



WYOMING  
INSTITUTE FOR  
DISABILITIES



# **WIND Advisory Committee**

## **April 25, 2017**

## **WIND Advisory Committee Function**

1. Connect WIND to key individuals in the university and in the state who can assist in carrying out WIND's education, research and service missions;
2. Help WIND expand its resource base;
3. Increase WIND's visibility within the university and within the state to assist WIND in becoming more integrated in both;
4. Advise WIND on overall annual program goals; and
5. Increase disability awareness on campus and throughout the state.



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## Meeting Details

The WIND Advisory Committee Meeting will be in-person on Tuesday, April 25, 2017 in the Boyd Conference Room, UW Gateway Center at 22nd & Grand Avenue in Laramie from 11:45 a.m. to 3:00 p.m.

**Meeting Interpreters:** Kathy Kimbell and Amber Roseborough

**Distance Connection:** We will be using the Zoom platform for those attending via distance. To set up a free Zoom account:

- Go to [www.zoom.us](http://www.zoom.us) and enter your email address in the center of the screen
- Click on "Sign Up Free"
- The application will send you an E-mail to confirm your account set up
- Enter meeting ID: 299120730

To join the WIND Consumer Advisory Council meeting from TIMES via Zoom,

OR

To join the WIND Advisory Committee Meeting (11:45 a.m. - 3:00 p.m. Mountain Time) via Zoom:

Topic: WIND Advisory Meeting- Zoom Meeting

Time: Apr 25, 2017 9:00 AM Mountain Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: <https://zoom.us/j/299120730>

Or iPhone one-tap (US Toll): +14086380968,299120730# or +16465588656,299120730#

Or Telephone:

Dial:

+1 408 638 0968 (US Toll)

+1 646 558 8656 (US Toll)

Meeting ID: 299 120 730

International numbers available:

[https://zoom.us/join?m=E9DkTupZySzTSTlly\\_v8hTCI7yPcJrhY](https://zoom.us/join?m=E9DkTupZySzTSTlly_v8hTCI7yPcJrhY)

Or an H.323/SIP room system:

H.323:

162.255.37.11 (US West)

162.255.36.11 (US East)

221.122.88.195 (China)

115.114.131.7 (India)

213.19.144.110 (EMEA)

Meeting ID: 299 120 730

SIP: 299120730@zoomcrc.com



# Meeting Agenda

**Wyoming Institute for Disabilities  
Advisory Committee Meeting  
April 25, 2017  
Boyd Conference Room, Gateway Center, University of Wyoming**

**11:45 a.m.** Lunch, Disability Studies Student Presentations

**12:45 p.m.** Technology Connections

**1:00 p.m.** Tonja Woods, Associate Dean, College of Health Sciences

Call to Order, Welcome, Introductions  
Approval of agenda  
Approval of meeting notes, December 1, 2016

Sandy Root-Elledge:  
Meeting Booklet Orientation  
Director's Report, Updates  
WIND 5-year plan review

Canyon Hardesty:  
Pre-Service, Interdisciplinary Education - URLEND

Eric Moody:  
Research and Evaluation

Canyon Hardesty:  
Community Education, Training, Services

Betsy Bress:  
Information Dissemination

Michelle Jarman:  
Pre-Service, Interdisciplinary Education - Disability Studies

**3:00 p.m.** Adjourn

Next meeting: Thursday, November 30, 3:00 p.m. - 4:30 p.m.  
WIND poster gallery and reception, 4:30 p.m. - 6:30 p.m.  
Gateway Center

# **Approval of Meeting Notes**

## **December 1, 2016**

### **Wyoming Institute for Disabilities (WIND) Advisory Committee Meeting Minutes**

December 1, 2016 • Boyd Conference Room, Gateway Center

#### WIND Advisory Committee Members Present

Dr. Joseph Steiner, Dean, UW College of Health Sciences, Committee Chair  
Julie Andrew, Advocate  
Samantha Andrew, Self-Advocate  
Dr. Sara Axelson, UW Vice President, Student Affairs  
Shannon Buller, Executive Director, Governor's Council on Developmental Disabilities  
Kayc DeMaranville, Vice President, Education, Ark Regional Services  
Tiffany Dobler, Assistant Lecturer, UW College of Education for Dr. Martin Agran  
Jeff Gardner, Executive Director, Wyoming Community Service Providers  
Caroline Harkin, Advocate  
Stephanie Hines (via video connection), Advocate  
Janet Jares, Advocate  
Bill McDonald, Advocate  
Lori Regnier, Senior Program Administrator, Protection & Advocacy  
Sandy Root-Elledge, Executive Director, Wyoming Institute for Disabilities, Ex-Officio Member  
Dr. Joe Simpson, Senior Administrator, Developmental Disabilities Section  
Calob Taylor, Regional Director, Bridges of Wyoming  
Anne Marie Williams, Director of Individual Learning, Wyoming Department of Education  
for Lisa Weigel

#### WIND Advisory Committee Members Absent

Dr. William A. Gern, Vice President, Research and Economic Development  
Jim McIntosh, Administrator, Division of Vocational Rehabilitation  
Aleyta Coffey Zimmerman, Project Coordinator, Governor's Council on Developmental Disabilities  
Richard Leslie, Executive Director, Wyoming Epilepsy Association  
Matt Overling, Advocate  
Jeanne Overling, Advocate

#### WIND Faculty and Staff Present

Kyle Barger, Senior Telecommunications Operator  
Betsy Bress, Coordinator, Information Dissemination  
Elizabeth Ferguson, WIND Graduate Assistant, Department of Psychology Doctoral Program  
Canyon Hardesty, Coordinator, Community Education  
Sandy Hubert, Coordinator, Consumer Advisory Council  
Dr. Michelle Jarman, Associate Professor, Disability Studies  
Nicole Lester, Office Associate  
Dr. Eric Moody, Coordinator, Research and Evaluation

#### Guests Present

May Lee Egnaczak, Personal Banker, First Interstate Bank  
Melissa Regnell, Advocate  
Chele Mecomber Porter, Advocate  
Kylie Porter, Self-Advocate  
Dr. Deborah Fleming, Project Coordinator, Think College Wyoming

## Meeting Notes

Dean Steiner, Chair of the WIND Advisory Committee, called the meeting to order at 1:30 pm.

### Review and Approve the Agenda

After introductions, Dean Steiner asked the committee to review the agenda. The agenda was approved without changes.

### Review of Minutes from the April 26, 2016 Meeting

Dean Steiner asked the committee to review the meeting minutes from the April 26, 2016 meeting. The minutes were approved without changes.

