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

Annual Report

July 1, 2021 - June 30, 2022

50 YEARS

OF INNOVATION, INCLUSION, COLLABORATION & CARING

From Our Director: Dr. Matt Wappett

This past year has been a whirlwind of new energy and enthusiasm as we have slowly grown into our new name and identity as the *Institute for Disability Research, Policy & Practice*. Our new name and status have opened up new doors and opportunities for collaboration. In FY 2021, the IDRPP administered a total of 159 projects. We increased this to 186 unique projects in FY 2022. Through these new projects, we trained a total of 18,833 individuals and provided continuing education for 19,261 individuals in 31 states. These new projects include federal grants, state contracts, and local fee-for-service programs. The largest growth was in state contracts, with approximately 70% of our overall funding in FY 2022 coming from different states. The vast majority of these new projects were within our Technical Assistance Division, which includes our Center for Technical Assistance for Excellence in Special Education (TAESE) and the WebAIM project.

We also added a number of staff for some of our new programs, but we have also seen a tremendous amount of growth in some of our long-standing projects too! The COVID pandemic hit us hard, like everywhere else, and we lost a significant number of our staff in 2020 and 2021. In late 2021, we were down to our lowest staffing levels in many years (approximately 175 staff total—including both exempt and wage hourly). However, with our success in procuring new funding streams and developing new projects, we have been able to recruit many new staff members with skills and expertise to fill out our team. In June 2022, we had 273 individuals on staff (exempt and wage hourly), and we are still seeking to hire for multiple open positions as we continue to launch new projects and initiatives!

With new staff comes new ideas and new energy. The productivity of IDRPP staff resulted in a record year for us in terms of the amount of new funding we have been able to procure. Our overall funding in FY 2021 was $18.3 million, but we surpassed that amount by $1.2 million in FY 2022; our overall funding for FY 2022 was $19.5 million with the growth split evenly between grants/contracts and fee-for-service programs! Both grants/contracts and fee-for-service programs increased their FY 2022 income by approximately $500,000 each, which demonstrates a widely shared entrepreneurial spirit among all IDRPP divisions and personnel. It is important to highlight the fact that each dollar that we bring in represents another family served, another individual supported, or another professional trained! The work that we do is truly helping to make our communities more innovative, inclusive, collaborative, and caring!

The *Developmental Disabilities Network Journal* launched their DDNJ Author Insights podcast last year. This podcast is part of DDNJ's ongoing commitment to increase the accessibility of research for a wider audience. The launch of this podcast means that you can access the DDNJ's content while you are on the go, and you can share it more easily across social media and other online platforms. Each episode is a conversation with the authors of one of the articles from the most recent issue. These conversations provide a more informal opportunity to explore the author's article, but we also like to include some fun, behind-the-scenes insights on the author's writing and research. Each episode provides unique insights into what motivates the authors, where they get their ideas from, and why they do what they do. You can learn more about DDNJ and the Author Insights podcast at https://idrpp.usu.edu/about/developmental-disabilities-network-journal.

None of our growth or accomplishments would be possible without the support we receive from USU and our community. We are grateful for the trust of our loyal clients, colleagues, and collaborators. We are excited to continue our work with you to create a more equitable and inclusive world. We are always striving to be better than we were yesterday, and we would love to hear from you if you have any thoughts on how we can improve our programs. If you are on social media, please make sure to follow us on Facebook, Instagram, Twitter, or YouTube. You can also contact us and stay up-to-date through our website at http://usu.idrpp.edu and our blog at https://idrpp.usu.edu/blog/. While you are there, please make sure to sign up for our mailing list so you can keep up-to-date on our work!

Thank you again for your trust and support. We appreciate you!

Matt Wappett
Executive Director

IDRPP: Celebrating 50 Years

People with disabilities were largely invisible in the U.S. until the 1970s. Prior to then, most children and adults with disabilities were "institutionalized" and were isolated from home, school, and community. This meant that most Americans never saw people with disabilities unless they had a close family member with a disability; even then, many doctors encouraged families to institutionalize their children and family members with disabilities. In the 1970s, disability rights activists realized that some of the new civil rights policies for Blacks and other minority groups in the U.S. could also be leveraged to help improve the lives of individuals with disabilities. Advocates, parents, and allies worked together to fight against the wholesale institutionalization of people with disabilities, and shaped a vision of a more accessible and inclusive future for people with disabilities in the U.S.

In 1972, the Institute for Disability Research, Policy & Practice (IDRPP) opened our doors at USU as a special school for children with disabilities. At that time, we were called the Exceptional Child Center and we were one of the few schools in the Western U.S. that would work with students with disabilities. Public schools in the early 1970s did not have the training or the resources to educate students with disabilities, so these students had to go to special schools—separate from their siblings and peers. Families from across the West moved to Logan to take advantage of the services offered at the IDRPP. The services and supports offered through the institute represented some of the first innovative efforts to teach students with disabilities and represented a visionary commitment on the part of Utah State University (USU) to disability-specific programs.

The IDRPP was unique and spurred a migration of families, students, and professionals to Logan, Utah, who were committed to creating programs and services to meet the emerging needs of individuals with disabilities who were slowly being reintegrated into our communities and schools. The IDRPP was the first University Center for Excellence in Developmental Disabilities (UCEDD) to be housed within a College of Education and was the first UCEDD program to truly focus on the educational needs of children with disabilities. Prior to 1972, UCEDD

programs were housed in medical schools and were primarily concerned with rehabilitation and remediation of disabilities—not education and social support. The IDRPP was different! Over the past 50 years we have developed a reputation as a pioneer in inclusive education, participatory research, and person-centered services for children and adults with disabilities.

