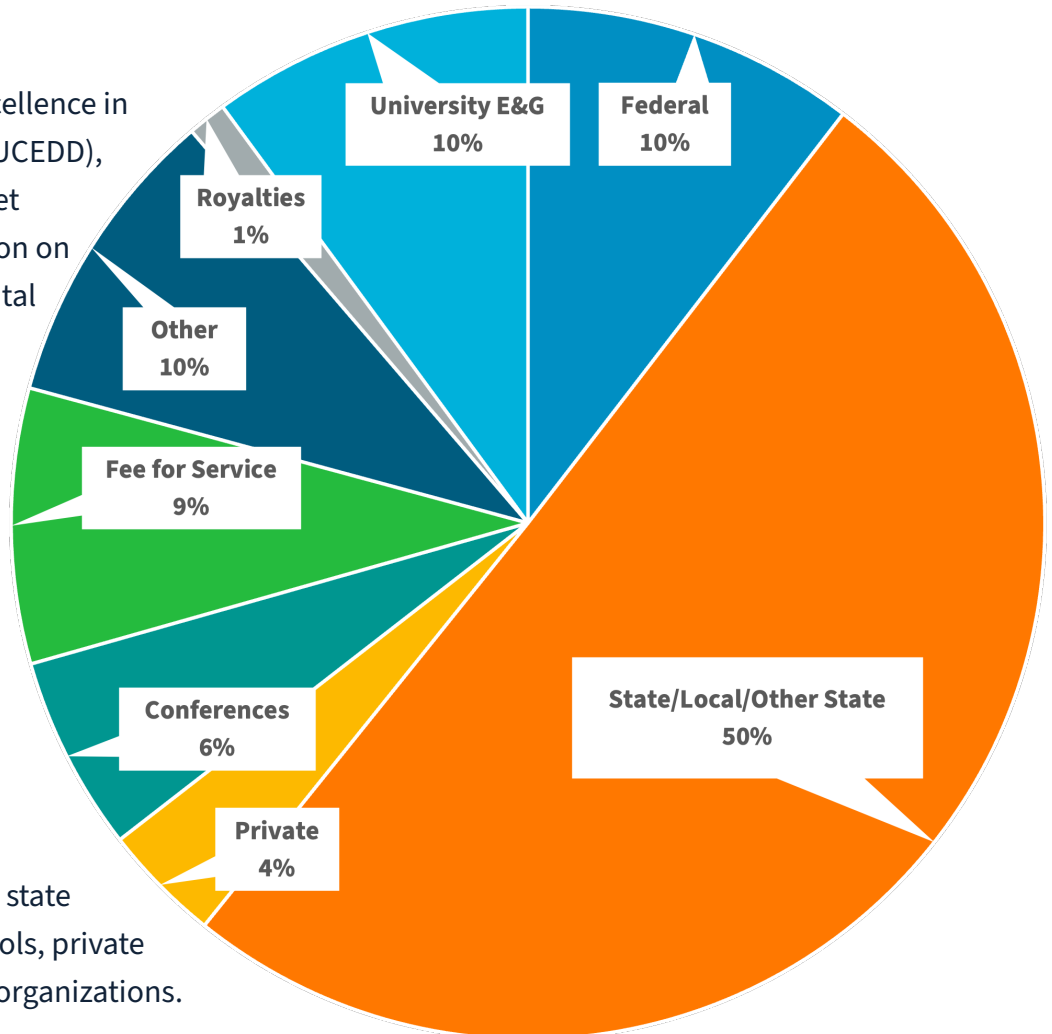
Appointments

Ty Aller

» Co-Chair for the Mental Health Special Interest Group of AUCD
» Ad Hoc Reviewer for Journal of Family Issues
» Board Member, Utah AgrAbility

Rachel Byers

» Member, Utah Health Literacy Coalition

Linda Alsop

» Utah Deafblind Advisory Committee
» Advisory Board, Ellis Center of Atlanta

John Copenhaver

» TASK-12 Advisory Board-Training and assessment for educational interpreters
» National Advisory Workgroup for State Advisory Panels and Interagency Coordinating Councils—Office of Special Education Programs
» Small States Consortium (17 States and Territories), National Association of State Directors of Special Education.
» New Mexico Advisory Committee for Children and Youth Experiencing Homelessness

Marilyn Hammond

» National Task Force on Violence and Abuse of People with Disabilities

Mary Ellen Heiner

» Member, Council on Leadership in Advocacy (COLA) of the Association of University Centers on Disabilities (AUCD)

Marla Nef

» Member, Utah Interagency Coordinating Council
» Member, Utah early Intervention Provider Consortium
» Past President, Utah Division of Early Intervention Subdivision

Impact Story Abstract

Acceptance and Commitment Therapy (ACT) for Caregivers. Preliminary quantitative analyses indicate participants have fewer depressive symptoms and experience less caregiver burden.

READ MORE ON PAGE 28

Shonna Hemmis

» Member, Community Development Society
» Marketing Team Committee Member, Annual Community Development Society Conference planning committee
» Secretary, Cache County Sub for Santa Advisory Board
» Vice President, Logan Family Center Advisory Board
» Student Engagement Committee Member, Penn State World Campus Student Advisory Board

Kimberly Hutter

» Interim Vice President, National Association of Interpreters in Education

Mark Innocenti

» Co-chair, The Ounce, Program Coaching Community of Practice (national) for the 2022 Home Visiting Summit
» Member, Academy of Zero to Three Fellows

Tricia Jones-Parkin

- » Chair of Utah Employment Partnership
- » Utah HCBS Settings Workgroup
- » Supported Employment Leadership Network
- » At large Board Member, Utah Association of People Supporting Employment First (APSE) Chapter
- » Co-chair, Utah School to Work Interagency Transition Initiative Advisory Council Utah Capacity Building Transition Team
- » Utah Protection & Advocacy for Individuals with Mental Illness (PAIMI) Council
- » Utah Transition Action Team
- » National Association of People Supporting Employment First (APSE) Board Member Regional Delegate for the Southwest/Rocky Mountain

Sue Olsen

- » Utah Early Intervention Provider Consortium
- » Board Member, The Family Place
- » Member, Early Childhood Utah (ECU) and Early Childhood Integrated Data System (ECIDS) Date & Research Subcommittee, Utah Department of Health
- » Member, AUCD Early Intervention Special

Impact Story Abstract

Multicultural Disabilities Network and Training MULDINET project. Developing recordings that capture diverse compelling voices of people with disabilities help us to identify and discuss current problems and issues that otherwise would be ignored.

Interest Group
- » Member, AUCD Autism Special Interest Group
- » Utah Pyramid Model State Leadership Team

Bora Lee

- » Advisory Committee for Equity of Educational Services for Students (USBE)
- » Assistive Technology SIG Steering Committee, AUCD
- » Utah Core Advisory Group for Access & Functional Needs

Jen Morgan

- » Member, Utah Statewide Independent Living Council Board

Marilyn Likins

- » US-Canadian Intervener Community of Practice
- » Paraeducator Special Interest Group, Teacher Education Division (TED), CEC
- » Grow Your Own Educators (GYOE) University Neighborhood Partnerships

Janel Preston

- » Utah Act Early Ambassador
- » Member, Utah Autism Initiative
- » Member, AUCD Autism Special Interest Group; Early intervention and Autism
- » Member, Utah Division of Early Childhood (DEC)
- » Member, Early Childhood Utah, Health Sub Committee and Family Engagement Sub Committee
- » Board Member, Mountain State Genetics UT

Drake Rasmussen

- » Chair, Bear River Regional Access & Mobility Council

Eduardo Ortiz

- » Guest Reviewer, Developmental Disabilities Network Journal
- » Member, Casa Grande University Graduate School Academic Commission

Impact Story Abstract

Recruiting, Reinforcing, & Retaining Summit for State Special Education Directors & SEA Staff. As a result of the summit, states have implemented unique recruitment activities to assist in the recruitment of special education personnel.

Corban Remund

» At Large Board Member, National ACRE Board
» At Large Board Member, Utah Association of People Supporting Employment First (APSE) Chapter

Tim Riesen

» Guest Reviewer: Research and Practice for Persons with Severe Disabilities
» Guest Reviewer: Career Development Exceptional Individuals

Cyndi Rowland

» Chair, Universities Task Force, Teach Access
» Advisory Board, federally funded Universal Design into University Classrooms (UDUC) Project
» Advisory Board, National Federation of the Blind (NFB's) Accessibility Switchboard
» Project Advisory Board, IES Early Career Award (Video- and App-based naturalistic Language Instruction [VALI] for Spanish-speaking Caregivers to Support Bilingual Language Development in Children with Language Delays)

» Symposium Committee Member for the International ICT Symposium

Aubrey Snyder

» Chapter Secretary, Utah Association of People Supporting Employment First (APSE)
» Utah Home- and Community-Based Services (HCBS) Settings Rule Workgroup (Department of Health)
» Utah National Centers on Advancing Person-Centered Practices and Systems (NCAPPS) Workgroup (Division of Services for People with Disabilities)
» Utah Person-Centered Service Planning Workgroup (Division of Services for People with Disabilities)

Matthew Wappett

» Past President, Board of Trustees for the Utah Disability Law Center
» Board Member, Utah Parent Center Board of Directors
» Board Member, Mental Health and Intellectual & Developmental Disabilities National Research Council
» Ex Officio Member, Utah Coordinating Council for Persons with Disabilities
» Member, Utah Congressional Delegation Disability Advisory Committee
» Member, DSPD Strategy Advisory Committee
» Member, Autism After 21 Utah Advisory Board
» Member, Disability Advocacy Coalition
» Member, Utah Legislative Coalition for Persons with Disabilities
» Member, USU Research Council
» Member, USU CEHS Administrative Council

Editorial Boards

DDNJ Readership Distribution

The IDRPP's Development Disabilities Network Journal (DDNJ) has reached 22 new countries in the last year (129 countries since launching in 2019) and has been downloaded 12,759 times (as of August 1, 2023).

Direct Services

14,351

Utahns received IDRPP services in areas such education, employment, recreation, technology, and literacy.

- » AmeriCorps VISTA PSP---9,851
- » Employability Clinic--48
- » IDRPP (Laughter Yoga)---37
- » Neurobehavior HOME Program---------------------------------------1,400
- » Southeast Early Intervention--178
- » Stride Services--32
- » Up to 3--828
- » Utah Assistive Technology Project (UATP)--------------------------1,977

Technical Assistance & Training

44,122

individuals were reached by community training, technical assistance, and continuing education provided by IDRPP staff.

Type of Participant	# of Individuals
» Adults with Disabilities	967**
» Children/Adolescents with Disabilities	998
» Family Members/Caregivers	2,375
» General Public	17,165
» Legislators/Policymakers	2,002
» Local/Community Partners	887
» Professionals and Paraprofessionals	32,603
» State/National Partners	296
» Students	8,664*
» Trainees	3,701
TOTAL HOURS	34,347

* Includes students trained who are not formally enrolled IDRPP trainees or in USU courses taught by IDRPP staff.

** This category includes individuals who are receiving training and are not reported as receiving direct services.

PROFESSIONAL PRESENTATIONS

1. Aller, T. (2023, May 11-12). *Working with rural communities* [Conference session]. Utah Department of Health and Human Services Office of Health Equity, Cedar City, UT.

2. Aller, T. (2023, May 25). *Working with rural communities* [Conference session]. Utah Department of Health and Human Services Office of Health Equity, Logan, UT.

3. Aller, T. (2023, May 25). *Using values-based actions to promote lasting change* [Conference session]. Utah Department of Health and Human Services Office of Health Equity, Logan, UT.

4. Ames, Norm. (2023, June). *Leadership as a Special Education Director* [Conference session]. Kentucky Summit for Special Education Directors (KY Leads).

5. Ames, H. N., (2022, September 6). *Leadership in special education: Strategies and considerations for success as a new director* [Keynote address]. Kentucky Statewide Director of Special Education Conference, Lexington, KY.

6. Byers, R. (2023, May 11-12). *Working with people with disabilities* [Conference session]. Utah Department of Health and Human Services Office of Health Equity, Cedar City, UT.

7. Byers, R. (2023, May 11-12). *Working with people with disabilities* [Conference session]. Utah Department of Health and Human Services Office of Health Equity, Logan, UT.