### Invitation to Listening Session: December 16, 2016, 8:00 – 9:00 a.m., UW Union

Dean Steiner invited committee members to attend the listening session for WIND on December 16, 2016 from 8:00 – 9:00 a.m. in the UW Union. He encouraged especially those on campus to attend and stated that it was a chance to give voice to everything they would like to see at UW in the next several years. The UW President will attend the listening sessions. Dr. Steiner reminded all in attendance that information can also be found on the UW website by searching for strategic planning. Sandy Root-Elledge added that the listening session will be a chance to express anything attendees would like to convey in terms of disabilities, disability studies, and WIND's work. Most listening sessions will be available via streaming, and Sandy said that she would send out a link so that anyone who may be interested can attend remotely.

### WIND 5-Year Plan Logistics, Overview

Sandy Root-Elledge shared that WIND's 5-Year Plan is due in February, and that guidance will be coming out toward the end of December. The plan will be based upon findings from the needs assessment. Sandy shared that she, Dr. Eric Moody and Liz Ferguson have been working since summer to compile data to help identify needs in the state of Wyoming. She expressed that they would also be looking for committee input based on the needs assessment, and she asked committee members to contribute by expressing what they'd like to see in their respective areas.

Sandy continued by sharing the plan for the day's meeting. Dr. Eric Moody and Liz Ferguson will share some information on data they have collected. Next, Canyon Hardesty, Dr. Michelle Jarman, Betsy Bress, and Dr. Moody will talk about their roles in taking steps toward achieving goals for each of their respective core functions. The committee will then break up into groups, each attending 2 sessions. The group will then reconvene and report out, sharing their discussions. WIND staff will go over the input gathered at the All WIND meeting tomorrow, December 2<sup>nd</sup>. Several WIND faculty and staff members will also attend the annual AUCD Conference in Washington, DC December 4<sup>th</sup>-7<sup>th</sup>. Information and input gained from these meetings and the AUCD Conference will be compiled and considered when creating WIND's 5-Year Plan as they look to make measurable goals and outcomes. Sandy also invited all in attendance to stay after the meeting for WIND's Gallery and Reception starting at 4:30.

### Comprehensive Needs Assessment Report Summary

Dr. Eric Moody gave a brief snapshot of the task he, Liz Ferguson, and Sandy Root-Elledge had been undertaking in the last several months. He reiterated that the point of this process over the next 5 years for the UCEDD grant is to get a sense of what the state of disabilities in Wyoming is currently and apply that understanding when writing the grant. He, Liz and Sandy are taking an

empirical approach to make sure the goals are stakeholder centered. Dr. Moody stated that he and Liz have been utilizing quite a bit of quantitative and qualitative data using information from national data sets that anyone is allowed access to, in addition to their own information gathering. Their goal is to get as broad a base of information as possible to use. The Governor's Council and conversations with members of the Consumer Advisory Council have also been informative. They looked at statistics, but also read through transcripts to get a full picture of the state of disabilities in Wyoming. This data is being compiled to produce an 80 to 90 page report. Dr. Moody stated that information gathered kept converging around the idea that people who have disabilities and their loved ones just want to have a good quality of life. They want to be able to be with friends and family, have relationships, and participate in their communities.

In their research, Dr. Moody said that eight main themes bubbled to the top:

#### Health, Wellness and Community Participation:

This addresses wellness behaviors, including alcohol, substance abuse, tobacco use, nutrition, exercise, safety in community, relationships, friendships, and community integration.

#### Healthcare:

Healthcare concerns include access to practitioners, preventative healthcare funding for services, dental health, and mental health. An additional concern with healthcare is finding practitioners with the knowledge to engage with individuals with developmental disabilities and their families; people felt they didn't always have access to the kinds of healthcare they needed and wanted.

#### Education and Early Childhood:

Concerns here centered around early intervention, diagnostics, genetics (in studying autism, there is one psychologist in the state that does that kind of work), educators with knowledge and abilities to teach individuals with developmental disabilities, and post-secondary training.

#### Transportation:

People feel like they do not have enough support in terms of public transportation, and only a few communities in Wyoming have public transit.

#### Parent, Family, Natural Supports for Services and Advocacy:

The areas of parent support, natural support and family support came up frequently. People mentioned needs for faith communities and congregations providing respite care. Issues communities experience in this area show that parents and family systems are the support network, but they need a lot of support too.

#### Identification of Resources:

Issues around navigating systems of care came up, as it can be so challenging. People need tools to navigate systems of care, and many expressed the need for a resource guide. WIND had created and maintained such a guide for a while; the costs of creating such a guide are high combined with the difficulty of keeping them up to date with all of the changes in available resources in all of the communities.

#### Employment:

There is a need for more employment opportunities for individuals with developmental disabilities; there is also a need for educating employers so that they are able to hire more individuals with developmental disabilities. Workers who have developmental disabilities also tend to be



paid a lot less than their non-disabled counterparts. Although Wyoming boasts a larger percentage of employed individuals with disabilities than the national average, there is still much work to do.

#### Legal Rights and Policymaking:

People want to know what their rights are and they want to know about which policies they can utilize and operate through to request services, including the ADA, the Individuals with Disabilities Improvement Education Act, the Olmstead Decision, and the Workforce Innovation and Opportunity Act. Legal rights came up quite a bit, as did policy making.

### **Core Function Descriptions, Key Accomplishments**

Michelle Jarman: Dr. Jarman oversees interdisciplinary pre-service education that includes Disability Studies. The Disability Studies students enrolled in the minor are now designated as University Center of Excellence in Developmental Disabilities (UCEDD) trainees because they receive over 300 hours of training. Interdisciplinary work involves at least two disciplines and direct contributions as well as perspectives from people with disabilities and their families. Students examine professional practices and scholarship, especially those that impact people with disabilities directly. Dr. Jarman stated that the field looks not so much at diagnostic practices, although some students study in those fields as well, and the minor includes many students in the fields of psychology and speech language pathology; the disability studies discipline itself draws heavily from the humanities, health science policy and law, social science and education practice. They look at how communities try to provide and impact these laws and how they are addressed in education, and they examine crucial issues for people with disabilities and their loved ones. The discipline looks across all types of disabilities, but especially intellectual and developmental disabilities. It's a cornerstone for students to work with people with disabilities through their practicum work and find out what those individuals' goals and dreams are and what they want to achieve. In terms of enhancing academic credentials, Dr. Jarman stated that she's seeing more and more that students are finding that they are uniquely qualified to understand the needs of their future clients and their families, particularly with graduate students. In her small group, Dr. Jarman said that she will be looking for feedback on how she can better prepare her students for these communities.