The IDRPP has made groundbreaking contributions in the areas of web accessibility, disability/special education policy, assistive technology, evidence-based interventions, genetic research, autism supports, home- and community-based services, employment, transition, healthcare, and mental health for children and adults with disabilities. When we look back at the history of the IDRPP, it is humbling to note the many contributions that researchers and staff have made over the years. Thousands of students and professionals have participated in IDRPP training programs and are out in the field making a difference every day. Former USU President, Glen Taggart (1968-1979), said that the IDRPP was

"a miracle patched together with scotch tape, paper clips, and Elmer's glue that became one of the premier accomplishments of Utah State University.... Few programs have been started and maintained with as many promises, hopes and expectations supported by little more than the commitment of staff, tenaciously held together with baling wire and chewing gum."

We are proud of our history, and our tradition of excellence, as we look forward to the next 50 years.

USU President, Glen L. Taggart

Left: Original Center for Persons with Disabilities Building (1972-2018)

Right: Current Institute for Disability Research, Policy & Practice Building (2018-present)

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.

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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 example in solving problems. The 2021 awardees, shown below, are Janeal Dugmore, Michael Jeppson, Corban Remund, and Jared Smith.

Janeal Dugmore
Program Coordinator, Services Division

Janeal provides business and fiscal support to the entire Division of Services. She is responsible for submitting monthly expenditure reports and Medicaid and CHIP billing for both Up to 3 and Southeast. The centralization of these services has been a daunting task which Janeal has handled with professionalism and accuracy.

Michael Jeppson
Network System Specialist, Administration Division

Michael is constantly looking for ways to improve every aspect of what we do. Michael is an outstanding staff member who always goes the extra mile. He is continuously working behind the scenes to keep our I.T. systems working. In addition, he is very understanding and provides outstanding end-user support.

Corban Remund
Program Coordinator, Research & Training Division

Corban is actively involved with expanding and improving training efforts by assisting with writing and submitting peer-reviewed articles, collecting data for research studies, and engaging in relationships building with key employment stakeholders locally and nationally. Corban's efforts exemplify a spirit of service that enhances the quality of life of people with disabilities.

Jared Smith
Programmer/Analyst, Technical Assistance Division

The Spirit of Service is designed to acknowledge an Institute staff member who goes above and beyond without being asked. Someone who is a self-starter and tireless worker, but one whose efforts largely go unrecognized. Jared is the very definition of this. His focus is on the work, on making the world a more accessible place. He oozes this in his client work and in his service work.

[Read more on our IDRPP blog.](#)

Norm Ames

New director of the Technical Assistance Division of the Institute for Disability Research, Policy & Practice.

[Read more](#)

Richard Jewkes

New director of the Administration Division of Utah State University's Institute for Disability Research, Policy & Practice.

[Read more](#)

Tricia Jones-Parkin

Elected to the board of the Association of People Supporting Employment First representing the Rocky Mountain Southwest Region.

[Read more](#)

Bora Lee

New director of the Utah Assistive Technology Program--Institute for Disability Research, Policy & Practice.

[Read more](#)

Sue Olsen

2022 recipient of the Strong Human Services Award from the Emma Eccles Jones College of Education and Human Services at Utah State University.

[Read more](#)

Timothy Riesen

New director of the Research and Training Division--Institute for Disability Research, Policy & Practice.

[Read more](#)

Agency Representatives

Everette Bacon
Division of Services for the Blind/Visually Impaired

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)
Melissa King
Jenna Mosher
James Steed
Eric Stoker