8. Byers, R., Hallock, T., Burke, K., Gould-Taylor, S., & Singleton, K. (2022). *National initiative to address COVID-19 health disparities among populations at high-risk and underserved: Efforts across two UCEDDs* [Conference session]. Association of University Centers on Disabilities (AUCD) Conference, Washington, DC.

9. Carr, R. (2022, September 7-8) *From projects to programs: Accessibility in digital strategy* [Paper presentation]. Web Accessibility in Mind Conference, Virtual

10. Carr, R. (2022, October 28). *Digging into accessibility: Looking for accessibility barriers in digital properties* [Conference presentation]. ThunderPlains, Oklahoma City, OK.

11. Carr, R. (2022, November 14-18). *The indirect pursuit of accessibility: A strategy for organizational change* [Conference presentation]. Accessing Higher Ground Annual Conference, Denver, CO.

12. Carr, R. (2022, November 14-18). *Advanced techniques to make the VPAT more effective* [Conference presentation]. Accessing Higher Ground Annual Conference, Denver, CO.

13. Carr, R. (2023, January 31-24). The indirect pursuit of digital accessibility [Poster presentation]. National Conference of the Assistive Technology Industry Association (ATIA), Orlando, Fl.

Impact Story Abstract

Center for Employment and Inclusion - Workplace Supports Training. 200+ individuals were trained on the Workplace Supports project, increasing the knowledge of individuals providing on-the-job services in the community employment setting.

14. Carr, R. (2022, December 6-8). *Accessibility in technology procurement and use decisions* [Symposium presentation]. Annual GovIT Symposium, St Paul, MN.

15. Carr, R. (2023, January 31-24). *Accessibility in technology purchasing and use decision* [Paper presentation]. National Conference of the Assistive Technology Industry Association (ATIA), Orlando, Fl.

16. Hase, H. (2023, June 13-15). *Job coach turnover remedy: Intentional training and support* [Conference presentation]. Association of People Supporting Employment First, Columbus, OH.

17. Hase, H. (n.d.). *Building employer relations and expectations* [PowerPoint Slides]. Institute for Disability Research Policy and Practice, Utah State University.

18. Hase, H. (n.d.). *Client motivation* [PowerPoint Slides]. Institute for Disability Research Policy and Practice, Utah State University.

19. Innocenti, M. S., & Roggman, L. (2022, October 28) *Trauma in diverse contexts: Implications for working with parents* [Keynote presentation]. Seminario Primera Infancia: Acompanãmiento Familiar y Fortalecimiento de las Parentalidades (Early Childhood Seminar: Family Support and Strengthening of Parenting), Institute for Children and Adolescents of Uruguay (INAU), Montevideo, Uruguay.

20. Joeckel, G. (2023, February 9-10). *Optimizing tables and charts in Excel 365* [Paper presentation]. Access Technology Higher Education Network (ATHEN) National STEM Conference, Virtual.

21. Joeckel, G. (2023, February 13-15). *Optimizing usability/accessibility in a fully-online course: Four years of implementing feedback from 6000+ adult learners* [Paper presentation]. National Meeting of Instructional Technology Council (ITC) Annual Conference – eLearning, Las Vegas, NV.

22. Juhasz, A. C., Boyce, L. K., & Turner, M. (2023, March 23-25). *Connecting science to the learner and the teacher: A preschool pilot program* [Poster presentation]. Biennial Meeting of the Society for Research in Child Development, Salt Lake City, UT.

23. Juhasz, A. C., Saterfield, K., Turner, M., & Boyce, L. K. (2023, March 17-18). *Play-based science that connects with children and teachers* [Oral presentation]. Annual Utah Early Childhood Conference, Salt Lake City, UT.

24. Nef, M., Juhasz, A. C., Olsen, S., & Fiechtl, B. (2023, March 17-18). *What can parents tell us: Parent perspectives on virtual home visits during the COIVD-19 pandemic* [Oral presentation]. Annual Utah Early Childhood Conference, Salt Lake City, UT.

25. Nef, M., Juhasz, A. C., Olsen, S., & Fiechtl, B. (2023, April 27). *What can parents tell us: Parent perspectives on virtual home visits during the COIVD-19 pandemic* [Oral presentation]. Utah Provider Consortium, St. George, Utah.

26. Northup, J. (2022, November 15-18). *CSS pitfalls for screen readers* [Conference presentation]. Accessing Higher Ground Annual Conference, Denver, CO.

Impact Story Abstract

IDRPP 50th Anniversary Promotions. The Institute celebrated its 50th anniversary in 2022. The corresponding public awareness campaign let the public know about the event, the Institute and its connection to communities in Utah.

Impact Story Abstract

Utah Assistive Technology Project (UATP) - Public Relations and Marketing. In the 2022-23 fiscal year, UATP saw real growth in both its public awareness exposure and in the number of clients served.

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27. Northup, J. (2022, September 6-9). *How accessible is my website?* [Paper presentation]. National Association of Government Web Professionals Annual Meeting, Little Rock, AR.

28. Olson, T., Juhasz, A. C., & Murphy, K. (2023, March 23-25). *The role of crisis/respite nurseries in supporting parents and preventing child abuse* [Poster presentation]. Biennial Meeting of the Society for Research in Child Development, Salt Lake City, UT.

29. Preston, J. (2023, March 17-18). *Engaging parents in developmental monitoring* [Conference presentation]. Utah Early Childhood Conference, Logan, UT.

30. Preston, J., Bennet, K., Speth, E., & Bitner, J (2023, April 18). *What is early intervention and what we do*. Utah State University Class, Logan, UT.

31. Preston, J. (2023, April 12). *Supporting children of the opioid epidemic using ECHO* [Conference presentation]. Utah Public Health Association, Salt Lake City, UT.

32. Preston, J. (2023, January 11). *LTSAE overview* [Virtual presentation]. Early Childhood Parent State Leadership Team, Logan, UT.

33. Preston, J., Phillips, C., Olsen, S., & Beebe, B. (2023, March 17-18). *Using ECHO to increase professional development* [Conference session]. Utah Early Childhood Conference, Salt Lake City, UT.

34. Preston, J. (2023, April 5). *Developmental monitoring and autism*. Utah State University Class, Logan, UT.

35. Remund, C. (2023, March 17). *Competitive and customized employment*. Advocacy, Leadership, Policy, Success Program, Utah.

36. Remund, C., & Hase. H. (April 27, 2023) *ACRE and workplace supports training overview* [Webinar presentation]. Utah State Office of Rehabilitation, Virtual.

37. Riesen, T. (2022, July 10-14). *Customized employment research and application for school to work* [Conference presentation]. International Association for Special Education (IASE) Conference, Ho Chi Minh City, Vietnam.

38. Riesen, T. (2022). *Customized employment research and practice* [Conference presentation]. Joint Utah/Idaho National Rehabilitation Association Conference, Logan, UT.

39. Riesen, T., & Remund, C. (2022). *Best practices in work based learning experiences* [Webinar presentation]. Utah State Office of Rehabilitation, Virtual.

40. Riesen, T. (2022, September 7). *Understanding and supporting challenging behaviors*. Utah Health Care Association Conference, Sandy, UT.

41. Riesen, T., Remund, C., & Byers, B (2022, December 1-3). *Understanding state vocational rehabilitation requirements for providing employment supports* [Conference presentation]. TASH Conference, Phoenix, AZ.

42. Riesen, T., Juhasz, A., & Remund, C. (2023, March 7). *An analysis of RSA-911 supported and customized employment outcome data*. Annual Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

43. Riesen, T., & Landon, T. (2023, March 7). *Collaboration between the UCEDD and university personnel to enhance practitioner knowledge of transition services* [Poster presentation]. Annual Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

44. Rinehart, C., Juhasz, A. C., Elliot, M., Olson, T., & Goodey, S. (2022, November 9-12). *Measuring and addressing trauma informed care at the family place Utah* [Symposium presentation]. International Society for Traumatic Stress Studies Annual Meeting, Atlanta, GA.

45. Roggman, L., & Innocenti, M. S. (2022, October 27). *Developmental parenting and how to promote it* [Keynote presentation]. Seminario Primera Infancia: Acompanãmiento Familiar y Fortalecimiento de las Parentalidades (Early Childhood Seminar: Family Support and Strengthening of Parenting), Institute for Children and Adolescents of Uruguay (INAU), Montevideo, Uruguay.

Impact Story Abstract

TAESE - Montana Office of Public Instruction (OPI), Requested Technical Assistance. The program has allowed the Montana office of public instruction to provide effective general supervision of the IDEA programs in the state.

46. Smith, J. (2022, October 9-12). *Accessible typography, fonts, text, and more* [Conference presentation]. HighEdWeb Conference, Little Rock, AR.

47. Smith, B. K. (2022, November). *Representation of students with disabilities in charter schools compared to traditional public schools* [Paper presentation]. Association of University Centers on Disabilities (AUCD) Conference, Washington, DC.

48. Smith, J., Carr, R., Pacielllo, M., Day, J., Dolson, J., & Cohen, G. (2022, September 7-8). *The intended consequence of inaccessible digital ads* [Panel presentation]. Web Accessibility in Mind Conference, Virtual.

49. Snyder, A., & Riesen, T. (2023, June 7). *Community-based collaborative transition model for students with IDD* [Conference presentation]. American Association on Intellectual and Developmental Disabilities, Pittsburgh, PA.

50. Snyder, A. (2023, January). *Promoting self-determination during transition*. Council for Exceptional Children, Virtual.

51. Tricha, R., Abery, B., Riesen, T., & Siska, J. (2022, July 10-14). *Successful community collaborations for transition for students with intellectual and developmental disabilities* [Conference presentation]. International Association for Special Education (IASE) Conference, Ho Chi Minh City, Vietnam.

52. Vilaseca, R. M., Roggman, L. A, & Innocenti, M. S. (2022, September 29). *Using PICCOLO as a coaching yool in Spain and the U.S.A: Improving parent-child interaction and developmental outcomes* [Symposium presentation]. Joint Conference from the Division for Early Childhood and the International Society on Early Intervention, Chicago, IL.

53. Wappett, M. (2023). *Stress management basics for stressed out people* [PowerPoint slides]. Institute for Disability Research, Policy & Practice, Utah State University.

54. Wappett, M. (2021, December 2). *Disability awareness 101: Creating inclusive workplaces*. Utah Department of Health Regional Trainings, Salt Lake City, UT.

55. Wappett M. (2023, February 15). *Stress management basics for busy people* [Invited keynote]. National ESEA Conference (National Association of ESEA State Program Administrators), Indiannapolis, IN.

Impact Story Abstract

TAESE - Oklahoma State Department of Education (OSDE), Office of Special Education Services Strategic Planning. The impacts included forming a plan to help them build internal staff capacity & increase outcomes for students with disabilities.

56. Wappett M. (2023, May 16). *How stress makes you a terrible person and why you should laugh about it* [Presentation]. National Special Education Directors Retreat and Training, Logan, UT.

57. Wappett, M. (2022, August 9). *How stress makes you a terrible person and why you should laugh about it* [Invited keynote]. Pennsylvania Association of Paraprofessionals Annual Conference, Bloomington, PA.

58. Wappett, M. (2023, April 22). *Managing stress and mental health with mindfulness and laughter* [Invited keynote]. Annual SPIN Conference, Honolulu, HI.

59. Wappett, M. (2022, August 23). *Laughter & learning: How the latest science on stress and laughter can help you create more inclusive classrooms* [Invited Keynote]. Salt Lake City School District Professional Development Conference, Salt Lake City, UT.

60. Wappett, M. (2023, March 21). *The science of inclusion and belonging* [Keynote presentation]. Utah Tobacco Prevention and Cessation Program Annual Conference, Ogden, UT.

61. Wappett, M. (2022, October 22). *The science of stress and how it impacts learning, behavior, and belonging* [Invited keynote]. Annual SPIN Conference, Honolulu, HI.

62. Wappett, M. (2022, September 28). *Laughter and life: Managing your mental health in the post-COVID world* [Invited keynote]. Southern California Association of Financial Professionals Annual Meeting, Pasadena, CA.

63. Wappett, M. (2022, August 12). *Managing stress and mental health with mindfulness and laughter* [Invited keynote]. Alaska State Department of Education and the Sealaska Native Corporation Annual Conference, Juneau, AK.

64. Wappett M. (2023, June 5). *Stress management basics for stressed out people* [Invited keynote]. Iron Strong Conference, Parowan, UT.