Canyon Hardesty added that one of the goals of URLEND (Utah Regional Leadership Education in Neurodevelopmental and Related Disabilities), also a program of interdisciplinary, pre-service education, is to have collaboration with pre-service education and developmental disabilities, working with several other states. LEND provides an opportunity to work with people with disabilities and improve their care, building the capacity to provide services through students. Students participate in an additional 400 hours of work to learn what it's like to be a family with a disability, exploring similarities and differences to families without a disability. LEND provides students with this exposure. In her small group, Canyon said that she would like to talk about how LEND can keep an interdisciplinary approach to provide clinical hours while enhancing community training and perspectives. People look to hire LEND trainees, so it's a great opportunity to get Wyoming students involved and to build relationships with care providers.

Eric Moody: Dr. Moody said that research and evaluation in a UCEDD focuses on what has been accomplished through needs assessment, to see what is working and what can be done better. Research takes place on all levels from basic science to both applied and clinical research. The goal is to ask, "What are we doing with this, and how is it impacting communities in the state of

Wyoming?" ECHO is a very successful way to reach out and disseminate, and it's important to use it well in order to demonstrate its good effects. There are plans to apply for a 3-year grant that would enable more effective research, and Dr. Moody and his team have been partnering with Martin Agran in the Wyoming Department of Education to do some interesting work on voting rights for people with disabilities. They did one survey before the election and will do several after to get a feel for what voting has been like and what challenges need to be addressed. ICAP (Inventory for Client and Agency Planning) and the Supports Intensity Scale are both measures of eligibility. They will also be partnering with other universities on some smaller projects. The idea is to be focused on applied research, but it's also very person centered and family centered.

Canyon Hardesty: Canyon discussed the Core Functions of UCEDD and asked everyone to consider what the best practices are and how WIND can improve outcomes by providing different trainings and supports. One goal is trying to infuse professional training into community outreach by providing direct training and supports to individuals to try to improve a specific outcome. A good example of this is the Sexual and Reproductive Health Project (SRH), and Canyon invited meeting attendees to come to the reception and spend some time with the SRH project coordinators. One of the community service model demo programs, Friendships and Dating, focuses on individuals with developmental disabilities, giving those individuals an opportunity to learn about healthy relationships, sex and reproductive health. Classes are held at community colleges around the state. She also pointed out Think College, one of the model services and demonstration programs that provides wraparound supports for individuals with disabilities who are experiencing college classes, specifically in community colleges.

Also discussed was the Adaptive Sports Project. WIND recently received funding for this grant to provide tiers of introductory and participatory activities. Partnering with Albany County School District One, this project will demonstrate to the community how they can engage with veterans with disabilities, and will serve as a way to provide direct services where gaps currently exist.

In the area of community education, WIND works with individuals to provide information and respond to needs. WIND works with educators from across the state who participated in a project to learn about assistive technology in schools. Another way WIND responds to needs in the community is through the Accessible Educational Materials (AEM) clearinghouse, which is partly funded through the Department of Education to ensure that students with disabilities have access to texts. There are many ways to ensure students have access to educational materials.

ECHO, a capacity building model that blends community training and professional development with problem-based approaches, provides virtual opportunities for individuals to have the conversation about what they need in their district and for their students. WIND now utilizes an interdisciplinary team and has enabled both administrators and staff to participate in ECHO sessions. ECHO also provides a wonderful opportunity for students, and Dr. Jarman's students participate in the ECHO communities as do special education students across campus.

Betsy Bress: Betsy talked about her position at WIND, organizing and implementing information dissemination to reach students, families, people with disabilities, healthcare providers, employers, elected officials and the general public. A complex combination of people need to be reached, requiring a complex means of getting information to them. This involves print publications such as brochures and newsletters, which can be mailed or emailed out, as well as the website which is constantly updated to be more informative and is also an actual tool to provide ECHO access. The idea is to reach folks locally and statewide, but also reach out nationally:

presenting at national conventions, getting papers published, and discussing what it means to be a leader in rural education and health education. Betsy told the group she would like to talk to anyone interested in how WIND is getting the word out across the state and getting things done.

### Small Group Discussions

The larger group dispersed, breaking off to have smaller group discussions that were more in-depth and related to each area. They reconvened at 3:42 p.m. to report out on what had been discussed. Each meeting participant was invited to join two groups.

### Report Out

Michelle Jarman's Groups: Dr. Jarman's groups, which included people coming from various positions in the state as well as former students, discussed content. One of the big themes discussed was law and disability, and they talked about partnering with professors in UW's Law School. Other topics included more collaborative learning opportunities, community based learning, recruitment in community colleges, building stronger links to certain disciplines (disability studies is already linked with psychology and special education), employment, figuring out how to creatively introduce complications to students, poverty (how it impacts people with disabilities and their families, how that looks in Wyoming as opposed to other places), and understanding policy from both the state and national level as well as on the ground. The groups discussed some fun ideas for students to integrate with the community and ways students can integrate increased knowledge to become better professionals.

Eric Moody's Groups: Dr. Moody said his groups had covered quite a bit. Some of the first things discussed were issues around identification and screening, trying to find people (especially young children) with disabilities early and how to make screening tools work better. The groups discussed unnecessary institutional placements for mental health and dual diagnosis. Secondary transitions in terms of education, medical care and employment were also discussed; Dr. Moody said one participant had given the idea of adapting existing programs, such as CLIMB, for populations with disabilities. The other group discussed disseminating findings, not only in academic journals, but also in business journals, on websites, and in community organizations such as churches to make the information more accessible for the general public.

Canyon Hardesty's Groups: Canyon said her groups clarified some of the nuances that are important to consider regarding transportation (not just public but also individualized) and what WIND's role might be in helping to provide that. Other topics included dual diagnosis and lack of providers. Canyon said she would like to see and work toward ways of utilizing not just separate training programs but finding meaningful ways to ensure disability studies are embedded in other programs. The groups also discussed populations WIND may not be reaching; one group discussed was para-educators, ways to include them in the conversation and provide support to them. The groups also discussed marketing, ensuring efforts are statewide and reaching all parts of the state with marketing efforts. They also discussed training school counselors and resource officers and advocating training within governments. Also discussed were alcohol and peer mediated interventions for people with disabilities. The groups also talked about the idea of inclusivity for people with disabilities across the lifespan, looking for opportunities within schools and communities, the transition age of 21, and discussions about aging including training and support with nursing homes.