Non-Voting Member

Matthew Wappett

FY 2021 Budget - $19,521,809

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
12%

Other
9%

Fees
2%

Conferences
5%

Private
4%

Federal
10%

State/Local
58%
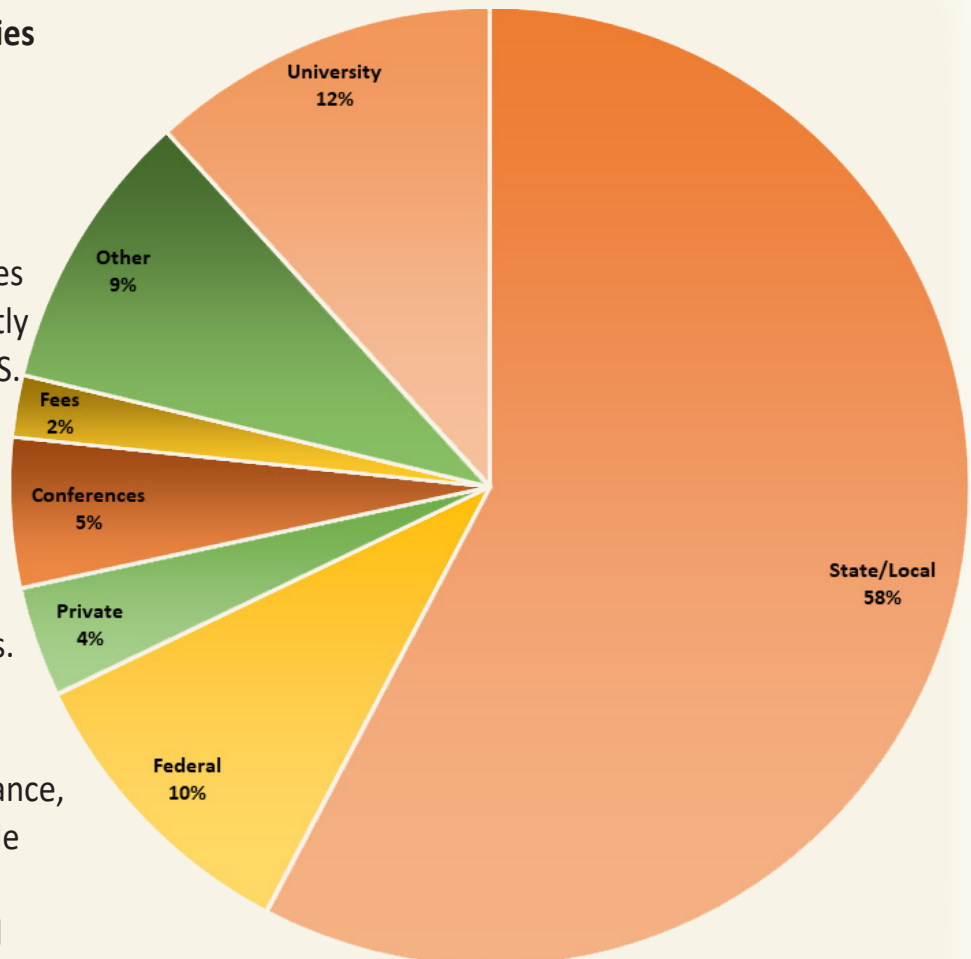
Appointments

TY ALLER

- Co-Chair for the Mental Health Special Interest Group of AUCD
- Ad Hoc Reviewer for Journal of Family Issues

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

DAVID FORBUSH

- Utah Leading Through Effective, Active and Dynamic Education (ULEAD) Leadership Committee
- Utah Association of Behavior Analysts - School Collaboration Committee
- Utah Social Emotional Learning Leadership to Work Committee

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)

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-Utah
- 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

JEN MORGAN

- Member, Utah Statewide Independent Living Council Board

MARLA NEF

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

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

EDUARDO ORTIZ

- Guest Reviewer, Infant Mental Health Journal (IMHJ) (2020-2021)
- Member, City of Logan Planning Commission (2016-2021)
- Member, Cache Valley Refugee Immigrant Connection Board (2015-2021)
- Member, Casa Grande University Graduate School Academic Commission
- Director, Casa Grande University Early Intervention Research Group (2018-2021)

JANEL PRESTON

- Utah Act Early Ambassador
- Member, Utah Autism Initiative
- Member, AUCD Autism Special Interest Group
- Member, Utah Division of Early Childhood (DEC)
- Member, Early Childhood Utah, Health Sub Committee
- Board Member, Mountain State Genetics Ut

SUE REEVES

- Employment Partnership Workgroup, Think College Network
- Utah Transition Action Team
- Utah Higher Education Inclusion Alliance Board

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)

FAITH THOMAS

- Member, Utah Transition Action Team
- Member, USBE Statewide Transition Committee
- Guest reviewer, Developmental Disabilities Network Journal
- Guest grant reviewer for Administration for Community Living (ACL)
- Member Association of People Supporting Employment (APSE): Employment First, Employment for All
- Member AUCD Special Interest Group on Employment

MATTHEW WAPPETT

- President, Board of Trustees for the Utah Disability Law Center
- Chair, Utah Parent Center Board of Directors
- Chair, Utah's Cultural and Linguistic Competence Community of Practice
- Member, Utah Coordinating Council for Persons with Disabilities
- Member, Utah Congressional Delegation Disability Advisory Committee
- Member, Mental Health and Intellectual & Developmental Disabilities National Research Council
- Member, AUCD Disability Studies SIG
- Member, AUCD Mental Health Aspects of IDD SIG
- Member, USU Research Council
- Consultant, DSPD Olmstead Settlement Advisory Committee

IDRPP staff work both nationally and internationally in an effort to promote and expand the rights and opportunities of individuals with disabilities. Pictured here, Drs. Eduardo Ortiz (IDRPP), Lisa Boyce (HDFS), and Spencer Bradshaw (HDFS) project collaborators from USU meet with Ecuadorian Casa Grande University authorities in Guayaquil, Ecuador.

TY ALLER
Journal of Student Affairs and Research Practice

DAVE CLARK
Assistant Editor, Developmental Disabilities Network Journal Editorial Board 2020-present

BRYCE FIFIELD
Managing Editor, Developmental Disabilities Network Journal Editorial Board 2019-present

DAVID FORBUSH
Journal of Positive Behavioral Interventions
Journal of Early Intervention
Rural Special Education Quarterly

MARY ELLEN HEINER
Assistant Editor, Developmental Disabilities Network Journal Editorial Board 2020-present

MARK INNOCENTI
Child Development
Infant Mental Health Journal
Infant Behavior and Development
Developmental Disabilities Network Journal
Journal of Early Intervention
Topics in Early Childhood Special Education
Frontiers in Psychology; editor for Research Topic: *Coping with the Pandemic: Families Engagement and Early Parental Intervention to Support Child Development During and After the Covid-19 Outbreak*

TIMOTHY RIESEN
Journal of Vocational Rehabilitation

MATTHEW WAPPETT
Editorial Review Board Member, Review of Disability Studies, 2008-present
Editor in Chief, Developmental Disabilities Network Journal, 2019-present

Since its launch in 2019, the IDRPP's *Developmental Disabilities Network Journal (DDNJ)* has reached 107 countries and has been downloaded 6,267 times.

Direct Services

38,814 Utahns received IDRPP services in areas such as education, employment, recreation, technology, and literacy.

Left: Janel Preston, the lead teacher for the ABC - Autism services in the Up to 3 Early Intervention program, works with one of their young clients. This program provides training to the child and family in the areas of social engagement, language, social imitation, and play.