65. Wappett, M. (2022, August 11). *Measuring and breaking out of the "man box": Understanding and supporting mental healt* [Refereed presentation]. Alaska State Department of Education and the Sealaska Corporation Annual Conference, Juneau, AK.

66. Wappett, M. (2022, December 1). *Mental health and intellectual & developmental disabilities (MHIDD): Principles of diagnosis and support*. University of Utah Huntsman Mental Health Institute, Salt Lake City, UT.

67. Wappett, M. (2023, June 12). *Disability 101 and creating a Culture of inclusion* [Workshop]. Utah Department of Health and Utah Valley Division Professional Development Series, Provo, UT.

68. Wappett, M. (2022, December 5). *Disability 101 and ADA* [Workshop]. Utah Department of Health Professional Development Workshop Series, Salt Lake City, UT.

69. Wappett, M. (2023, June 5). *MHIDD for mental health professionals* [Invited workshop]. Utah Department of Health, Salt Lake City, UT.

70. Wappett, M. (2022, August 13). *Principles of mindful leadership to create compassionate classrooms* [CEU Workshop]. Alaska State Department of Education and the Sealaska Native Corporation Annual Conference, Juneau, AK.

71. Whiting, J., & Swan, H. (2022, September 7-8). *Designing for people who use a mouse* [Conference presentation]. Web Accessibility in Mind Conference, Virtual.

72. Whiting, J., & Smith, J. (2022, September 7-8). *Quick start for evaluating and testing web accessibility* [Paper presentation]. Web Accessibility in Mind Conference, Virtual.

73. Whiting, J. (2022, September 12-15). *Ten things you can do to make your web content more accessible* [Paper presentation]. Utah Public Information Office Annual Conference, St. George, UT.

74. Whiting, J. (2022, September 12-15). *Hosting accessible Zoom meetings* [Paper presentation]. Utah Public Information Office Annual Conference, St. George, UT.

Impact Story Abstract

Up to 3 - Benefits of Play (BOP). Parents of children with developmental delays or disabilities often become overwhelmed. The BOP class provides an opportunity to re-establish a meaningful supportive relationship building shared enjoyment.

PUBLICATIONS | REFEREED PUBLICATIONS (PUBLISHED & IN PRESS)

1. Aller, T. B., Kelley, H. K., Barrett, T. S., & Fauth, E. B. (In Press). For whom does mental health literacy work? A moderator analysis of a mental health literacy program. *Journal of American College Health*.

2. Aller, T. B., Barrett, T. S., Levin, M. E., & McClain, M. B. (2022). Measuring psychological flexibility in autistic adults: The validity and reliability of the AAQ-II, BEAQ, and VQ. *Journal of Contextual Behavior Science*, 26, 125-133. https://doi.org/10.1016/j.jcbs.2022.09.001

3. Aller, T. B., Fauth, E. B., Kelley, H., Hodgskiss, S., Brown, A., & Hellstern, R. (2022). College students with personal mental health experiences have greater mental health literacy: A strengths-based perspective using two unique samples. *Journal of Mental Health*. https://doi.org/10.1080/09638237.2022.2069692

4. Aller, T. B., Kelley, H.* H., Fauth, E. B., & Barrett, T. S. (2022). A non-randomized, quasi-experimental comparison of effects between an in-person and online delivery of a college mental health literacy curriculum. *Prevention Science*, 1-8. https://doi.org/10.1007/s11121-022-01340-y

5. Aller, T. B., Russo, R., Byers, R., Howard, T., Kelley, H.*, & Fauth, E. B. (2022). Promoting mental health literacy in agricultural families: Leveraging the role of extension in community programs. *Family Focus!* https://www.ncfr.org/ncfr-report/summer-2022

6. Fauth, E. B., Gossner, J. D., & Aller, T. B. (2022) Takeaways from research on chronically stressed individuals: How dementia family caregivers' adaptation informs pandemic experiences. *Family Focus!* https://www.ncfr.org/ncfr-report/spring-2022

7. Ficklin, E., Tehee, M., Marx, S., Ortiz, E., Golson, M., & Roanhorse, T. (2023) Perceptions of disabilities among Native Americans within the state of Utah. *Disability & Society*, DOI: 10.1080/09687599.2023.2195973

8. Kim, J., Inge, K., Keeton, B., Riesen, T., Castruita-Rios, Y., & Tansey, T. (2022). The use of customized employment in state vocational rehabilitation programs: A retrospective study from 2017-2020. *Rehabilitation Counseling Bulletin.* https://doi.org/10.1177/00343552221140335

Impact Story Abstract

WebAIM - Researching and Addressing the Accessibility of COVID -19 Information and Vaccine Web Sites. Through a multi-year, multi-partner effort, WebAIM was able to identify accessibility barriers and influence notable improvements.
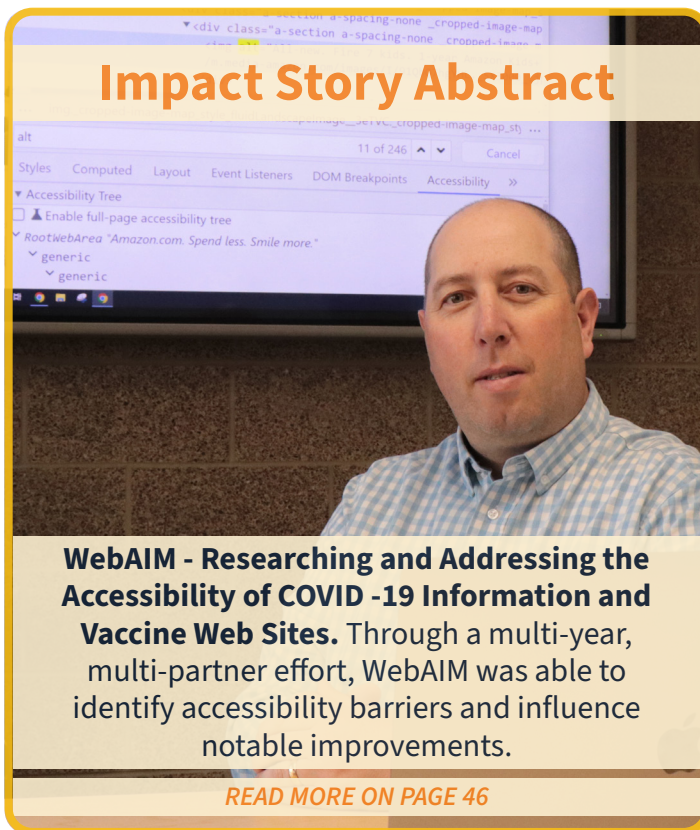
9. Kim, J., Riesen, T., Inge, K., Keeton, B.,Weathers, M., & Tansey, T. (2023). Customized employment as a pathway to competitive integrated employment: An analysis of RSA 911 data of state vocational rehabilitation agencies with the highest use of this intervention. *Journal of Vocational Rehabilitation, 58*(1). 89-98. DOI: 10.3233/JVR-221227

10. Montirosso, R., Castagna, A., Butti, N., & Innocenti, M.S. (in Press). Severity levels of psychomotor delays and parenting behaviour in toddlers with neurodevelopmental disabilities. *Infant Behavior and Development.*

11. Montirosso, R., Castagna, A., Butti, N., Innocenti, M. S., Roggman, L. A., & Rosa, E. (2023). A contribution to the Italian validation of the Parenting Interaction with Children: Checklist of Observations Linked to Outcome (PICCOLO). *Frontiers in Psychology, 14*, 1421. DOI: 10.3389/fpsyg.2023.1105218

12. Riesen, T., Snyder, A., Byers, R., Keeton, B., & Inge, K. (2023). An updated review of the customized employment literature. *Journal of Rehabilitation, 58*, 27-38. DOI:10.3233/JVR-221222

13. Riesen, T., Remund, C., Beyers, R., & Phillips, B. (2022). A survey of state divisions of rehabilitation training requirements for providing employment supports to people with disabilities. *Journal of Rehabilitation, 88*(3), 20-25.

14. Samuel, L.J, Xiao, E., Cerilli, C., Sweeney, F., Campanile, J., Milki, N., Smith, J., Zhu, J., Yenokyan, G., Gherman, A., Varadaraj, V., & Swenor, B. K. (2022). The development of the Supplemental Nutrition Assistance Program enrollment accessibility (SNAP-Access) score. *Disability and Health Journal, 15*(3). https://doi.org/10.1016/j.dhjo.2022.101366

15. Sheen, J., Aller, T. B., Currier-Kippin, K., & Morgan, B. (2022). Parent perspectives on preparing students with intellectual disabilities for inclusive postsecondary education. *Journal of Postsecondary Education, 3*(2), 1-17. https://doi.org/10.13021/jipe.2021.2947

16. Smith, B. K., & Christensen, K. (2023). Systematic review of enrollment of students with disabilities in charters compared to traditional public schools. *Journal of Disability Policy Studies*, 1-11. https://doi.org/10.1177/10442073221146567.

17. Smith, B. K., & Christensen, K. (2023). Representation of students with disabilities in charter schools compared to traditional public schools. *Journal of Disability Policy Studies , 0(0)*. https://doi.org/10.1177/10442073221146567

18. Walsh, B. A., Innocenti, M. S., Manz P. H., Start Early, Cook, G. A., & Jeon, H. (2022). Conceptualizing coaching within the home visiting field, *Journal of Early Childhood Teacher Education*, Oct20, 1-18. DOI: 10.1080/10901027.2022.2125464

19. Walsh, B. A., Innocenti, M. S., Early, S., & Hughes-Belding, K. (2022). Coaching home visitors: A thematic review with an emphasis on research and practice needs. *Infant Mental Health Journal, 43*, 959-974. https://doi.org/10.1002/imhj.22016

PUBLICATIONS | BOOKS & BOOK CHAPTERS (PUBLISHED & IN PRESS)

1. Escorcia-Mora, C., Quinde, D., Ortiz, E., Boyce, L., Díaz, P., Ordóñez, P., & Santos, M. (2022). El sentimiento de competencia parental en madres de niños prematuros: Un ejemplo de intervención en Ecuador (Parental sense of competence in mothers of premature infants: Example of an intervention in Ecuador). In M. Gràcia & M. Frugone (Eds.), *Hacia la adopción de prácticas centradas en la familia en América Latina: Primeras experiencias y aprendizajes* (1st ed., pp. 137-166). Guayaquil, Ecuador: Universidad Casa Grande.

2. Innocenti, M.S., & Roggman, L. (In Press). Coaching in home visiting: A letter to the field. In C.H. Biel & A. Rau (Eds), *Coaching in the home visiting space*. Brookes Publishing.

3. Innocenti, M.S., Vilaseca, R., & Roggman, L. (In Press). PICCOLO: Observing and coaching caregiver-child interaction to support early development in children with and without disabilities. In L. Provenzi, S. Grumi, & R. Borgatti (Eds.), *Family-centered care in childhood disability: Theory, research, practice*. Springer Nature.

4. Riesen, T., Polychronis, S., & Ivy, S. (2023). Scaffolded instructional supports: Response and stimulus prompts. In R. Pennington, M. J, Ault, G. Courtade, M. Jameson, & A. Ruppar (Eds.), *High leverage practices for students with extensive support needs*. Routledge.

5. Roggman, L. A., Cook, G. A., Innocenti, M. S., Norman, V. J., Christiansen, K., & Anderson, S. (2022). *PICCOLO™-Manual: Adattamento italiano* [Italian adaptation] (R. Montirosso & L. Giusti, Trans.). Firenze, ITALY: Hogrefe.

6. Roggman, L. A., Cook, G. A., Innocenti, M. S., Norman, V. J., Christiansen, K., & Anderson, S. (2022). *PICCOLO™-Manual: Einschätzung von Eltern-Kind-Interaktionen* [Assessment of parent-child interactions] (K. Keller-Schuhmacher, K. Sarminski, & M. Watson, Trans.). Munich, GERMANY: Ernst Reinhardt Verlag.