Betsy Bress' Groups: Betsy's groups discussed some of the difficulties in getting information out across the state in very rural environments, particularly with ECHO in Education reaching administrators, teachers and counselors. They discussed answering the question of how to really engage people and how to harness parents in rural communities. Engaging parents was emphasized in her groups, how to encourage them to be active and engaged, finding ways of working with them and training them so that they have tools to advocate for their children. The groups discussed ways that parents can advocate for an ECHO training program when they have identified an area in their community where training is needed. An informal network might work to disseminate information over a geographically large area. The groups also discussed the idea that collaboration is critical, not just pertaining to academic goals but working with community leaders and business journals, making sure to branch out from some already established spaces.

### Adjournment

Sandy Root-Elledge asked for any final thoughts, questions or comments. She thanked all those who attended in person and via Zoom and invited all in attendance to come to the WIND Reception and Gallery following the meeting to see project posters, students, faculty and staff.

The meeting adjourned at 3:57 p.m.



*Wyoming Institute for Disabilities 2017-2022 Strategic Planning Meeting Participants: Advisory Committee, Consumer Advisory Council, Key Personnel, and Stakeholders*



# Consumer Advisory Council Update

## Introduction:

In compliance with the Developmental Disabilities Act, all University Centers for Excellence in Developmental Disabilities are mandated to have a Consumer Advisory Council. The Wyoming Institute for Disabilities Consumer Advisory Council (WIND CAC) members advise the executive director of WIND, programs and strategies to best reach and serve individuals with disabilities, families and professionals in Wyoming. The WIND CAC provides an opportunity for members to voice interests and views on issues related to disability services, training, research and information. They assist the WIND executive director with the development of the five-year plan, participate in an annual review of the plan and make recommendations regarding any proposed revisions.

## Overview of WIND CAC activities for 2016

- The members actively assisted the WIND executive director and staff with the research and development of the new WIND Five-Year Plan.
- The members reviewed the FY2016 UCEDD Continuation Application for funding with the acting executive director.
- The members weighed in and responded to draft of the Wyoming Governor's Council on Developmental Disabilities Logic Model.
- The WIND CAC membership was increased to 12 individuals, including one self-advocate.
- The members participated in reviewing applicants for the Keith A. Miller Award 2016.
- Several members participated in the Wyoming Governor's Council on Developmental Disability Mega Conference in Cheyenne in June, disseminating information about the WIND CAC and attending various presentations.
- The members continue to disseminate the WIND CAC Coloring Books.

## In 2016, WIND CAC members continued to learn about the Wyoming Institute for Disabilities:

- Felicia Arce, WIND AT Specialist, gave a presentation about Accessible Instructional Materials and her work at WIND.
- Dave Heath, Project Coordinator for Senior-Community Based Research, gave a presentation on ICAP (Inventory for Client and Agency Planning) and SIS (Supports Inventory Scale).
- Mollie Rosenbaum, Project Coordinator, gave a presentation about the Family-to-Family Health Education Center Family Mentorship Project.
- Katie Lancaster, Project Coordinator, gave a presentation about the WIND Friendship and Dating program.

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bbress@uwyo.edu



# **Wyoming Institute for Disabilities Organizational Capability March 1, 2017**

## **Background**

The Wyoming Institute for Disabilities is a University Center for Excellence in Developmental Disabilities and an academic unit in the College of Health Sciences, University of Wyoming.

Established in 1994, the Wyoming Institute for Disabilities demonstrates excellence in providing interdisciplinary, pre-service education, continuing education, community training, technical assistance and services as they related to individuals with developmental and other disabilities.

## **Contact Information**

Wyoming Institute for Disabilities

Department 4298

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Website: <http://uwyo.edu/wind>

## **Consumer Advisory Council Members**

<b>Name</b>	<b>Town</b>	<b>Representation</b>
Julie Andrew	Casper	Parent
Samantha Andrew	Casper	Self-Advocate
Caroline Harkin	Laramie	Sibling
Stephanie Hines	Riverton	Self-Advocate
Janet Jares	Cheyenne	Grandparent
Richard Leslie	Cheyenne	Self-Advocate
Bill McDonald	Sheridan	Advocate
Jeanne Overling	Cheyenne	Parent
Matthew Overling	Cheyenne	Parent/Service Provider
Lorie Regnier	Cheyenne/Lander	Protection & Advocacy System, Inc.
Calob Taylor	Cheyenne	Service Provider Agency
Aleyta Coffey Zimmerman	Cheyenne	WY Governor's Council on DD

## Organizational Capability - Current Programs/Initiatives

- Assistive Technology Assessments
- Autism
- Disability Studies Undergraduate Minor
- Epilepsy
- Friendships and Dating, Sexual and Reproductive Health Training
- iCan Connect, Wyoming Deaf-Blind Equipment Distribution
- Inventory for Client and Agency Planning (ICAP) assessments
- Supports Intensity Scale (SIS) assessments
- Think College Wyoming
- Utah Regional Leadership Education in Neurodevelopmental Disabilities
- University of Wyoming Project ECHO
  - Assistive Technology
  - Autism
  - Behavior Supports
  - Care Transitions
  - Career Development
  - Early Childhood
  - Education Leadership
  - Family Mentorship, in development
  - Genetics, in development
  - School Leadership
  - Secondary Transition
  - Student Health
  - Waiver Services
- University of Wyoming Superhub Collaborations
  - Knowledge Academies
  - Mountain Pacific Quality Assurance
  - Minnesota Department of Education
  - North Dakota UCEDD
- Wyoming Accessibility Center
- Wyoming Act Early Ambassador
- Wyoming AgrAbility
- Wyoming Assistive Technology Resources
- Wyoming Clearinghouse for Accessible Instructional Materials
- Wyoming Family to Family Health Information Center
- Wyoming Technology Access Program
- Wyoming Telehealth Network
- Wyoming Consortium of Veterans Activities
- Wyoming Vision Collaborative

## Organizational Capability - Current Partnerships

- Albany County Commissioners \*
- Association of University Centers for Disabilities \*
- Ellbogen Center for Teaching and Learning
- Health Resources and Services Administration \*
- Maternal and Child Health Bureau \*
- National Center on Birth Defects and Developmental Disabilities \*
- University of Alaska UCEDD \*\*
- University of Colorado UCEDD \*/\*\*
- University of New Mexico \*\*
- University of North Dakota UCEDD \*\*
- University of Utah \*
- University of Wyoming \*
  - College of Arts and Sciences
  - College of Education\*
  - College of Engineering \* / \*\*
  - College of Health Sciences\*
  - College of Law
  - Disability Support Services
  - University of Wyoming Foundation
  - Veterans Services Center
  - Wyoming Center on Aging
- UPLIFT Wyoming \*\*
- Wyoming Community Colleges
  - Casper College \*\*
  - Laramie County Community Colleges in Cheyenne and Laramie \*\*
  - Sheridan College \*\*
- Wyoming Department of Health
  - Chronic Disease and Maternal Child Health Epidemiology \*
  - Developmental Disabilities Unit \* / \*\*
  - Maternal and Family Health \*
  - Multicultural Health \*
  - Public Health Nursing \*\*
  - Rural and Frontier Health \*
  - Wyoming Life Resource Center
  - Wyoming Medicaid \*
- Wyoming Department of Education
  - Individual Learning \*
  - State Systems of Support \*
  - All 48 school districts
- Wyoming Department of Veterans Affairs
- Wyoming Governor's Council on Developmental Disabilities \* / \*\*
- Wyoming Independent Living, Inc. \*\*
- Wyoming Lions Clubs \*
- Wyoming Parent Information Center \*\*
- Wyoming Protection & Advocacy System, Inc.
- Wyoming Services for Independent Living \*\*