Right: Dan O'Crowley, a certified Assistive Technology Professional (ATP) and the Coordinator for the Northern Utah Assitive Technology Program (UATP), repairs a motorized wheelchair for one of the many clients served by their program at the IDRPP.

Aggies Elevated	11
AmeriCorps VISTA	36,788
Bridgerland Literacy	3
Employability Clinic	65
Southeast Early Intervention	161
Stride Services	31
Up to 3	790
Utah Assistive Technology Program	965

Community training, technical assistance, & continuing education provided by IDRPP staff reached 58,556 individuals.

Type of Participant	# of Individuals
Adults with Disabilities	869 **
Children/Adolescents with Disabilities	610
Family Members/Caregivers	2,209
General Public	13,402
Legislators/Policymakers	108
Local/Community Partners	1,450
Professionals and Paraprofessionals	13,900
State/National Partners	606
Students	6,170 *
Trainees	7,632
TOTAL HOURS	36,554

*   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.

Elizabeth (Bess) Dennison, IDRPP staff member and founder of Utah's internationally recognized Parent-Infant Program for the Blind and Visually Impaired, holds a toddler who is visually impaired to help him feel the horse with his hand.

Professional Presentations

1. Aller, T. B., & Russo, R. B. (2021, November 15-17). Improving mental health literacy for caregivers [Panel presentation]. Association for University Centers on Disabilities Conference, Silver Springs, MD, United States.

2. Allred, T. (2021, September 17-18). *Investigate the behavior* [Paper presentation]. Care about Childcare Conference, Price, UT, United States.

3. Brown, B. J., Aller, T. B., Brown, R. E., Lyons, L. K., Jensen, J. F., & Hodgson, J. L. (2021, October 6-9). *Beyond the lines: Exploring the impact of adverse childhood experiences on NCAA student-athlete health* [Conference session]. Association for Applied Sport Psychology Annual Conference, Las Vegas, NV, United States.

4. Brown, B. J., Aller, T. B., Brown, R. E., Lyons, L. K., Jensen, J. F., & Hodgson, J. L. (2021, October 6-9) *Can we talk? Exploring the effects of mental health stigma, support, and openness on NCAA student-athlete mental health* [Conference session]. Association for Applied Sport Psychology Annual Conference, Las Vegas, NV, United States.

5. Carr, R., Jr. (2022, May 10-12) *A tale of keyboard accessibility in five parts* [Paper presentation]. 19th Annual John Slatin AccessU Conference, Austin, TX, United States.

6. Carr, R., Jr. (2022, May 19). *Inclusion and technology: Accessibility in digital environments* [Conference presentation]. Signal Centers Accessibility Awareness Summit, Chattanooga, TX, United States. https://www.youtube.com/watch?v=0efJLGOVO-4

7. Clay, N., Gossner, J., Fauth, E., Aller, T., & Russo, R. (2021, December 9). *Mental health literacy and the impact of gender* [Poster Presentation]. Fall Student Research Symposium, Logan, UT, United States.

8. Davenport, D. (2022, June 6-9). *Creating meaning in interpretations* [Workshop]. Oklahoma Deaf Education Conference, Sulphur, OK, United States.

9. Davenport, D. (2022, June 6-9). *Language acquisition of children who are deaf* [Workshop]. Oklahoma Deaf Education Conference, Sulphur, OK, United States.

10. Davenport, D. (2022, June 8-9). *Language acquisition of children who are deaf* [Workshop]. Idaho Educational Interpreter Summer Symposium, Meridian, ID, United. States.

11. Draper, M. (2022, June 6-9). *Cognitive processing for interpreters* [Workshop]. Oklahoma Deaf Education Conference, Sulphur, OK, United States.

12. Drewek, A. (2022, June 8-9). Cohesion and Prosody: Capturing Connection and Intention [Workshop]. Idaho Educational Interpreter Summer Symposium, Meridian, ID, United. States.

13. Fauth, E. B., Novak, J., Levin, M.E., Aller, T. B., & Kelley, H.* (2021, November11-13). *ACT-related processes: Value-based living attenuates meditating relationships in caregiver stress outcomes* [Conference presentation]. Gerontological Society of America, Phoenix, AZ, United States.

14. Gossner, J., Call, N. Russo, R., Aller, T. B., & Fauth, E. B. (2022, May 12-13). *Becoming a mental health advocate: A qualitative case study program evaluation* [Conference presentation]. Utah Association for Marriage and Family Therapy, Salt Lake City, UT, United States.

15. Harvey, J. (2022, June 6-9). *Ethical decision making for educational interpreters* [Workshop]. Oklahoma Deaf Education Conference, Sulphur, OK, United States.

16. Hutter, K. (2021, August 11-12). *Professionalism and considering the whole child* [Paper presentation]. Wyoming Paraeducator Conference, Cheyenne, WY, United States.

17. Innocenti, M. S., Korfmacher, J., Zamora, F. C., Campbell, M., Zeanah, P., & Galto, C. (2021, October 25-29). *Better than nothing or better than anything? Virtual contact with families and lessons learned from the COVID-19 pandemic* [Panel presentation]. *Issue Intensive,* Zero to Three Annual Conference, Washington, DC, United States.

18. Innocenti, M. S., & Manz, P. (2022, June 2-4). *Precision coaching: A missing piece of precision home visiting* [Keynote presentation]. Family Life Coaching Association 5th Annual Conference, Reno, NV, United States.

19. Innocenti, M. S., Wilson, K., & Roggman, L. A. (2021, October 25-29). *Motivation interviewing to enhance high quality home visiting practices* [Conference presentation]. Zero to Three Annual Conference, Washington, DC, United States.