Impact Story Abstract

Utah Regional LEND—Leadership Projects. The URLEND project conducts interdisciplinary leadership project that help trainees better understand the scope and nature of disabilities and the disability service system.
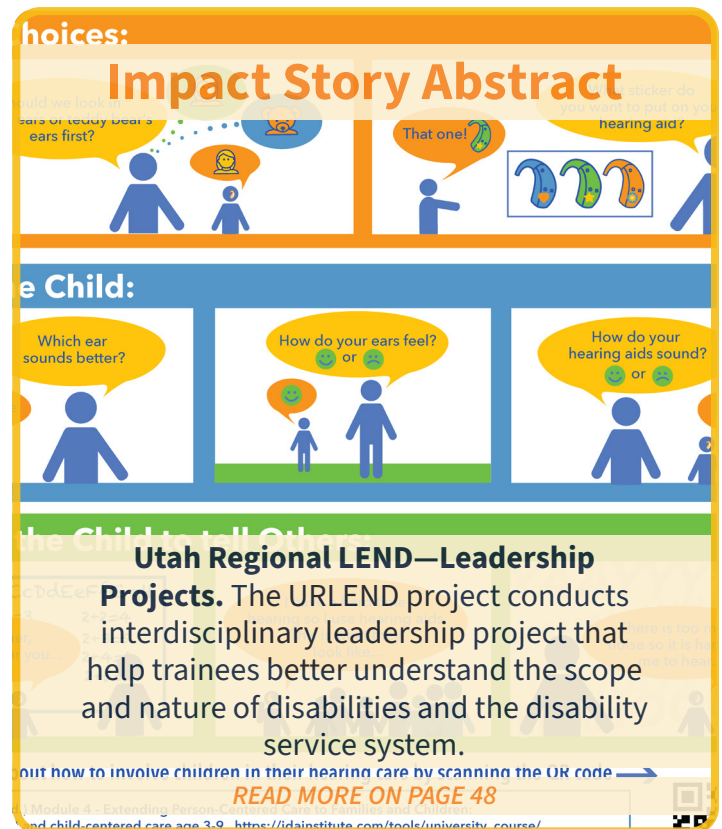
7. Roggman, L. A., Cook, G. A., Innocenti, M. S., Norman, V. J., Christiansen, K., & Anderson, S. (2022). *PICCOLO™: Interacciones parentales con los/as niños/as* (R. Vilaseca, M. Rivero, R. M. Bersabé, E. Navarro-Pardo, M. J. Cantero, F. Ferrer, & C. Valls-Vidal, Trans.]. Barcelona, SPAIN: Universitat de Barcelona Edicions & Universitat de Valencia Publications.

8. Rowland, C. (2023). History of the known: Digital accessibility as an issue of social justice in U.S. Education. In R. Mancilla & B.A. Frey (Eds.), *Guide to digital accessibility: Policies, practices, and professional development* (pp. 3-16). Stylus Publishing.

9. Rowland, C. (2022). ROI and the institutional experience: Online accessibility for students with disabilities. In K.S. Ives & D.M. Seymour (Eds.), *Using ROI for strategic planning of online education: A process for institutional transformation* (pp. 63-74). Stylus. ISBN: 978-1-64267-325-8.

STUDENT SUPPORT

$263,708

was the total financial support to USU students during the past fiscal year. IDRPP staff members taught 11 courses in 2 university departments, generating 643 credits.

USU Courses Taught by IDRPP Staff
- Departments -- 2
- Courses -- 11
- Credits -- 647
- USU Students -- 180
- Masters/Doctoral/Tenure Committees -- 11
- Graduate Assistantships -- 5
- Student Employees -- 38

Project Support	# of Trainees
IDACEL	21
URLEND	41
Up to 3	9
TOTAL TRAINEES	71

IDRPP Projects

- » ACRE Training Certification (Non-Grant, Fee for Service)--Tim Riesen
- » Act Early Ambassador--Janel Preston
- » Act Early Utah Team COVID-19 Recovery Year 2--Janel Preston
- » ADRC: Relief Funds for COVID 19--Jen Morgan
- » Alabama Dispute Resolution--Norman Ames
- » Alabama Interagency Coordinating Council--Norman Ames
- » Alabama Jobs Alike Workgroup--Norman Ames
- » Alabama TASK12 - TAESE FY22--Norman Ames
- » Alaska Special Education Advisory Panel Training---John Copenhaver
- » Alaska TASK 12--Jennifer Harvey
- » AmeriCorps VISTA Public & School Partnership--Mark Larese-Casanova
- » Arizona Center for Professions in Education - TAESE---John Copenhaver
- » Arizona DRC FY23---John Copenhaver
- » Arizona IMET FY23--John Copenhaver
- » Arizona Language Labs FY23--John Copenhaver
- » Arizona SEAP--John Copenhaver
- » Arizona State Personnel Development Grant - TAESE FY22---John Copenhaver
- » Arizona TASK12 FY23--John Copenhaver
- » Arizona Web Project - FY 22 TAESE---John Copenhaver
- » Arts for All SC: WebAIM Assessments---Jared Smith
- » ASSIST: State Grant for Assistive Technology (UATP) FY 22--Bora Lee
- » ASSIST: State Grant for Assistive Technology (UATP) FY 23--Bora Lee
- » Assistive Tech Services in Southern Utah--Bora Lee
- » BIE Special Education Advisory Panel Training---John Copenhaver
- » Bridgerland Literacy---Curt Phillips
- » Center for IDEA Fiscal Reporting (CIFR) - FY 22 TAESE--Norman Ames
- » Center for Technical Assistance for Excellence in Special Education---Norman Ames
- » Chemawa Indian School Training--Norman Ames
- » Child Nutrition Program (Center)---Michael Diehl
- » Child Nutrition Program (Homes)--Michael Diehl
- » Circle of Nations Webinar Training--John Copenhaver
- » Colorado Director's Conference---Norman Ames
- » Colorado Dispute Resolution Consortium - TAESE---Norman Ames
- » Connecticut Dispute Resolution Workgroup---John Copenhaver
- » Connecticut Indicator 8 and 14 Surveys - TAESE---Norman Ames
- » Connecticut Web-based Recruitment System---John Copenhaver
- » COVER to COVER: Rural Veterans Health Access Program--Jen Morgan
- » Customized Employment Specialist Certificate---Tricia Jones-Parkin
- » DD Network Abuse and Neglect Training---Matthew Wappett
- » Deafblind Training Program--Linda Alsop
- » DHHS HCBS Provider Training: Community-Based Instruction---Tim Riesen
- » Early ECHO ---Susan Olsen
- » Early Intervention, birth to 5 with visual--Elizabeth Dennison
- » EmployAbility Clinic ---Scott Bell
- » Environmental Influences on Child Health Outcomes (Utah Children's Study)--------------------Mark Innocenti

- » Expanding Disabilities Network's (UCEDDs) Access to COVID 19 Vaccines---------------------------Alex Schiwal
- » Expanding the Public Health Workforce--Bora Lee
- » Expanding the Public Health Workforce within ACLs Networks: No Wrong Door--------------------Jen Morgan
- » Expanding the Public Health Workforce within the Disability Network Program: University Centers for Excellence in Developmental Disabilities Education -------------------Matthew Wappet
- » Georgia Dispute Resolution Consortium - TAESE--John Copenhaver
- » Georgia Special Education Advisory Council Training--John Copenhaver
- » GHA Self Employment Research---Tim Riesen
- » Greene County Job Coach Training Series---Corban Remund
- » Griffin-Hammis Associates Customized Employment Training & Technical Assistance----Tricia Jones-Parkin
- » Hawaii TASK12 FY 23--Jennifer Harvey
- » Home- and Community-Based Service Waiver Study (HCBS Data Collection)------------------------Tim Riesen
- » Idaho Educational Interpreter Summer Symposium---Jennifer Harvey
- » Idaho Indicator Survey Work--John Copenhaver
- » Idaho TASK12 FY 23--Jennifer Harvey
- » IDRPP Core Grant: University Center for Excellence in Developmental Disabilities----------Matthew Wappett
- » IDRPP Operating Funds--Matthew Wappett
- » Interdisciplinary Disability Awareness and Community-Engaged Learning (IDACEL)-------Mary Ellen Heiner
- » Intermediate Care Facility (ICF)---Tim Riesen
- » IOTI - Discovery and Customized Employment - Becoming Part of the Transition Experience------Kelie Hess
- » IOTI - Supported and Customized Employment--Tim Riesen
- » IOTI-Improving Access to Mental Health Care Services for Autistic People in Utah-------------------Tim Riesen
- » IOTI-Multicultural Disability Network and Training: Strengthening Community Integration and Practices --Eduardo Ortiz
- » IOTI-Social Emotional Learning Tools for Parents and School Professionals----------------------------Tim Riesen
- » IOTI-Utah Pyramid Model Statewide Implementation--Susan Olsen
- » Iowa Law Conference FY23---Norman Ames
- » Iowa Special Education Advisory Panel Training---John Copenhaver
- » Iowa TASK 12 FY23---Jennifer Harvey
- » Kansas Dispute Resolution--John Copenhaver
- » Kansas Division of Early Childhood Conference---Norman Ames
- » Kansas TASK12 FY23---John Copenhaver
- » Kansas Technical Assistance FY23---John Copenhaver
- » Kentucky Dispute Resolution FY23---Norman Ames
- » Kentucky Technical Assistance - TAESE FY23---Norman Ames
- » Lake Valley Navajo School BIE Training--Norman Ames
- » Massachusetts Special Education Panel Training--John Copenhaver
- » MHIDD Utah Training Initiative---Matthew Wappett
- » Minnesota Collaborations for Employment--Tim Riesen
- » Montana Dispute Resolution FY23---Norman Ames
- » Montana IMET---Norman Ames
- » Montana IMET/LL FY23--Norman Ames
- » Montana JAW FY23---Norman Ames
- » Montana TASK12 FY23--Norman Ames
- » Montana Technical Assistance - TAESE---Norman Ames
- » NASDSE 2023 Virtual Conference Coordination--Norman Ames
- » National Council on Aging (NCOA) Technical Assistance--Jen Morgan
- » National Initiative to address COVID-19 Health Disparities Among Populations at High-Risk-----------Ty Aller
- » Nebraska Dispute Resolution FY23--Norman Ames

- » Nebraska IMET---Norman Ames
- » Nebraska JAW FY23---Norman Ames
- » Nebraska TASK 12--John Copenhaver
- » Nebraska Technical Assistance - TAESE---Norman Ames
- » Nevada Special Education Advisory Council Training---Norman Ames
- » New Hampshire Special Education Advisory Panel Training----------------------------------Norman Ames
- » New Jersey/ SEAC23---Norman Ames
- » New Mexico Consulting---Norman Ames
- » New Mexico Dispute Resolution FY23--Norman Ames
- » New Mexico JAW FY23---John Copenhaver
- » New Mexico McKinney Vento Homeless Project--John Copenhaver
- » New Mexico TASK 12--John Copenhaver
- » New Mexico Technical Assistance---Norman Ames
- » North Carolina TASK 12---Jennifer Harvey
- » North Dakota Alternate Assessment - TAESE--John Copenhaver
- » North Dakota DR FY23--Norman Ames
- » North Dakota JAW FY23--Norman Ames
- » North Dakota Pathways Project and Social Media Development Supports---------------------Norman Ames
- » North Dakota TA - TAESE--Norman Ames
- » North Dakota Web-Based Recruitment - TAESE--John Copenhaver
- » NSF INCLUDES Alliance: The Alliance--Matthew Wappett
- » Oklahoma Dispute Resolution--Norman Ames
- » Oklahoma IMET---Norman Ames
- » Oklahoma IMET Deaf Educator Conference--Norman Ames
- » Oklahoma TASK12--Norman Ames
- » Oklahoma Technical Assistance - TAESE--Norman Ames
- » Oregon Dispute Resolution Consortium - TAESE (year 3)-----------------------------------Norman Ames
- » Oregon ICC Training and Orientation--John Copenhaver
- » Oregon Jobs Alike Workgroup--Norman Ames
- » Oregon Task12 FY23--Jennifer Harvey
- » Oregon Technical Assistance---Norman Ames
- » Outreach to People with Disabilities, Older Adults, and Multicultural Populations Year 2------------Bora Lee
- » Pay for Success Longitudinal Study--Mark Innocenti
- » Pennsylvania Special Education Advisory Panel Training------------------------------------John Copenhaver
- » Pre-Employment Transition Services---Curt Phillips
- » Pre-ET's -Work Readiness and Work-Based Learning Experience Training---------------------Corban Remund
- » Preschool Development Grant B-5 (Pyramid Model)---Susan Olsen
- » Presenter Expenses for Oklahoma--Jennifer Harvey
- » Rural Veterans: C2C--Jen Morgan
- » SKI-HI Institute Donations--Linda Alsop
- » SKI-HI Institute-Deafblind Training---Linda Alsop
- » SKI-HI Special Activities--Elizabeth Dennison
- » SKI-HI Training--Paula Pittman
- » SKI-HI Viisa Residual Funds--Elizabeth Dennison
- » South Dakota Dispute Resolution FY22---John Copenhaver
- » South Dakota JAW FY22--John Copenhaver
- » South Dakota State Literacy Plan---Norman Ames
- » South Dakota State Personnel Development Grant YR 5- TAESE------------------------------John Copenhaver
- » South Dakota State Personnel Development Grant YR 6 - TAESE----------------------------John Copenhaver