\*WIND receives funding or in-kind contributions from this organization

\*\*WIND provides funding or in-kind contributions to this organization

## Featured Faculty Member: Eric Moody



*Eric Moody*

Eric Moody, PhD, joined WIND in October 2016, as the Coordinator of Research and Evaluation. He is also an Assistant Professor of Psychiatry at the University of Colorado, Denver. He received his doctorate in Social Psychology and Developmental Cognitive Neuroscience from the University of Denver in 2007. His doctoral research focused on shared interpersonal emotions and psychophysiology. During his training, he became interested in the area of autism research and how basic psychological mechanisms are related to the autism phenotype. This interest led him to collaborate with JFK Partners, a University Center for Excellence in Developmental Disabilities Education, Research, and Service (UCEDD), and a post-doctoral fellowship in autism assessment and public health/epidemiology at the University of Colorado Denver Anschutz Medical Campus. Following this postdoc, he joined the Faculty of the Department of Psychiatry, and he expanded his research to include public health, community based participatory research and health disparities.

Dr. Moody is involved in several research projects that study autism at multiple levels. He was Co-Principal Investigator on a grant that developed and tested a parent-based mentoring program to improve well-being in families who have children newly diagnosed with autism. He is a Co-Investigator for the Study to Explore Early Development (SEED), the largest study of its kind exploring the causes of autism. He is faculty for CU's Leadership Education in Neurodevelopmental Disabilities (LEND) training program and Director of the LEND Spiritual Care Discipline. In his role as Coordinator for Research and Evaluation at the Wyoming Institute for Disabilities, Dr. Moody is leading efforts to develop a novel model of family support using the Extension for Community Health Outcomes (ECHO) model.

Dr. Moody's research interests include uncovering the basic mechanisms of social impairment in autism by using psychophysiological methods such as electromyography; exploring novel community based interventions for those with developmental disabilities, especially for underserved groups including Hispanic and rural families; and using observational methods to better understand the social factors that contribute to developmental disabilities outcomes.



## Featured WIND Project

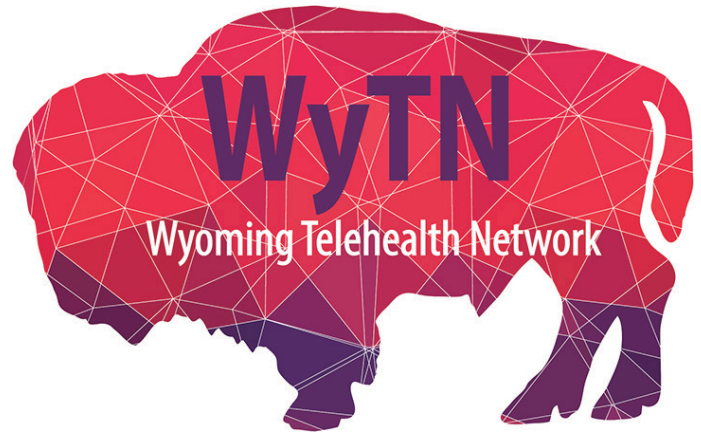
### Wyoming Telehealth Network

During July 2016, WIND had the extraordinary opportunity to partner with Wyoming Department of Health, Medicaid and Office of Rural Health to create the Wyoming Telehealth Network (WyTN). This collaboration includes telehealth partnerships with Cheyenne Regional Medical Center and Public Health Nursing, both entities changing the landscape of telehealth practice in Wyoming.

This network leverages telecommunication technology, connecting patients, providers, and specialists, in order to deliver positive healthcare outcomes for Wyoming residents.

#### Core elements of the network include:

- Delivering monthly webinars, created in collaboration with providers and communities across the state and region, to facilitate understanding and application of telehealth best practice.
- Providing no-cost videoconferencing licenses and technical assistance that support virtual consultations and education between patients, communities, and providers across Wyoming.
- Investigating and researching current, best, and promising practices for telehealth service delivery in rural communities.
- Identifying new and innovative practices in telehealth delivery that responds to the state's needs
- Challenge existing paradigms and improve outcomes for rural and underserved communities in Wyoming.



#### Since our work began in July we have been able to offer:

- 50 telehealth – videoconference licenses provided to practitioners in:
  - Primary care
  - Behavioral health
  - Counseling
  - Physical, occupational, and speech therapy
  - Public health nursing
- 30,000 minutes of direct telehealth service delivery during over 235 consultations
- 23,000 minutes of professional learning including 5 one-hour webinars that address topics such as:
  - Wyoming Supports for Delivering Telehealth Services: Infrastructure to Support the Wyoming Telehealth Network.
  - How to Code and Bill for Telehealth Services: A Conversation with Wyoming Medicaid
  - How to Code and Bill for Telehealth Services: A Panel of Third Party Insurers
  - Tele-behavioral Health in Wyoming: Lessons from the Field
  - Telehealth Opportunities in Public Health Nursing

## Featured Disability Studies Student: Anya Tracy



Anya Tracy

Anya Tracy graduated from the University of Wyoming with a bachelor's degree in speech and language hearing sciences in 2016 and is now enrolled in a master's program for speech. Anya became interested in the disability studies minor after watching a presentation by Wyoming Institute for Disabilities in one of her women's studies classes. "I loved the minor," said Anya, "because it focused a lot on the social aspects of having a disability. In training to become a licensed speech-language pathologist, a lot of our focus is on the neurological - so having a chance to study the social aspects of having a disability was really helpful."

Anya works in the speech and language clinic on campus, and she is passionate about helping her clients succeed. "Some of my clients have included children and adults with an intellectual disability, children with autism, and children and adults with social speech goals." Anya says, "I really enjoy working with young kids and

preparing them for success." Asked if she has any advice for students considering the disability studies minor, Anya says, "I'd tell them to just do it, as it really does change your perspective and addresses unknown bias. I'd recommend the disability studies minor to any number of different people. It's helped me a lot in my practice and I think it should be required for anyone pursuing a speech and language degree."