20. Joeckel, G. (2022, May 24-26). *Create accessible documents in Office 365: Word, PowerPoint & Excel* [Preconference workshop]. Accessibility Conference: IDEA11y | Inclusion, Diversity, Equity, & Accessibility, Guelph, Ontario, Canada.

21. Joeckel, G. (2022, June 14). Optimizing accessibility in Excel 365 Workbooks [Conference presentation]. California Community Colleges Accessibility Workshop, Oroville, CA, United States.

22. Joeckel, G., & Whiting, J. (2021, November 15-19). *Create accessible documents in Word, PowerPoint, and Excel* [Preconference workshop]. 24th Annual Accessing Higher Ground, Denver, CO, United States.

23. Juhasz, A. C., & Boyce, L. K. (2022, June 27-29). *Bilinguals are not two monolinguals in one body: Using latent class analysis to model dual language constellations in a head start population* [Poster presentation]. Annual Meeting of the Administration for Children and Families' National Research Conference on Early Childhood. http://www.nrcec.net/pastconf.html

24. Juhasz, A. C., Boyce, L. K. (2022, June 27-29). *Exploring the bi-directional relation between language and problem behaviors for Spanish-English dual language learning children in Head Start* [Poster presentation]. Annual Meeting of the Administration for Children and Families' National Research Conference on Early Childhood. http://www.nrcec.net/pastconf.html

25. Likins, M. (2022, March 24). *Part of a grand tradition* [Workshop]. Plainfield Connecticut School District Professional Development Training, Plainfield, CT, United States,

26. Likins, M., & Andrews, D. (2021, October 26-28). *Teamwork makes the dreamwork: Building effective teacher/paraeducator teams* [Conference presentation]. The 34th annual NRCP Western Regional Conference, Logan, UT, United States.

27. Likins, M., & Andrews, D. (2021, December 7-9) *Teamwork makes the dreamwork: Building effective teacher/paraeducator teams* [Conference presentation]. 34th annual NRCP Central Regional Conference, Logan, UT, United States.

28. Likins, M., & Andrews, D. (2022, January 11-13) *Teamwork makes the dreamwork: Building effective teacher/paraeducator teams* [Conference presentation]. The 34th annual NRCP Eastern Regional Conference, Logan, UT, United States

29. Likins, M., & Andrews, D. (2022, March 24) *Teamwork makes the dreamwork: building effective teacher/paraeducator teams* (Conference workshop]. Plainfield, Connecticut, School District Professional Development Training, Logan, UT, United States.

30. Maldonado, A. F., Campagna, A. X., Smith, B. K., Blanca, H., Glotzbach, K., Hogan, W., Smith, A., Winter, S., & Campbell, K. (2021, November 16-19). *Equity in accessibility of an educational tool for children with congenital heart defects from diverse backgrounds* [Paper presentation]. The 10th Annual Scientific Sessions of the Cardiac Neurodevelopment Outcome Collaborative, Salt Lake City, UT, United States.

31. Morgan, J. (Moderator), Lonigro, C., Wright, C. (2022, June 6-8). *The Marriage between Medicare, Medicaid and VA Benefits and engaging Veterans you serve*. National Council on Aging (NCOA) Age+Action Virtual Conference, Washington D.C,

32. Morgan, J., Wittwer, A., & Nelson, K. (2022, June 6-8). *The VA partnership dilemma: Caregiver support programs* [Conference presentation]. National Council on Aging - Age+Action, Washington, DC, United States.

33. Ortiz, E. (2021, November 24-27 *Early child development: What research should be prioritized in Ecuador* [Keynote presentation]. VI International Congress of Contemporaneous Virtual Education, Quality and Wellbeing (VI Congreso Internacional Virtual de Educacin Contempornea, Calidad Educativa y Buen Vivir), Riobamba-Ecuador

34. Ortiz, E. (2021. December 10). *Social demographics, cultural competency, and diversity in Utah* [Seminar]. Utah Psychology Internship Consortium (UT-PIC), Logan, UT, United States.

35. Peterson, C., Hughes-Belding, K., Innocenti, M. S., Roggman, L. A., Watson, C., & Meuweissen, A. (2022, February 10-12). *Improving home visiting services: Coaching and reflective supervision in early intervention* [Poster presentation]. Conference on Research Innovation in Early Intervention (CRIEI), San Diego, CA, United States.

36. Phillips, C., Preston, J., & Olsen, S. (2021, September 21-24). Institute for Disability Research, Policy & Practice (IDRPP) ECHO Model [Conference presentation]. 2021 Division of Early Childhood Conference, New Orleans, LA, United States.

37. Podobnik, F. (2021, August 11-12). *Special education and the big picture* [Paper presentation]. Wyoming Paraeducator Conference, Cheyenne, WY, United States.

38. Raymond, D. (2022, June 8-9). *Constructed action and dialogue features in ASL* [Workshop]. Idaho Educational Interpreter Summer Symposium, Meridian, ID, United. States.

39. Remund, C., Jones-Parkin, T., & Hase, H. (2022, June 13-15). *Developing a tiered training approach by partnering with state agencies to increase the capacity and quality of employment services* [Paper presentation]. 2022 APSE National Conference, Denver, CO, United States.

40. Riesen, T., & Remund, C. (2022, October 15-16). *Understanding internships* [Paper presentation]. DCDT International Conference. Myrtle Beach, SC, United States.

41. Riesen, T., Snyder, A., & Byers, R. (2022, June 13-15). *Has customized employment met the threshold to be an evidence-based practice* [Paper presentation]. 2022 APSE National Conference, Denver, CO, United States.