- » South Dakota Technical Assistance - TAESE---John Copenhaver
- » South Dakota Web-Based Employment --Norman Ames
- » Southeast ARPA --Susan Olsen
- » Special Education Directors Spring Conference---Norman Ames
- » Standing Rock Community School---Norman Ames
- » Stride Services--Drake Rasmussen
- » Supporting Children of the Opioid Epidemic (Project SCOPE)-------------------------------------Susan Olsen
- » Surveillance Enhanced Active Rural--Jen Morgan
- » Teaming Agreement with WestED---Norman Ames
- » Together We Can Supporting Early Childhood---Susan Olsen
- » Tremor Assistive Technology Demonstration and Loan Library ---------------------------------------Bora Lee
- » UDOH Accessibility Evaluation and Training---Matthew Wappett
- » Up to 3 ARPA---Susan Olsen
- » Up To 3 Early Intervention FY 23--Curt Phillips
- » Up to 3 Southeast Early Intervention Program FY23--Susan Olsen
- » URLEND: Utah Regional Leadership Education in Neurodevelopmental
  Disabilities Program--Gretchen Peacock
- » USBE Inclusion Conference 23--John Copenhaver
- » USU Proficiency Scale Focus Group---Tim Riesen
- » UT Professional Dev FY23--Norman Ames
- » Utah Dispute Resolution FY22---Norman Ames
- » Utah JAW FY22---Norman Ames
- » Utah School to Work Interagency Transition Initiative (PIE)------------------------------------Tricia Jones-Parkin
- » Utah TASK12 FY22---Norman Ames
- » Utah Technical Assistance - TAESE--Norman Ames
- » Utah: No Wrong Door COVID Vaccine Supplement--Jen Morgan
- » Washington Indicator and RDA Project--Norman Ames
- » Washington Special Education Advisory Council Training---Norman Ames
- » WebAIM Conference Fees--Jared Smith
- » WebAIM COVID 19 Website Accessibility--Jared Smith
- » WebAIM Royalties---Cynthia Rowland
- » WebAIM Services---Cynthia Rowland
- » Western Regional Farm and Ranch Stress Assistance Network--Ty Aller
- » Workplace Supports Training--Tim Riesen
- » Wyoming Administration Training--Frank Podobnik
- » Wyoming Dispute Resolution FY23---John Copenhaver
- » Wyoming IMET FY23--Norman Ames
- » Wyoming Jobs Alike Workgroup--Norman Ames
- » Wyoming TA/SEAP - TAESE---John Copenhaver
- » Wyoming TASK12 FY23---John Copenhaver
- » Wyoming Technical Assistance---John Copenhaver

IMPACT STORIES

Storytelling is one of the most valuable resources we can use to demonstrate the importance and impact of our work. Although NIRS is also important, it does not put a face on the work that we do. No matter what industry you work in, the most successful organizations are always trying to persuade someone to support their work, to partner with them, or to publicize their efforts. Impact stories show sponsors, stakeholders, and the university the positive and important changes that are being made by programs and staff at the IDRPP. More than a success story, it is a story that demonstrates how IDRPP projects were able to make a change that improved the lives of people with disabilities and made our communities, organizations, and schools more inclusive. Impact stories put a face on the work we do at the IDRPP, brings our mission to life, and provides a glimpse into the lives of the individuals, organizations, and communities that we work with. Stories connect with emotions and inspire people to act.

Impact stories play a pivotal role in showcasing the effectiveness of USU IDRPP. These stories provide tangible and relatable accounts of the real-world changes and transformations experienced by individuals and communities as a direct result of participating in IDRPP projects and initatives. By sharing personal testimonies, impact stories humanize the data and metrics, making it easier for stakeholders, funders, and the broader public to understand the profound impact these programs have on individuals with disabilities and their families. These stories serve as powerful tools to demonstrate the program's efficacy, resonating with others and inspiring collective commitment towards a more inclusive and equitable future.

The following impact stories outline some of the important accomplishments and outcomes from our projects at the IDRPP last year. Each story is categorized by Core Goal and Program/Project and provides background and outcome information. Additional information on each of these projects is available by request at wappett@usu.edu.

Acceptance and Commitment Therapy (ACT) for Caregivers

Staff: Dr. Audrey Juhasz, Dr. Elizabeth Fauth, Dr. Ty Aller.

Activity that Created the Impact: ACT for Caregivers is an online, self-guided program consisting of six sessions. As a general structure, within each session, participants focus on one or two ACT principles at a time and learn how to apply them to their lives using vignettes, interactive experiences with the program (e.g., typing their responses, selecting words/phrases from drop down lists, etc.), and personalized practice assignments. Each session ends with a printable summary of key concepts and the practice assignment and an invitation to practice for two to three days before beginning the next session. This study uses a randomized wait-list controlled trial design and fully longitudinal mixed methods analysis to examine the effectiveness of a condensed online ACT for Caregivers program. There are two primary objectives with this study. The first is to empirically evaluate the effectiveness of a six-session online ACT intervention in reducing negative aspects of caregiving (depressive symptoms, burden, stressful reactions to memory and behavior problems) and promotion of positive thoughts and behaviors (recognition of positive aspects of caregiving, improved sleep quality, and increased quality of life). The second is to qualitatively explore caregivers' lived experience with the intervention and ways that they are applying the skills in their lives and examine the extent to which caregivers' descriptions align with and expand on theory-based mechanisms of change.

Situation: An estimated 6.2 million Americans live with Alzheimer's disease or a related dementia (ADRD), and over 11 million family caregivers currently assist a person with ADRD. The combination of cognitive impairment, behavioral symptoms, and loss of a reciprocal relationship can be very challenging for caregivers. Chronic stress can affect caregivers' mental and physical health, and sometimes lead to lower quality of care for the person with ADRD. Research indicates promising pathways to support caregiver mental health through interventions that address coping skills, self-care, and commitment to personal values. A growing number of studies demonstrate that ACT is effective in reducing distress across a broad number of conditions and contexts. ACT combines the skills of acceptance, cognitive defusion, being present, self as context, values, and committed action to help individuals engage with a meaningful life. ACT with a therapist is highly effective in helping family caregivers of persons with ADRD to reduce depression, anxiety, and experiential avoidance. While ACT is traditionally delivered in person with a trained therapist, it has also demonstrated effective psychological and emotional benefits in an online format. We set out to provide an online ACT program for caregivers to see if it would be effective in reducing these symptoms.

Impact: Participants are reporting positive impacts on their lives in multiple domains. They are reporting they enjoy the program and feel it is helpful for them.

Success Story: Participants may be interviewed up to two times after completing the ACT for Caregivers program. Many participants note the positive aspects of the program and changes they have

noticed in their lives. Following are quotes from participants in our study:

"Everywhere you go where we talk about caregiving, there will always be an aspect of 'take care of yourself.' It's not always well defined or really [pause] they don't really... very often delve into what you need to do to take care of yourself or how you need to do that. It's oftentimes almost another burden presented to you rather than a tool... [this program] is giving tools. It's the toolbox to be able to address those needs."

"Caregiving had kind of consumed everything for a little while. I guess to answer that, [the program has] given me back my other life as well. When she first came in, I dealt with a lot of it by eating and eating the high calorie, high sugar. I gained a lot of weight. I stopped working out completely. Like I say, everything was consumed. And so it's allowed me to kind of push back on that. And like I say, I'm making healthier food choices. I'm exercising. I'm able to get some work done actually."

"I feel like there are a lot of resources available to people, in terms of like, you know. Here's what Alzheimer's is. Here's some of the things that you can expect, etc. You know, those kinds of bits, and I know that there are support groups out there. But this is the first time that I've seen something that holds a recognition of Alzheimer's and dementia, but actually gives you skills to be able to work with the stuff that lights up [(her phrase for things that stress you out)]. There's not a lot of that out there that I know of. Yes, counselors -But I'm talking about [skills]. So I think it's brilliant for that, like the fact that you have laid something out that I can actually apply, You know that actually holds me as the care person in consideration with the reality of what's being held for the person that's got the dementia, or the Alzheimer's, It's huge. I think there's such a value to support groups, and I also have experience where support groups can also set a

Dr. Ty Aller, Research Assistant Professor.

limit like they hold each other to the stuff they don't have a way to actually work through the stuff. I guess. I also felt that, again, the layout was brilliant, so do this, then do this, the progression was lovely, lovely, lovely."

Evaluation/Evidence: Preliminary quantitative analyses indicate participants have fewer depressive symptoms and experience less caregiver burden. So far, 35 people have completed the program. We anticipate recruiting 100 participants.

Conclusion & Contact Information: Evidence for the ACT for Caregiver online, self-guided program suggests that it is a useful and accessible tool to support caregivers. Those interested in participating in this ongoing project should contact the research team at 435-797-1715 or send an email to ACTforCaregivers@usu.edu.

Multicultural Disabilities Network and Training MULDINET Project

Staff: Dr. Eduardo Ortiz, Mindy Dokos M.S..

Activity that Created the Impact: MULDINET is a new project working to provide information and training that will help improve access to inclusive community settings and services in Utah for people with disabilities and their families particularly from multicultural diverse backgrounds. This project is interested in engaging organizations and professionals working with people with disabilities and diverse populations. Considering the complexity of the intersectionality between disability and diversity, MULDINET is interested in providing information, training, and accessible resources including Storytelling lived-experience videos.

Situation: The disability rate per capita is highest among American Indian/Alaska Natives at 30%; African American 25%; White 20%; Native Hawaiian/Pacific Islander 17%; Hispanic 17% and Asian 10% (Agency for Healthcare Research and Quality, 2021). Although the predominate race in Utah is White (non-Hispanic or Latino) at 77.7%, Utah's cultural diversity is increasing with Hispanic (14.4%), American Indian (1.6%), Asian (2.7%), Native Hawaiians or Pacific Islanders (0.9%); African Americans (1.1%), and 1.6% biracial (U.S. Census Bureau, 2020). Over the past 15 years, Utah's health care disparities between the general population

and people who are culturally diverse, live in rural areas, or have lower socioeconomic status have been increasing. However, the Utah Department of Health reported disparities in 28/42 health indicators for Hispanic/LatinX Utahans and 26/27 for American Indian/Alaska Native Utahans, including accessing mental health services and possessing

The views of the information that was developed and shared through social media channels is an indicator of the effectiveness and impact of the project.

health insurance for both groups; and 30/37 health indicators showed disparities including possessing health insurance for African American/Black Utahans (2021). There is an under-identification of mental illness, disability, and dual diagnosis (mental illness and I/DD) for individuals who are culturally and linguistically diverse. Therefore, when people from multicultural backgrounds are seeking services from organizations, they may have an unidentified disability or may not understand how their disability impacts their daily lives. By training Utah

multicultural organizations, non-profit agencies, and multicultural individuals on disability, support strategies, and available resources, multicultural individuals with disabilities backgrounds will receive higher quality inclusive services and receive appropriate referrals to disability services.

Impact: MULDINET project has developed and presented virtual and in-person trainings on topics such as: Demographic Trends and Health Disparities, Cultural Competency Practices, Cultural Humility, Cultural Responsiveness, Implicit Bias and Microaggressions, Intersectionality between Disability, Race and Ethnic Diversity, and Mental Health, Domestic Violence in People with Disabilities, Equity, Diversity, and Inclusion (EDI) Resources, and employment considerations--and more work is in process. In collaboration with partners such as Red Rock Center for Independence (RRCI; an organization serving nine different Southwestern Utah counties including Beaver, Garfield, Iron, Kane, Millard, Piute, Sevier, Washington, and Wayne), Utah Parent Center, Moab Multicultural Center, Summit County Health Department, Community Health workers, Seekhaven Family Crisis & Resource Center, Utah Psychology Internship Consortium at Utah Center for Rural Health, and the IDRPP-RT division, Association of People Supporting Employment First (APSE), among others. We have had a total of 235 participants in our trainings who are mostly professionals and paraprofessionals from organizations serving multicultural populations. In addition, project information and products have been disseminated to thousands of people through different social media channels such as:

Website: https://ceiutah.com/muldinet-utah/

Instagram: https://www.instagram.com/muldinet.utah/

Twitter: https://twitter.com/muldinet_utah

Facebook: https://www.facebook.com/muldinet.utah

LinkedIn: https://www.linkedin.com/company/muldinetutah/

Success Story: There are powerful life stories of people with disabilities from diverse multicultural backgrounds recorded and shared that helped us to reflect, discuss, and generate actions to address issues and problems that have been neglected or ignored. This digital storytelling series can be watched at https://ceiutah.com/muldinet-utah/

Evaluation/Evidence: The number of views of the information developed, used (during project training and activities), and shared through social media channels is an indicator of the effectiveness and impact of the project outcomes.