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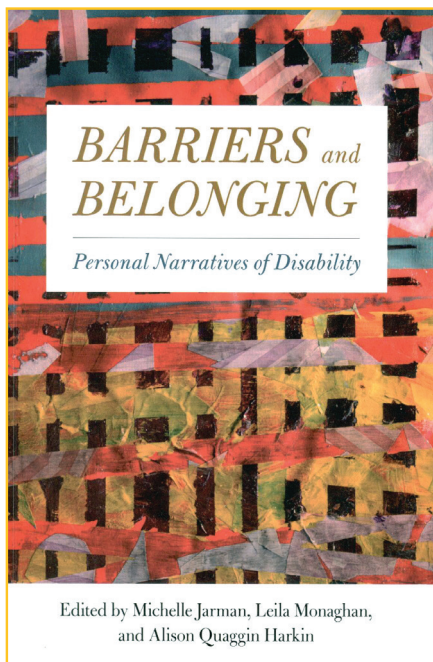
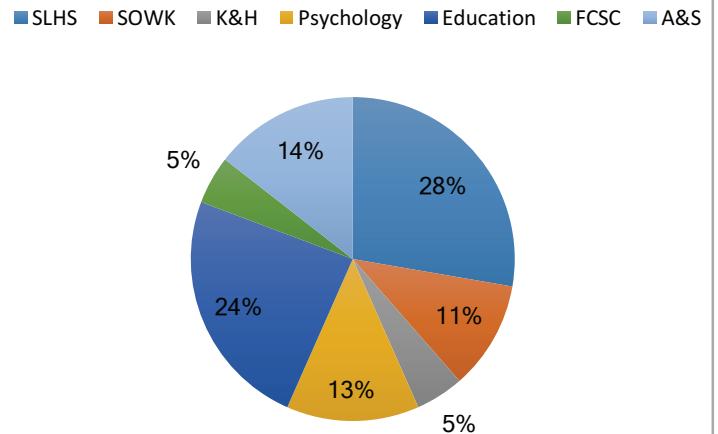


*Student presenters from the disability studies minor at the WIND Gallery and Reception, December 1, 2016.*

## Preservice Training: Minor in Disabilities Studies

The WIND Disability Studies Minor continues to maintain a strong active student base of 45-50 or more students. This year, two students graduated in December, and thirteen will graduate by May, 2017, bringing the total number of graduates to 83 since 2008. We are very proud of all our graduates. As in previous years, they demonstrate an individual and collective commitment to disability advocacy and to serving individuals with disabilities in their ongoing educational and professional endeavors.

### DS Minor Graduates 2017 (83 Graduates)



**B**arriers and Belonging: *Personal Narratives of Disability*, published in February 2017 by Temple University Press, brings national recognition to WIND's Disability Studies minor program. Edited by UW Disability Studies faculty, Michelle Jarman, Leila Monaghan, and Alison Quaggin Harkin, *Barriers and Belonging* incorporates a collection of 37 personal narratives about the nature of disability, asking larger question about disability, societal rights, and perceptions of self.

The narratives explore a wide range of themes, including what it means to be disabled and why disability studies matter; they further invite readers to engage with the writer's experience on a profoundly personal and empathetic level. Says Jarman, "These disability narratives allow readers to inhabit bodies, minds, and histories different from their own and to reorient, through author's reflections, their critical thinking about disability."

The personal essays in *Barriers and Belongings* address numerous types of disability, from deafness, blindness, autism, and psychiatric diagnoses, to physical and acquired disability; in addition, many focus on university experience and contemporary access issues. These narratives may provide unique material for UW faculty to expand their coursework to address issues of disability.



## New WIND Faculty and Staff



**Betsy Bress** is the Information Dissemination Project Coordinator for WIND. She earned a B.A. in Spanish from Scripps College in Claremont, California. Prior to joining WIND, Betsy worked as the Visual Resource Curator for the University of Wyoming Department of Art and also as the Publicist for the University of Wyoming Art Museum.

**Hannah Ginn** is a Project Coordinator for WIND and received her masters of social work from the University of Wyoming in 2016. She is a project coordinator working with several WIND projects including the Wyoming Vision Collaborative, Mission Redefined, and the Sexual and Reproductive Health project. In 2016-2017 Hannah is participating in the Utah Regional Leadership Education in Neurodevelopmental Disabilities (URLEND) program as a trainee.



**Nicole Lester** is the Office Associate for WIND, and provides support for WIND staff, events, and for our Disability Studies minor. Prior to working at WIND, she worked for the Albany County School District to support Curriculum, Instruction, and Accountability and also worked for the Psychological Services and Training Center at the University of Washington. Nicole holds a bachelor's degree in English from the University of Wyoming.

**Kyle Mattinson** is a Video Teleconference Operator for WIND and holds a bachelor's degree in Political Science from the University of Wyoming. Before joining WIND, Kyle worked as the Compressed Video Technician at Laramie County Community College.





**Sarah Zlatkovic** is the Project Coordinator Assistant for Project ECHO and the Wyoming Telehealth Network at WIND. She holds a bachelor's degree in Physics from DePauw University in Greencastle, Indiana. Sarah was a high school physics, astronomy, and robotics teacher and served as the Chair of her science department before joining WIND. She also worked as a Performance Consultant at an e-learning company where she analyzed and diagnosed employee performance gaps and designed training solutions for Fortune 500 companies.