42. Roggman, L., Gurko, K., Olson, T., Park, S., & Innocenti, M. S. (2022, June 27-30). Observing parenting in the first year: Validation of PICCOLO with Infants 3-9 Months [Poster presentation]. The National Research Conference on Early Childhood, Washington, DC, United States.

43. Rowland, C. (2022, February 8). *Five things you can do today to improve your digital accessibility* [Paper presentation]. Digital Learning Annual Conference (DLAC), Atlanta, GA, United States.

44. Sheen, J., Aller, T. B., Currier-Kipping, K. R., & Morgan, R. (2021, November 2-5). *Parent perspectives on preparing students with intellectual disabilities for inclusive postsecondary education* [Conference presentation]. National Council on Family Relations, Baltimore, MD, United States.

45. Smith, J. (2021, September 16). *WCAG and ADA litigation* [Paper presentation]. The Corporate Counsel Section of the Utah State Bar, Salt Lake City, UT, United States.

46. Smith, J. (2021, September 23). U*sing the WebAIM million and user surveys to inform your inclusion efforts* [Paper presentation]. Inclusive Design 24 Conference. https://inclusivedesign24.org/2021/

47. Smith, J. (2021, October 7-8). *The great accessibility overlays battle* [Panel presentation]. Digital Accessibility Legal Summit, Washington, DC, United States.

48. Smith, J. (2021, October 28). *Evaluating accessibility with screen readers* [Workshop]. Northwestern University Digital Accessibility Liaison Network, Evanston, IL, United States.

49. Smith, J. (2021, November 10). *Web accessibility in distance education* [Conference session]. WICHE Cooperative for Educational Technologies Open Forum, Boulder, CO, United States.

50. Smith, J. (2022, March 14-18). *Using the WebAIM million and user surveys data to inform your inclusion efforts* [Keynote presentation]. 37th Annual CSUN Assistive Technology Conference, Anaheim, CA, United States.

51. Smith, J. (2022, March 15-17). *Scoring the accessibility of websites* [Paper presentation]. Axe-Con Virtual Conference.

52. Smith, J. (2022, May 9-13). *Accessible typography, fonts, text, and more* [Paper presentation]. 19th Annual John Slatin AccessU Conference, Austin, TX, United States.

53. Smith, J. (2022, May 16-18). *Accessibility IMpact (AIM): A methodology and tool for testing and scoring accessibility impact* [Symposium]. Sixth annual Information Communication Technology National Symposium.

54. Smith, J., & Whiting, J. (2022, March 14-18). *Evaluating accessibility with browser developer tools and screen readers* [Pre-conference presentation]. CSUN Assistive Technology Conference, Anaheim, CA, United States.

55. Wappett, M. (2021, August 17-19). *The role of UCEDDs in mental health program development* [Conference session]. Association of University Centers on Disability Mental Health Summit. Silver Springs, MD, United States.

56. Wappet, M. (2021, October 27-28). *How stress makes you a terrible person and why you should laugh about it* [Conference session]. 34th Annual NRCP Western Regional Conference. Logan, UT, United States.

57. Wappett, M. (2021, October 27-28). *The laughter elixir: How stress makes you a terrible person and why you should laugh about it* [Conference presentation]. The National Resource Center for Paraprofessionals Western Regional Conference, Logan, UT, United States.

58. Wappett, M. (2021, November 15-17). *Increasing the accessibility and inclusiveness of peer-reviewed research: A multi-journal seminar* [Conference session]. The Association of University Centers for Disabilities Annual Conference. Washington, DC, United States.

59. Wappett, M. (2021, December 2). *Disability awareness 101: Creating inclusive workplaces* [Professional Development Seminar]. Society for Human Resource Management. Logan, UT, United States.

60. Wappett, M. (2021, December 3). *Diversity, masculinity, and mental health in academia* [Professional Development Seminar]. Invited presentation for the Comparative International Education Society (CIES) Underrepresented Racial, Ethnic, and Ability Groups Special Interest Group. Chicago, IL, United States.

61. Wappett, M. (2021, December 7-8). *The laughter elixir: How stress makes you a terrible person and why you should laugh about it* [Conference Presentation]. Invited presentation for the National Resource Center for Paraprofessionals Midwest Regional Conference, Center for Technical Assistance for Excellence in Special Education (TAESE), Utah State University, Logan, UT, United States.

62. Wappet, M. (2021, December 8-9). *How stress makes you a terrible person and why you should laugh about it* [Conference session]. 34th annual NRCP Central Regional Conference, Logan, UT, United States.

63. Wappett, M. (2021, December 12-13). *The laughter elixir: How stress makes you a terrible person and why you should laugh about it* [Conference Presentation]. Invited presentation for the National Resource Center for Paraprofessionals Eastern Regional Conference, Center for Technical Assistance for Excellence in Special Education (TAESE), Utah State University, Logan, UT, United States.

64. Wappet, M. (2022, January 12-13). *How stress makes you a terrible person and why you should laugh about it* [Conference session]. 34th annual NRCP Eastern Regional Conference. Logan, UT, United States.

65. Wappett, M. (2022, January 19). *Strategies for advocacy: Building relationships with policymakers* [Professional Development Workshop]. The 2022 Utah Disability Advocacy Day. Salt Lake City, UT, United States.

66. Wappett, M. (2022, January 27). *Practical skills for managing stress: The impact of stress on student mental health and academic performance and simple strategies to counter its effects* [Workshop]. Utah State University Wellness Week, Logan, UT, United States.

67. Wappett, M. (2022, February 15-19). *Masculinity and mental health* [Conference session]. The 2022 National ESEA Conference (National Association of ESEA State Program Administrators), New Orleans, LA, States.