Conclusion & Contact Information: The intersectionality of cultural diversity and disability creates a convoluted context and complex challenges. Organizations, non-profit agencies, and direct service providers serving multicultural diverse populations should be knowledgeable on disability content and convey information in plain language, provide evidence-based support strategies, and recognize sensitive differences from various cultures. Guided by a multicultural-multidisciplinary advisory board (representing different race/ethnicities, geographies, ages, gender, self-advocates, family member of a person with a disability, among others), training and resources have been (and will continue to be) developed. We will continue to share pertinent information and products such as storytelling lived-experience videos to expand conversations and discussions to address issues and problems relevant to people with disabilities from diverse cultural backgrounds. Contact information can be found at https://ceiutah.com/muldinet-utah/ or you can send an email to Eduardo Ortiz (eduardo.ortiz@usu.edu).

Recruiting, Reinforcing, & Retaining Summit for State Special Education Directors & SEA Staff

Staff: Norm Ames, Frank Podobnik, Dale Brown, Brenda Smith, Kimberly Hutter, Alex Langevin, and other staff from the Center for Technical Assistance for Excellence in Education (TAESE).

Activity that Created the Impact: A key component to providing individuals with disabilities a meaningful education is ensuring a highly qualified educator in every classroom. A shortage of qualified special education personnel was compounded by the COVID pandemic resulting in a renewed focus on recruiting and retaining these individuals. TAESE has long been active in assisting state educational agencies with local and statewide recruitment strategies. One outcome of this was understanding that many unique activities that were occurring across the United States and could be shared and replicated. TAESE organized a recruitment summit around this topic that resulted in multiple states and US Territories coming together to share recruitment

solutions that could be implemented with "how to" instructions and guidance. Topics ranged from diversity in recruitment to statewide strategies to partnerships with higher education/training institutions. State Educational Agency staff and Directors were able to take actionable plans back to their states to work with both Local Education Agencies and Institutes of Higher Education to boost recruitment of special education personnel.

Situation: States have reported enhanced shortages of special education personnel emerging from the COVID pandemic. TAESE has hosted a center for recruitment and retention for over two decades. Having a qualified staff well versed in current recruitment methodologies allowed TAESE to bring together an action-based recruitment summit with the goal of states to be able to leave with specific programs and strategies that would have an impact on staffing. TAESE staff worked with their current State Education Agency (SEA) partners in Arizona and North Dakota to help begin the sharing process on their strategies. From this, other states were able to both share and work with each other on viable recruitment strategies.

Dr. Matt Wappett, Director of the IDRPP.

Impact: States have taken the action plans they developed and worked to implement new strategies around the topic of recruitment and retention. For example, South Dakota is developing a statewide recruitment portal for all educational staffing positions that did not

IDRPP staff participating in an event.

previously exist. Washington is working with local education agencies on developing tangible social media recruitment strategies targeting a younger demographic to attract them into the special education profession and linking them to employment opportunities.

Success Story: The state of Washington used elements of the summit to incorporate into microgrants that were passed down to local education agencies. After reviewing a TAESE summit session on customizing social media to connect with a younger demographic for recruitment and diversity, the Washington SEA arranged for the presentation and materials to be presented to districts across Washington. Districts have taken this information and are reformulating their social media brands to better attract and connect with talent. Messaging has also been directed at reaching a more diverse educational staff that better reflects the students which they teach.

Evaluation/Evidence: TAESE researched and arranged for a scan of current recruitment initiatives as well as barriers that were present in the various states and territories in attendance. Participants were able to use this as both a self-reflection as well as a planning document to provide additional impact in the areas of recruitment and retention. States were able to take back initiatives that were working in other states to work with implementation and provide more meaningful partnerships with local education agencies and institutes of higher education.

Conclusion & Contact Information: Providing every child a high-quality educator is the key to improved outcomes for students with disabilities. TAESE has become one of the recognized solution-based organizations who can assist both state and local agencies on staffing needs. The summit provided an opportunity to harness effective recruitment strategies occurring across the nation and package them for usage at the state and local level.

For more information please contact Norm Ames (norm.ames@usu.edu) or Dale Brown (dale.brown@usu.edu)

Center for Employment and Inclusion (CEI) - Workplace Supports Training

Staff: Dr. Tim Riesen, Hillary Hase, Corban Remund.

Activity that Created the Impact: The Workplace Supports (WPS) project provides quality employment supports training for both supported employment and customized employment models as outlined as a service provision in the Rehabilitation Act. Designed to offer a WPS credential for job coaches employed by community rehabilitation providers, the WPS project implements training, webinars, technical assistance, and ongoing evaluation that supports Community Rehabilitation Programs (CRPs) in transforming the on-the-job support they provide recipients of community employment services. For community employment service programs to provide assessment, job development, and job coaching service, they are required to have employment specialists complete an intensive five-week ACRE course. The training goal of the WPS project is to provide community-based job instruction in less than a week, allowing new staff to receive training quickly and introduce them to the field of employment services without a significant time and financial commitment from the service provider. If a new job coach continues in the employment field and would like additional training or responsibilities in employment services, they can participate in an ACRE employment specialist and customized employment training. This tiered training approach provides a structure for employment service professionals to become experts in the field.

Situation: In 2019, Community Rehabilitation Programs struggled to hire and train their staff to meet the 40-hour ACRE training requirements to provide employment services in Utah. Without the certificate, staff were unable to offer employment services. The IDRPP at Utah State University had been the primary training organization for ACRE. Because of the partnership developed over many years, the Utah State Office of Rehabilitation and the Institute for Disability Research, Policy & Practice developed a contract to create and implement an 8-hour course that would allow trainees to be certified in providing job coaching services.

Impact: During the fiscal year of 2022-2023, the WPS training has trained 206 individuals, 396 participants have attended employment service-specific webinars, 126 individuals have attended Community of Practice events, and 164 sessions of individualized technical assistance were conducted. To help programs meet the Settings Final Rule, the Division of Services for People with Disabilities (DSPD) developed the Employment Preparation Service (EPR) Transition Plan. In conjunction with this plan, service providers were directed to the WPS training. This has increased Direct Support Professionals' participation in the training during the 2022–2023 year, learning how to provide quality instruction to individuals in employment, residential, or community settings.

Success Story: An example of the impact of the WPS project is that of a client who had been working in a job for three months. Over that time, the employee had been assigned five different job coaches and had become dependent on the job coach to the point where the job coach completed most of the tasks. After completing the WPS training, a new job coach was assigned to work with the client. After a

couple of shifts, the newly trained job coach realized that many practices taught in the training were not implemented. They reached out to the WPS lead trainer and requested technical assistance. The lead trainer met with the coach and client at the job site, a shoe store. After observing the client work for some time, instead of the job coaching taking the box from the client and breaking it down, the trainer encouraged the client to do the task. The client attempted to break down the box with their hands but was unable. The job coach looked to the trainer for help. The trainer suggested the client step on the box to break it down. The client did so and was able to complete the task. A few months after this experience, the job coach was promoted to manager to support the other job coaches. While the solution seemed easy, the job coach demonstrated the approach to helping individuals with disabilities. Doing the work for them is easier because they are deemed incapable. However, the supported employee can now complete their job with minimal assistance because of the initial training and then follow-up through technical assistance. They promote the WPS training to their staff, can provide problem-solving as challenges arise, and reach out to the WPS trainer for technical assistance when additional support is needed.

Evaluation/Evidence: After each WPS training, an assessment is completed by the participants of the training. Participants have reported overwhelmingly being extremely satisfied with the training. In addition, participants made comments such as

> *"I loved having specific approaches to job coaching and accommodation. In the past, it's been very vague, and I loved having actual tools to use."*
>
> *"The trainer was very informative and real. She was great to answer everyone's questions and concerns, very creative and realistic answers."*
>
> *"I felt safe enough to ask questions."*

CEI Team.

> *"The trainer touched a lot of bases with great information I'll need to know."*

The project has also developed a fidelity scale to measure the impact of the individualized technical assistance providers receive regarding developing job analysis for clients' work responsibilities and evaluating the natural supports utilized on the job site. This scale measures the impact and change in clients' job performance.

Conclusion & Contact Information: The impact of the WPS project on employment services has been seen throughout the state of Utah. The number of participants certified through the project has increased yearly by more than 55% since its inception in 2020. The project has been presented at multiple conferences worldwide, and many have seen the value of having a one-day job coach-specific training. This has led to the development of asynchronous training that can be utilized by organizations, school districts, states, and families outside of Utah to support the community in helping individuals with disabilities on the job site. Future evaluation and research should focus on the significant scale impact of targeted training and technical assistance on increasing client independence on the job site. For information, please contact Tim Riesen (tim.riesen@usu.edu) or Hillary Hase (hillary.hase@usu.edu).

IDRPP 50th Anniversary Promotions

Staff: JoLynne Lyon, Jenna Olson, Kelly Smith, Kimball Kenning, Audrey Graham

The Institute celebrated its 50th anniversary in 2022. We put together a public awareness campaign designed to let the public know about the anniversary, the Institute and its connection to communities in Utah. This undertaking included social media, visual advertising, radio PSAs, street banners, an artist event, news reports and bus ads. IDRPP employees were encouraged to recognize the anniversary in their individual presentations. The goal was to help people in Utah understand that while IDRPP is located at Utah State University, its impacts are felt in communities throughout the state.

This campaign raised awareness not only in Cache, but in Salt Lake, Grand, Carbon, Emery, Daggett, Duchesne and Uintah counties, through radio and print advertising. It strengthened our image as a statewide and even nationwide organization, and strengthened our connections with partners in the business, media and arts communities. We spread the word among our community nonprofit collaborators and worked with the Cache Valley Arts Alliance and Presidio Real Estate to participate in a gallery walk in downtown Logan. We also worked with USU's marketing and communications team to place an op/ed piece in the Moab paper, create a university-level press release and video, and coordinate the street banner and bus ad campaign.

We were able to leverage the anniversary to reintroduce the Institute for Disability to our community partners, particularly after a pandemic and a name change. Most of our community partners were aware we had a different name, but they struggled to remember it. Also, while communities might have been acquainted with some of our service programs, they knew little about those programs' connection to IDRPP and USU.

IDRPP Promotion in downtown Logan

Impact: It's tricky comparing 2021, a non-typical year that was heavily influenced by the COVID pandemic, to 2022, when the world was getting back to normal. Also, some projects, notably the

IDRPP Promotion on the CVTD bus

Utah Assistive Technology Program, carried on their own awareness efforts independent of the 50th Anniversary campaign. But with these disclaimers, here are some observed changes:

From Oct. 1 to December 31, 2022, IDRPP website views increased by 41 percent over the year before. Sessions increased by 33 percent and unique page views were up 26 percent.

From September 1, 2022 to December 31 2022, IDRPP's followers on Facebook grew by 34 and Instagram, which is relatively new to IDRPP, grew by 46.

Case Study | UATP SLC/Logan: Following the placement of an ad in Salt Lake City Weekly, UATP in SLC showed a 36 percent increase in device output for November and December of 2022.

In Logan's UATP location, nearly every data category was up dramatically from Oct/Nov/Dec/Jan 2021-22 to the same months in 2022-23. Device reuse

was up 18 percent; the number of people who received device demonstrations went increased by 84 percent; device loans increased by 121 percent; trainings went from 1 to 151 participants. Some of the difference may have been due to the end of the pandemic, but the increased public awareness may have helped activities rebound once restrictions were lifted.

Conclusion & Contact Information: The awareness campaign appears to have had the desired effect of raising awareness, driving traffic to the website and in some cases, attracting new clients.