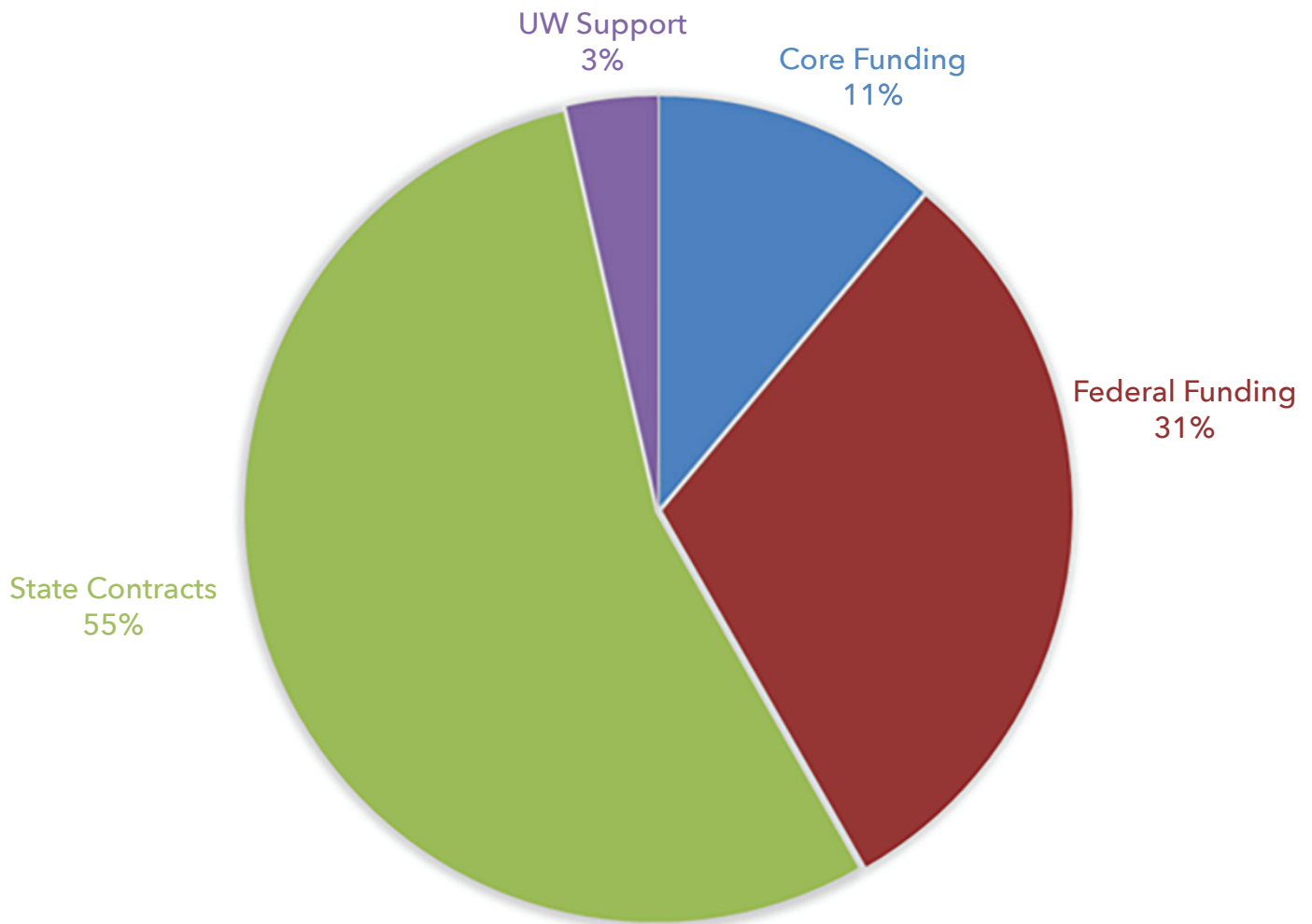


*WIND faculty and staff, December 2016*

## WIND Funding

Funding Source	Sum of Awards
Core Funding	\$547,000.00
Federal Funding	\$1,506,696.00
State Contracts	\$2,691,864.00
UW Support	\$176,364.00
<b>Grand Total</b>	<b>\$4,921,924.00</b>

### Wyoming Institute for Disabilities Funding Sources July 1, 2016 - June 30, 2017





## **Appendices**

- 2016 Keith A. Miller Award Recipient - Beth Miller Schieck
- WIND Project Directory
- UW Project ECHO timeline
- Mission Redefined Wyoming
- Five-Year 2017 - 2022 Work Plan

## Keith A. Miller Award - 2016



*After missing the Keith A. Miller award ceremony due to hospitalization, Sandy Root-Elledge, WIND Executive Director presented the 2016 award to Beth Miller Schieck at her Pointe Frontier residence in Cheyenne.*

Beth Miller Schieck and her late husband Jim were both born and raised in Colorado. They moved to Cheyenne in 1946 and made Wyoming their permanent home; Jim worked for the City of Cheyenne and Beth taught home economics. In 1948, Beth and Jim became the proud parents of Tommy Schieck. Tommy was diagnosed with cerebral palsy at a time when the diagnosis, and what little was known about it, was still new. Beth and Jim were determined to make the most of life for their son. Once told that their son most likely wouldn't survive past puberty, Tommy lived until he was 56, working successfully in Cheyenne in various jobs, where he was proud to earn his own money and contribute to the community. Beth and Jim founded the ARC of Laramie County and respite care

of Laramie County. Dedicated to providing an environment where individuals of all abilities could thrive, Beth and Jim are widely recognized for the efforts that have resulted in the services we see today in Cheyenne. Inspired by her son, and wanting to encourage the next generation of professionals who will work with and advocate for those with disabilities, Beth has designated a portion of her estate to support scholarships for full-time UW students studying Disability Studies.

*The Wyoming Institute of Disabilities has dedicated our annual award to the founder of this center, Dr. Keith A. Miller. Professor Miller received his Ph.D. from Bowling Green State University and worked for many years at the University of Wyoming in Social Work before he began laying the groundwork for a University Center of Excellence in Developmental Disabilities (UCEDD) in 1986. After several years of planning, the Wyoming Institute for Disabilities was officially launched in November 1994, and Dr. Miller served as the director until his retirement in 2007.*

*Keith A. Miller built his career upon the philosophy that everyone should help communities become more welcoming and supportive of people with disabilities. In his words, "We are an interdependent community; we all rely on others. We all have abilities; we all have disabilities, it's a natural part of life."*

*It is Dr. Miller's spirit of dedication and desire for excellence in being "a force fighting for people with disabilities" that has inspired the Keith A. Miller Award.*

# **WIND Project Directory**

## **Consumer Advisory Council**

Sandy Hubert

The WIND CAC consults with the WIND Executive Director regarding the development of the UCEDD's five year plan, reviews and comments annually on WIND's progress in meeting the projected goals contained in the five year plan, and makes recommendations to the WIND Executive Director regarding and proposed revisions to the five year plan.

## **Disability Studies: Undergraduate Minor**

Michelle Jarman, Alison Harkin

Disability studies is a diverse interdisciplinary field that investigates broad questions about the nature, meanings, and consequences of disability from interrelated social, historical, cultural, and political perspectives. The undergraduate minor in Disability Studies examines disability issues from multiple lenses.

## **Inventory of Client and Agency Planning (ICAP)**

Dave Heath, Christian Carter, Molli Rosenbaum

The ICAP is a standardized measure that yields an estimate of a person's adaptive functioning, the extent of behavior problems that may limit his or her inclusion in various settings, as well as a systematic review of all available evaluation data. ICAP scores are used by the Wyoming Department of Health, Developmental Disabilities Division as part of the basis for determining eligibility for funding within the Developmental Disabilities service system. The Developmental Disabilities Division contracts with WIND to conduct ICAP interviews throughout the state and is responsible for conducting initial, emergency, and continuing eligibility interviews. More than 600 interviews are conducted each year.