68. Wappett, M. (2022, February 15-19). P*rinciples of mindful leadership for a whitewater world* [Conference presentation]. The 2022 National ESEA Conference (National Association of ESEA State Program Administrators), New Orleans, LA, United States.

69. Wappett, M. (2022, February 15-19). *Stress management basics for busy people* [Conference presentation]. The 2022 National ESEA Conference (National Association of ESEA State Program Administrators), New Orleans, LA, United States

70. Wappett, M. (2022, February 15-19). *How stress makes you a terrible person and why you should laugh about it* [Conference presentation]. The 2022 National ESEA Conference (National Association of ESEA State Program Administrators), New Orleans, LA, United States.

71. Wappet, M. (2022, March 24). *How stress makes you a terrible person and why you should laugh about it* [Professional Development Seminar]. Plainfield Connecticut School District Professional Development Training. Plainfield, CT, United States.

72. Wappett, M. (2022, April 20-22). *How stress makes you a terrible person and why you should laugh about it* [Keynote presentation]. The 2022 Comparative International Education Society Conference, Minneapolis, MN, United States.

73. Wappett, M. (2022, June 11). *Beyond inclusion: The importance of creating belonging* [Keynote presentation]. The 2022 Utah Parent Center's Family Voices Conference. Salt Lake City, UT, United States.

74. Whiting, J. (2021, November 15-19). *Decoding label and name for accessibility* [Paper presentation]. 24th Annual Accessing Higher Ground, Denver, CO, United States.

75. Whiting, J. (2021, November 15-19). *Evaluating web accessibility: How hard can it be* [Paper presentation]. The 24th Annual Accessing Higher Ground, Denver, CO, United States.

76. Whiting, J. (2022, May 10-12). A non-developer's guide to accessibility testing with Chrome Dev tools [Paper presentation]. The 19th annual John Slatin AccessU Conference, Austin, TX, United States.

77. Whiting, J. (2022, June 8). *Bits & Bytes – Designing Accessible Government*. Presentation at the Utah Digital Government Summit. Salt Lake City, UT, United States.

78. Witter-Merithew, A. (2022, June 8-9). Atypical language behaviors in deaf children [Workshop]. Idaho Educational Interpreter Summer Symposium, Meridian, ID, United. States.

A small client with Down syndrome from the Southeast Early Intervention project, celebrates sucessfully completing an obstacle course by knocking down a pyramid of red Solo cups.

Publications

Refereed Publications (Published & In Press)

1. 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://pubmed.ncbi.nlm.nih.gov/35157225/

2. 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

3. 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

4. Fifield, M. B., & Fifield, M. G. (2020). The origins of University Centers for Excellence in Developmental Disabilities: Second generation expectations and growth. *Developmental Disabilities Network Journal, 2*(1), 5-32. https://digitalcommons.usu.edu/ddnj/vol2/iss1/2/

5. Inge, K. J., Sima, A. P., Riesen, T., Wehman, P., & Brooks-Lane, N. (2022). The essential elements of customized employment: results from a national survey of employment providers. *Rehabilitation Counseling Bulletin.* https://doi.org/10.1177/00345552221088256

6. Jo, G., Habib, D., Varadaraj, V., Smith, J., Epstein, S., Zhu, J., Yenokyan, G., Ayers, K., & Swenor, B. K. (2022). COVID-19 vaccine website accessibility dashboard. *Disability and Health Journal.* https://doi.org/10.1016/j.dhjo.2022.101325

7. Juhasz, A. C., & Boyce, L. K. (in press). Exploring bidirectional language-behavior influences for Spanish-English dual language learning children in Head Start. *Journal of Emotional and Behavioral Disorders.*

8. Larson, A. L., Romano, M., Meyers, C., Eugenio, J., & Olsen, S. T. (2022). Supporting caregiver coaching in telepractice through web-based professional development. *Perspectives of the ASHA Special Interest Groups, 7*(2), 616-634. https://doi.org/10.1044/2021_PERSP-21-00089

9. Phillips, B. N., Fleming, A. R., Langone, A., Baldwin, M., Thompson, A., & Riesen, T. (2022). Transition readiness toolkit: A collaborative effort to improve the efficacy of pre-employment transition services. *Journal of Rehabilitation Counseling Research and Practice, 43*(1), 73-86.

10. Remund, C., Jones-Parkin, T., Hase, H., & Riesen, T. (2022). Preparing community rehabilitation providers to deliver a provision of employment supports: A tiered training approach. *Journal of Vocational Rehabilitation, 56*(2)*,* 193-201. https://content.iospress.com/journals/journal-of-vocational-rehabilitation/56/2

11. Riesen, T., Hall, S., Keeton B., & Snyder, A. (2021). Building consensus among experts regarding customized job development fidelity descriptors: A Delphi study. *Journal of Rehabilitation, 87*(3) 22-30.

12. Riesen, T., Hall, S., Keeton, B., & Snyder, A. (2021). Internal consistency of the customized employment discovery fidelity scale: A preliminary study. *Rehabilitation Counseling Bulletin.* https://doi.org/10.1177/00345552211043259

13. Riesen, T., Remund, C., and Snyder, A. (2022) Linking process and outcome measures to improve employment support programs for individuals with the most significant disabilities. *Frontiers in Rehabilitation Sciences, 3.* https://www.frontiersin.org/articles/10.3389/fresc.2022.873568/abstract

14. Riesen, T., Snyer, A., Beyers, R., Keeton, B., & Inge, K. (in press). An updated review of the customized employment literature. *Rehabilitation Counseling Bulletin.*

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.