For more information, contact JoLynne Lyon (jolynne.lyon@usu.edu).

*UATP's website is not currently under the IDRPP umbrella, so the website numbers quoted above do not reflect any changes in UATP's web traffic.

Utah Assistive Technology Project (UATP) - Public Relations and Marketing

Staff: Clayton Smith, Cimaron Neugebauer, JoLynne Lyon.

In the 2022-23 fiscal year, UATP saw real growth in both its public awareness exposure and in the number of clients served. This can be attributed to many factors: the end of the pandemic, exponential growth in social media/marketing exposure, and in-person events.

Social Media: Clayton Smith started a TikTok channel for UATP, and it has become the most-viewed social media channel in IDRPP by far. A short video went viral in November of 2022, netting more than 5 million views worldwide. When Cimaron Neugebauer joined the team, he began an Instagram page and in three months had grown the following to 92 followers.

Marketing: Last fall, an IDRPP-wide public awareness campaign highlighted UATP in Logan, Salt Lake City, and the Uintah Basin.

In-Person Events: Cimaron Neugebauer joined the UATP team in March. He was instrumental in launching "Demo Days" at the Logan location in April 2023. During a demo day, the public is invited to come tour the Logan fabrication lab, watch anything happening there, ask questions and suggest new projects.

Success Story: They have welcomed many new people to the AT Lab for some face-to-face interaction. Logan's event has been so successful, the event will now be held at UATP's other locations in Salt Lake City and the Uintah Basin.

"This will help with awareness as we have seen, because word of mouth is the best form of advertising," said UATP's PR and Marketing Specialist

Ismael Rojas received two wheelchairs from UATP in Salt Lake City. He volunteers there to pay it forward and shared his story with Utah State Magazine.

The Layton family loves to go on bike rides. Thanks to UATP, they have a custom-made side car so their son, Parker, can come, too. The Laytons have shared their story with KUTV News and Utah State Magazine.

Cimaron Neugebauer. "Plus, when we get community and professionals into our lab, the wheels start turning and the lab sells itself. They start thinking, 'Oh, this would be helpful for my mom, or brother, or grandma, etc.'"

"We had nearly 20 show up to our last Demo Day in Logan. That success will continue to build as more learn about what we do and refer others. A Summer Citizen couple was so sold on what we did, they made flyers and told all their friends!"

The Numbers: From September to November 2022, UATP's website received 1,743 visitors (up 28 percent from the same period a year before), 2,031 sessions (up 23 percent), and 3,687 visitors (up 19 percent). From December 2022 to February 2023, UATP received 1,727 visitors (up 28 percent from the year before), 2,090 sessions (up 26 percent), and 3,502 views (up 22 percent).

UATP's data collection happens on two systems, the most detailed one being AT 4 All. Because it runs on a different fiscal year than IDRPP's, its numbers are most likely not complete for this fiscal year (coordinators tend to procrastinate until the deadline).

In Logan's UATP location, nearly every data category was up dramatically from Oct/Nov/Dec/Jan 2021-22 to the same months in 2022-23. (These months were used because they corresponded to the campaign, the viral TikTok post and the Utah State alumni magazine article.) Device reuse went from 51 to 60 devices; the number of people who received device demonstrations went from 31 to 57; device loans went from 28 to 62; trainings went from 1 to 151 participants. Clearly some of the difference was due to the end of the pandemic, but the increased public awareness may have helped activities rebound once restrictions were lifted.

Conclusion & Contact Information: UATP did some great outreach, and it appears to have paid off in real results: more clients, more face-to-face exposure. For more information, contact JoLynne (jolynne.lyon@ usu.edu).

TAESE - Montana Office of Public Instruction, Requested Technical Assistance

Norman Ames, Director of the Center for Technical Assistance for Excellence in Special Education (TAESE).

Staff: Norm Ames, Frank Podobnik

Activity that Created the Impact: TAESE has a long-standing relationship with the Montana Office of Public Instruction (OPI). One activity under the contract with the OPI is to provide technical assistance and support to the agency staff as requested. Beginning in 2019, the OPI entered into a phase of transition in leadership, during which the OPI did not have a State Director of Special Education for over one year. TAESE staff maintained a strong relationship with the SEA staff during this period and provided ongoing support to enable the OPI to continue to perform the required general supervision activities. In June 2022, the OPI was able to employ a new State Director. TAESE staff reached out to the new director and established a strong working relationship which has continued throughout the 2023 fiscal year.

Situation: As the Montana OPI entered into the early stages of the transition in leadership in special education, TAESE staff reached out and connected with the OPI staff to offer supports through the "requested TA" portion of the contract with the state. The OPI staff began regularly reaching out to TAESE staff for assistance in understanding the requirements of general supervision at the SEA level, and the roles of the various SEA staff in meeting those requirements. The experience of TAESE staff in working at the SEA level fostered the development of the OPI staff as leaders in special education. When the new State Director came to the OPI, TAESE staff reached out and began holding weekly check-ins with the Director and the IDEA Part B Fiscal Manager to help them become skilled in their new roles.

Impact: This program of strategic supports to the SEA Director and his staff has allowed the Montana OPI to provide effective general supervision of the

IDEA program in the state. By providing effective leadership, the OPI has been able to begin to rebuild strong working relationships with the Local Education Agencies (LEAs) in the state, which strengthens the services provided to children and youth with disabilities in Montana.

Success Story: A statement from Danni McCarthy, the OPI IDEA Part B Fiscal Manager:

> *"I have worked closely with TAESE for the last two and a half years in my role as Interim Special Education Director and the IDEA Fiscal & Reporting Manager.*
>
> *During this time, Frank Podobnik has been a mentor & technical assistant advisor. He has provided guidance to me and numerous other staff throughout the years. His guidance and support to me while Interim Special Education Director was invaluable. We had weekly calls to address any concerns or issues that arose from the previous week. Frank was able to assist me with understanding the duties of a state special education director, state IDEA fiscal manager, and IDEA reporting manager. He was available at a moments notice to answer questions or address concerns that arose.*
>
> *Without Frank's coaching, guidance, and technical assistance the last several years, I would not have been able to complete my duties as well as I have. He had provided outstanding leadership and mentoring in a time when Montana needed it most.*
>
> *It's been a pleasure to work with Frank and other TAESE team members. I look forward to continuing our working relationship in the future."*

Evaluation/Evidence: The nature of this work does not lend itself to formal measures. The success of this work is measured through the OPI meeting the ongoing requirements for IDEA reporting, being timely in responding to questions

from LEAs and other agencies, and feedback from the OPI staff regarding how the support has impacted their ability to do the work.

Conclusion & Contact Information: In summary, TAESE staff were able to facilitate increased knowledge and effectiveness of OPI staff that will lead to long-term impacts on their staff and their statewide projects. These impacts will promote overall increases in outcomes for students with disabilities across the state of Montana.

For more information on this project, contact Frank Podobnik (frank.podobnik@usu.edu).

Frank Podobnik, Associate Director for TAESE.

TAESE - Oklahoma State Department of Education, Office of Special Ed. Services Strategic Planning

Brenda Smith, Associate Director for TAESE.

Staff: Brenda Smith, Norm Ames, Frank Podobnik, Alex Langevin, Kimberly Hutter

Activity that Created the Impact: The Oklahoma State Department of Education (OSDE) reached out to TAESE and requested we facilitate strategic planning for their SES office under the technical assistance contract we have with them. The purpose of conducting strategic planning was to assist OSDE in determining how, over the next five years, they will build internal staff capacity to meet federal general supervision requirements and facilitate the implementation of best practices to increase

outcomes for students with disabilities. The outcome of the activity was to develop a strategic plan with clear strategic directions and specific, measurable action items that will build internal staff capacity to meet general supervision requirements, and facilitate the implementation of best practices to increase outcomes for students with disabilities. This was a unique project, designed to meet the specific needs of OSDE and form strategic goals that are specific to their work.

Situation: OSDE reached out to TAESE, knowing we have experience facilitating strategic planning. They have been experiencing new leadership at the OSDE and a large amount of staff turnover, which prompted the need to complete strategic planning. Another key factor was the upcoming monitoring they will receive from the U.S. Department of Education, Office of Special Education Programs (OSEP) as part of monitoring OSEP is doing for all states. Key partnerships had already been formed between OSDE staff and TAESE through previous work.

Impact: This project will have a major impact in Oklahoma over the next five years. The strategic planning process helped them put in place implementation actions to assist them roll out a state-wide Multi-Tiered System of Support (MTSS) for all districts in the state, which will provide a standard, evidence-based framework for identifying

students who need additional supports in the classroom. Long-term, this will facilitate students with disabilities receiving the services they need to have successful outcomes. The strategic plan also assisted OSDE in identifying actions and goals around promoting effective, state-level leadership and professional development activities. This will assist them in increasing the capabilities of OSDE and their staff to meet federal general supervision requirements at the state-level. Finally, several action items were identified to increase teacher supports and work with teacher preparation programs. The goal for these actions items is to increase teacher recruitment and retention, allowing more qualified special education professionals to be available to school districts and supporting those that area already employed.

Kimberly Hutter, Technical Assistance Specialist for TAESE.

Success Story: The strategic planning activity with OSDE occurred in June of 2023 and we are currently finalizing the full strategic planning report to share with them. OSDE staff were very appreciative of the facilitated meeting and expressed satisfaction with the strategic directions and implementation actions developed during the meeting. As they review the strategic planning report and begin working on their actions, this story will continue to unfold.

Evaluation/Evidence: We are in the process of measuring outcomes for the strategic planning process. Once the strategic plan report is sent to OSDE, we will follow it up with an evaluation survey to measure the effectiveness of the strategic planning activities in developing a strategic plan

for OSDE. In one year, we will follow up with a half-day strategic planning activity to assess how well they did in meeting their first-year objectives and determining implementation actions for year-two of the plan.

Conclusion & Contact Information: In summary, TAESE staff were able to facilitate strategic planning with OSDE that will lead to long-term impacts on their staff and their statewide projects. These impacts will promote overall increases in outcomes for students with disabilities across the state of Oklahoma.

For more information on this project, contact Brenda Smith (brenda.smith@usu.edu).

Up to 3 - Benefits of Play (BOP)

Staff: Coulson Thurgood, Marla Nef

Activity that Created the Impact:
The Benefits of Play (BOP) is a parent-child interaction group based on the evidence-based practices of the Parents Interacting with Infants (PIWI) model. PIWI supports parents learning principles of child development, observation of their child's play and increased meaningful interaction with their child increasing engagement and building the parent-child relationship.

The BOP objective is to support and increase parent competence, confidence, and mutual enjoyment of play while building their child's social emotional growth.

> *1. Through coaching, parents will learn developmentally appropriate play that increases parent-child interactions and support their child's development in the areas of communication, problem-solving, self-regulation is impacted by that connection.*
>
> *2. Parents will practice these strategies between class and share how they are working at class discussion.*

Up to 3 piloted a BOP class using a 2 times per week for 4 weeks class structure to gather parent satisfaction with class format, frequency, and length, that assessed the impact on the level of parent-child engagement.

The Benefits of Play group helps parents to relax, build confidence in themselves and their children, and just have fun.

Situation: A primary goal of the Up to 3 early intervention program for infants and toddlers and their families is to support and enhance parenting capacity in ways that both optimize children's development and learning and also build parents' beliefs about themselves as competent in their parenting roles. Up to 3 submitted and was awarded COVID-19 recovery funds, through Baby Watch, to expand program services. In partnership with the Utah Pyramid Model (UPM), Up to 3 received training

on the Parents Interacting With Infants (PIWI) model. Up to 3 has received coaching from the UPM and demonstrated implementation fidelity on the PIWI fidelity checklist in May 2023.

Impact: A formative evaluation process was used for gathering and analyzing parent feedback during the BOP pilot. Pilot data guided the decision to design a 6-week BOP class 90 minutes in length, limited to 6 parent and children dyads with 2 facilitating coaches.

Using a Likert scale 90%, parents rated their knowledge and use of parent-child engagement strategies as Significantly Improved and 10% as improved. One hundred percent (100%) of parents surveyed indicated that their knowledge of developmentally appropriate play was improved and 85% of parents indicated that their understanding developmentally appropriate age expectations changed their expectation of their child and improved the quality of their play.

Success Story: The Up to 3 behavior specialist (Coulson) had been supporting a parent (Kate) and child (Noah) through home visits for approximately 4 months. The initial referral for behavior services was to decrease tantrums and increase compliance to parent requests and directions. Behavior services were provided 2 times per month in their home. Kate reported use of strategies provided and coached by the behavior specialist between visits but report little change.