16. Wappett, M. (2022). Acknowledgments. *Developmental Disabilities Network Journal, 2*(2), i-ii. https://digitalcommons.usu.edu/ddnj/vol2/iss2/1/

17. Wappett, M. (2022). *Editorial: Increasing accessibility in academic publishing and upcoming initiatives. Developmental Disabilities Network Journal, 2*(1), 1-4. https://digitalcommons.usu.edu/ddnj/vol2/iss1/1/

Chapters in Books

1. 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.

2. Riesen, T., Polychronis, S., & Ivy, S. (in press). Scaffolded instructional supports: Response and stimulus prompts. In R. Pennington & M. Jameson (Eds.). *High leverage practices for students with significant support needs*. Council for Exceptional Children.

3. Rowland, C. (in press). History of the known: Digital accessibility as an issue of social justice in U.S. Education. In R. Mancilla & B. Frey (Eds.), *A guide to digital accessibility: Policies, practices, and professional development*. Quality Matters and Stylus Publications.

Dr. Eduardo Ortiz and Dr. Spencer Bradshaw demonstrate how a "Functional Near-Infrared Spectroscopy" (fNIRS) is placed on a student's head. The fNIRS is a tool used to observe children's neural activity as they engage in real-world classroom activities. These lights indicate which portion of the brain is being used during different classroom activities.

Financial support to USU students totalled $249,065 during the past fiscal year. IDRPP staff members taught 19 courses in 5 university departments, generating 1,877 credits.

USU Courses Taught by IDRPP Staff

Departments *(HDFS, SPED, EDUC, CESP, SPER)* 5
Courses.. 19
Credits 1,877
USU STUDENTS.. **611**

DOCTORAL & MASTERS COMMITTEES **10**

GRADUATE ASSISTANTSHIPS **5**

STUDENT EMPLOYEES................................... **50**

Project Support   # of Trainees

Aggies Elevated Mentors 11
IDACEL 22
URLEND Trainees 44
Up to 3..23
TOTAL TRAINEES.......................................**100**

IDRPP Projects

Heather Hayes demonstrates for the Interdisciplinary Disability Awareness and Community-Engaged Learning class how her mobility service dog, Bentley, helps her get up when she falls.

Executive Director, Dr. Matt Wappett, demonstrates laughter yoga techniques.

Staff at the Utah Assistive Technology Program lab modify a big toy electric truck for a young client with disabilities.

Janel Preston, Lead Teacher for the IDRPP's Up-to 3 ABC Autism Program, provides training in the art of "play" for a young autistic client.

Scott Bell, Director for IDRPP's EmployAbility Clinic, enjoys a field trip to the local Fire Station with one of their clients.

Spotlight

One of the key areas of technical assistance (TA) provided by IDRPP staff is in the area of digital accessibility. Our *WebAIM* project provides web accessibility training to professionals who are not technical but need to learn the accessibility of the tools they do use. WebAIM developed an online course on Document Accessibility. This course covers how to make content accessible for office products, arguably the most common digital tools used in the U.S. today. The course covered accessibility skills needed for Word, PowerPoint, and Excel. They also covered aspects of PDF conversion using a well-structured document. While this impact story could have covered a single individual and the impact this course had on their practice, it seemed that a better story would be on the impact the course had on the department that deployed it in an enterprise manner.

The California Department of Pesticide Regulation (CDPR) resides within the California Environmental Protection Agency (CEPA). Its mission is "to protect human health and the environment by regulating pesticide sales and use, and by fostering reduced-risk pest management." Their website (www.cdpr.ca.gov) is large, and replete with documents for their constituents to use. A Google search revealed that they had over 3,000 PDFs and documents on their website. They publish and distribute these documents across an array of topics that are of interest to the citizens of California. These include the health and safely of well-water; reducing the use of pesticides in the home; and providing public service announcements like the importance of butterflies and bees, or how to use traps to catch yellow jackets and wasps rather than reaching for sprays. It is easy to see how an individual with a disability could come across some of these titles and desire to benefit from them.

For all California citizens to take advantage of these tax-payer-derived resources, staff from the CRPD needed to create them in a way that was fully accessible or individuals with disabilities could be excluded. Sadly, the content was not fully accessible. Those who would not benefit from these resources included those who were blind or had low vision, those with motor problems such that they could not use a keyboard and mouse, those with cognitive issues, and where multimedia was concerned (e.g., an embedded video or audio file), those who were deaf or hard of hearing. A problem for the CDPR in fixing this issue, however, was the sheer scale of getting hundreds of content creators in the Department aware of, and skilled to, create documents that would be accessible. Web administrators from the CDPR reached out to WebAIM.

Over the course of a few months, 394 participants took the course. Of that number, 97% passed and became certified in applied document accessibility skills. The CDPR has now included the Document Accessibility course as part of their onboarding procedures for new staff. Many old documents have now been fixed with accessibility in mind. New content is being put up that is "born accessible" through its creation. While it is still too early to see the full results of actual accessibility on the CDPR website, this conversion is underway. One thing is sure, in the absence of training at scale, it would have been impossible for CDPR to address the barriers that inaccessible digital documents posed to the disability community in such an aggressive manner. This helps CDPR reduce legal vulnerability and serve ALL California constituents, including those with disabilities. Other California entities have or are looking at ways to bring their accessible document training to scale. The Department of Toxic Substances Control recently completed 309 staff in the course.

In addition, WebAIM had 2,651 individuals take the course during the 2020-21 fiscal year. They provided 787 of those at no charge (e.g., free to anyone with a disability and no charge to IDRPP or USU staff). WebAIM and the IDRPP are proud to have this impact, both in and out of Utah.