Coulson recommended changing services by adding a 6-week BOP class. Kate and Noah attended the first class where they learned the "ground rules" of the BOP class, which included (1) the BOP class is used for teaching play and parent-child engagement strategies not specific strategies to reduce/change a "naughty" behavior; (2) parents are expected to engage and play with their child; (3) the BOP

facilitator would guide/coach the parent and rarely demonstrate or model. The role of the BOP facilitator is to support and affirm the parent's use positive behavior supports.

At the initial class, Noah was not engaged with his mother during play but played monetarily and moved between toys. Kate was very attentive to the coaching strategies of the day and really tried to employ them during the parent-child play period. At the end of class Kate, stated that she was hesitant to believe that the BOP class would meet her needs but agreed to come to the next class. Kate and Noah attended all classes and reported that the strategies learned in class transitioned and generalized to their home. By the last class, Kate and Noah were highly engaged during play periods, Kate looked comfortable following Noah's lead and had decreased her demands during play. Noah had increased his time in play, frequently followed his mother's model of new and novel play, and had reduced his visible frustration/tantrums when his play choice was unavailable or transitions between activities were required.

Evaluation/Evidence: Parent feedback was requested at the end of each class to determine their satisfaction with the strategy of the day, rate how the generalization of previous strategies were occurring in the home, and other comments and opinions for the facilitator.

Conclusion & Contact Information: In summary, by increasing the quality of the parent-child interaction and understanding of developmentally appropriate play, behavioral incidents decreased in both the class and home. Kate reported less tantrums and that Noah was more likely to follow her directions.

For more information on this project, contact Marla Nef (marla.nef@usu.edu).

WebAIM - Researching and Addressing the Accessibility of COVID-19 Information

Staff: Jared Smith, Jon Whiting, John Northup, George Joeckel, Cyndi Rowland

Situation: Since 2019, WebAIM has conducted an annual accessibility analysis of the home pages for the top one million web sites. The results are published in an annual WebAIM Million Report. This report provides substantive data on the state of web accessibility broadly and is very informative to the web accessibility field. This research has found that accessibility barriers are common (the average home page has 50 detectable errors) and widespread (96.3% of home pages have detected Web Content Accessibility Guidelines 2 [WCAG 2] failures).

When the COVID-19 pandemic began in 2020, access to information and to vaccines became a critical health topic, especially for individuals with disabilities who are often notably impacted by this virus. In early 2021, WebAIM was contacted by a correspondent from Kaiser Health News. She had concerns about COVID-19 web site accessibility and had become aware of the WebAIM Million research, so considered WebAIM a potential research partner. An initial assessment was conducted using the WAVE accessibility testing tool on the vaccine information and registration web pages for all 50 states and the District of Columbia. Accessibility errors were found on nearly all of the 94 pages. A news story was published describing our findings.

Shortly after the publication of the article, WebAIM staff were contacted by Dr. Bonnielin Swenor, professor at the Disability Health Research Center at Johns Hopkins University. Dr. Swenor had similar interests in the impacts of web site accessibility on COVID-19 health outcomes for individuals with disabilities. Our collaborative research resulted in the publication of a Vaccine Dashboard with accessibility data from WebAIM and other sources, which was updated weekly through some of the most critical months of the pandemic.

Impact: The initial store and the vaccine dashboard received significant visibility and press coverage as the impacts of inaccessibility of COVID-19 information and vaccines were made apparent. The dashboard provided rankings that instilled a sense of competition between states. Many states took immediate and ongoing action to address accessibility issues on their web sites. Over the course of a few months notable improvements were measured. Individuals with disabilities were provided better access to this critical information at a vital time while the pandemic ravaged the country.

WebAIM subsequently provided technical assistance to several states on web accessibility issues and remediation processes. In the State of Utah, additional research was conducted on the accessibility of state and local health department web sites. This research resulted in grant funding from the Utah Department of Health to conduct more in-depth assessments of these web sites, and to provide technical assistance to the departments to help them improve disability access.

Beyond direct improvements to these web sites, this research also increased awareness of web accessibility more broadly. The success of the Johns Hopkins COVID-19 dashboard resulted in continued research collaborations with Johns Hopkins University to generate additional, similar dashboards for University Disability Inclusion,

Supplemental Nutrition Assistance Program (SNAP) enrollment websites, and Public Transit Disability.

Success Story: WebAIM's mission is to improve accessibility of digital content for individuals with disabilities, so any success is primarily measured against this goal. Through WebAIM research and technical assistance collaborations on COVID-19 (among others) web sites, accessibility has demonstrably improved. Critical information on these web sites is more readily available to all.

As a result of these research efforts, the Department of Justice solicited WebAIM's input on the types and pervasiveness of web accessibility barriers. One result of this dialogue was an agreement with the State of New York to improve access to vaccines and vaccine information for blind people. Andy Imparato, a member of the White House's COVID-19 Health Equity Task Force, stated the following about the initial publication WebAIM contributed to, "The story that published had an impact across the country. It was very specific, it was very detailed, and it was hard to ignore. I think it was incredibly helpful."

Evaluation: The best measure of success for these efforts is the measured improvement of web accessibility on the COVID-19 web sites in question. The Johns Hopkins dashboard showed notable improvements to these state web sites over the course of only a few months as our research highlighted disparities for those with disabilities.

The high visibility of these efforts has also resulted in increased training and technical assistance engagements between WebAIM and other clients, increased web site traffic, and a notable increase in research collaboration inquiries.
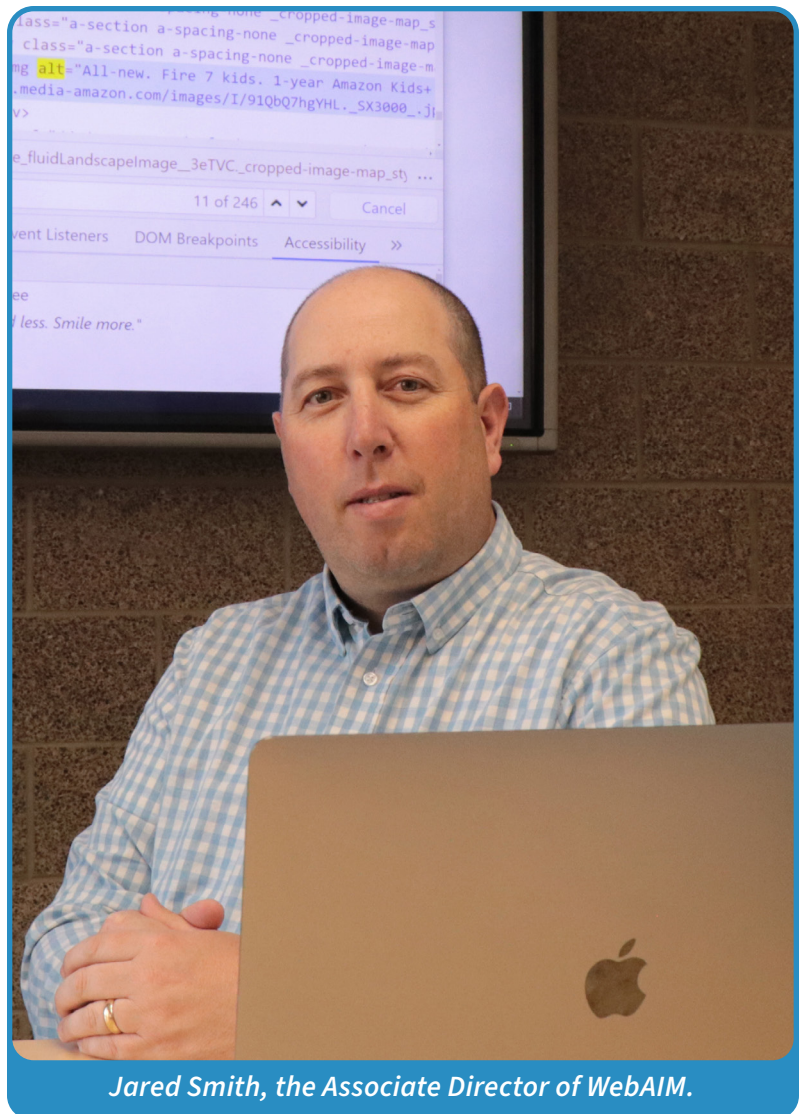
Jared Smith, the Associate Director of WebAIM.

Conclusion & Contact Information: As a result of these research collaborations, awareness of web accessibility issues has increased and so has the level of engagement by entities throughout the world to make their web sites more accessible. As individuals with disabilities gain increased levels of accessibility to important health and other web site information, their lives and livelihoods are improved.

To learn more about WebAIM or these research, training, and technical services activities, please contact Jared Smith (j.smith@usu.edu or 435-797-7024) or visit webaim.org.

Utah Regional LEND - Leadership Projects

Staff: Gretchen Peacock, Joan Liquin, Eduardo Ortiz

The section below includes a short summary of two projects conducted last year by Utah Regional Leadership Education in Neurodevelopmental Disabilities (URLEND) trainees.

Child Centered Care Infographic: Six URLEND trainees created the infographic, Involving Young Children in Hearing Health Care, for use nationally by service providers and caregivers. Housed on the Hear to Learn website, it provides information on utilizing the holistic treatment modality Child Centered Care (CCC) within audiology. It helps 3- to 6-year-old children be more active participants in their own care.

The comprehensive infographic was developed after a literature review of CCC and its clinical applications. Input from service providers, teachers of the deaf and hard of hearing, advocates, and families helped in developing the final product. The trainees gained collaborative experience in developing an evidence-based product and learned more about treatment modalities.

In addition to the public website, the trainees did a national-level poster presentation at the 2023 National Early Hearing Detection and Intervention (EHDI) Conference in Cleveland, Ohio. Involving Young Children in Hearing Health Care is available at https://tinyurl.com/eh54cad3.
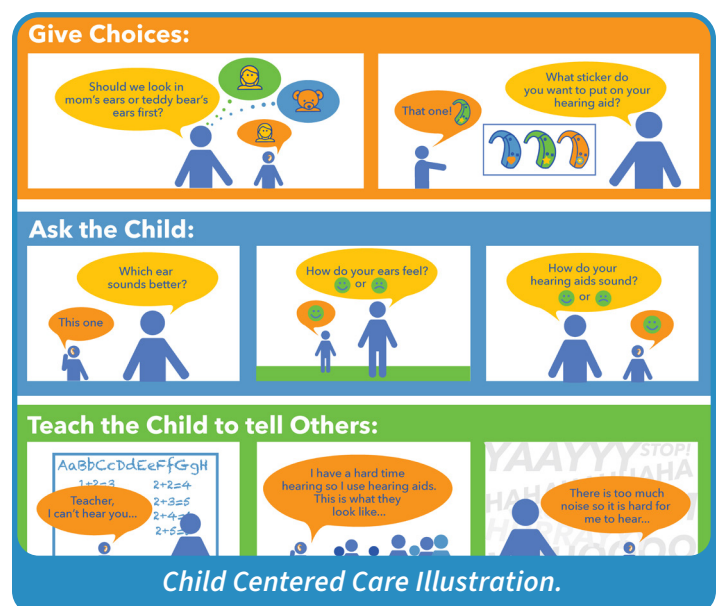
Inclusive Gardening: Project DIG (Disability Inclusive Gardening) began in summer of 2022 as a pilot therapeutic horticulture project in Missoula, Montana. It is a partnership between the Rural Institute for Inclusive Communities and the Arc of Western Montana, with expert guidance provided by Dr. Kate Neale from Southern Cross University in Lismore, Australia.

URLEND trainees were brought in at the project outset to help collect relevant literature and inform us of the evidence base related to therapeutic horticulture. From there, they identified 10 therapeutic horticulture experts around the world and conducted interviews on best practices in the field. Trainees compiled interview themes and developed a white paper on therapeutic horticulture that will be disseminated and referenced as Project DIG continues to develop and expand.

The trainees' work has influenced the physical and programmatic design of the therapeutic garden at the Arc's day center this summer. The long-term vision is for this programming to grow to other spaces, to reach more members of the community, and to become a living lab for research related to therapeutic horticulture.

Contact Information: For more information on these projects or other LEND projects, please contact Joan Liquin (joan.liquin@usu.edu).

Child Centered Care Illustration.