## **Mission Redefined Wyoming**

Canyon Hardesty, Hannah Ginn, Corey Jenkins

The goal of Mission Redefined Wyoming project is to diversify and enhance state and community collaborations in order to increase access to Adaptive Sports Programming (ASP) for all disabled veterans and disabled members of the Armed Forces in Wyoming and beyond.

## **Sexual and Reproductive Health Training for Individuals with Disabilities**

Canyon Hardesty, Katie Lancaster

WIND's Sexual and Reproductive Health Training for Individuals with Disabilities offers sexual and reproductive health training to adolescents with disabilities. The training is available in four Wyoming counties: Natrona, Laramie, Albany, and Fremont. The curriculum, tailored from the existing Friendship and Dating curriculum from the University of Alaska, Center for Human Development (UCEDD) is designed to decrease rates of pregnancy, sexually transmitted infections (STI), and interpersonal relationship violence and measure changes in relationships and social networks. WIND also trains, researches, and evaluates on the delivery of the curriculum building toward an evidence-based practice.

## **University of Wyoming ECHO**

Sandy Root-Elledge, Canyon Hardesty, Wendy Warren, Corey Jenkins

UW ECHO networks are hub-and-spoke knowledge-sharing communities led by experienced teams using multi-point videoconferencing to conduct virtual sessions with stakeholders across the state. These virtual learning communities provide educators, service providers, case managers, administrators, families, and others access to expert advice from professionals throughout the state and country, building capacity in home communities to implement best practices and improve outcomes.

## **URLEND-WIND Collaboration**

Canyon Hardesty

WIND is a partner in a regional LEND program conducted jointly by the University of Utah School of Medicine - Department of Pediatrics and the Utah State University - Center for Persons with Disabilities. LEND programs provide long-term, graduate level interdisciplinary leadership training as well as interdisciplinary services and care. URLEND (Utah Regional Leadership Education in Neurodevelopmental Disabilities) uses teleconferencing technology to conduct its weekly training sessions. The other regional participants in the URLEND program are the Idaho, Montana and North Dakota UCEDDs. In addition to basic leadership and clinical training, URLEND provides specialized training in Autism and Infant/Pediatric Audiology.

## **Wyoming Accessibility Center (WAC)**

Canyon Hardesty, Ryan Rausch

The Wyoming Accessibility Center (WAC) provides fee-for-services training, technical assistance, services and assessments to improve the access of individuals with disabilities to education, training and employment. Services include assistive technology assessments, conversion of conference materials to Braille formats, conversions of books and materials to audio and tactile graphics, close captioning, and Website and course accessibility review.

## **Wyoming Accessible Education Materials (AEM) Clearinghouse**

Canyon Hardesty, Felicia Arce

The Wyoming AEM Clearinghouse works with school districts in Wyoming to provide accessible education materials to students with print disabilities. We are a designated state authorized user for a federally funded, national repository of accessible instructional materials. The Wyoming AEM Clearinghouse can access the repository and provide the source files to districts. The Clearinghouse can help identify resources to convert the source files into individualized formats, appropriate for student access.

## **Wyoming Act Early**

Sandy Root-Elledge, Canyon Hardesty

Wyoming Act Early will educate parents, health care professionals, and child care providers about developmental milestones and the early identification of autism spectrum disorders and other developmental disabilities. Through enhanced awareness the existing state system could provide more timely assessments, diagnosis, and referral for early intervention.

## **Wyoming AgrAbility**

Sandy Root-Elledge, Wendy Warren

Wyoming AgrAbility is an affiliate of the National AgrAbility Project through the United States Department of Agriculture that provides outreach, disability information, coordination of services and on-site assessments. The program is focused on promoting independence for members of the agricultural community who have disabilities resulting from injury, illness, aging, or other causes.

## **Wyoming Assistive Technology Resources (WATR)**

Sandy Root-Elledge, Canyon Hardesty, Ryan Rausch, Gisele Knopf, Felicia Arce, Gayl Bowser

Wyoming Assistive Technology Resources (WATR) is Wyoming's Assistive Technology Act program, established through the AT Act of 1998, as amended in 2004, to increase awareness and access to assistive technology. WATR provides assistive technology training and technical assistance, public awareness, device loans and device demonstrations.

## **Wyoming Family to Family Health Information Center (WY F2F HIC)**

Sandy Root-Elledge, Canyon Hardesty, Eric Moody, Reshmi Singh

WY F2F HIC is a statewide, family-led initiative that provides health information, training and support to families of children and youth with special health care needs through a family-faculty partnership. WIND collaborates with UPLIFT-Wyoming Federation of families and faculty members at the University of Wyoming and Wyoming Maternal Child Health.

## **Wyoming iCanConnect**

Ryan Rausch

iCanConnect is the National Deaf-Blind Equipment Distribution Program (NDBEDP) for reimbursements for equipment, assessments, consumer training, and expenses. iCanConnect Wyoming offers information, assessments, and equipment to over 200 adults and children who have been identified as having deaf-blindness in the state.

## **Wyoming Information Link for Developmental Disabilities**

Sandy Root-Elledge

The Governor's Planning Council on Developmental Disabilities, Protection & Advocacy System, Inc., and the Wyoming Institute for Disabilities (WIND) are sister organizations authorized under the Developmental Disabilities Assistance and Bill of Rights Act. The Administration on Developmental Disabilities/Administration on Children and Families provides funding to each of these organizations. In Wyoming, the three groups work together to provide a comprehensive array of supports to people with developmental disabilities, family members, providers and state agencies. Each agency brings a unique perspective on services and supports for people with disabilities and is required under federal law to address specific areas of concern. WILDD is an entity that fosters communication and information exchange among the three organizations.



## **Wyoming Technology Access Program**

Sandy Root-Elledge

WYTAP is a partnership among Wyoming Assistive Technology Resources (WATR), Wyoming Independent Living, Inc. (WIL), and First Interstate Bank of Laramie to provide a financial loan program for individuals to purchase assistive technology devices and services. WYTAP buys down the interest rate to lower than the current prime rate. Individuals who may not otherwise qualify for a loan are often eligible to participate in WYTAP. Loans can range from \$500 to \$25,000 with extended payback periods of up to 70 months.

## **Wyoming Telehealth Network**

Canyon Hardesty, Corey Jenkins, Sarah Zlatkovic

The Wyoming Telehealth Network (WyTN) is a collaboration between the Wyoming Department of Health, Office of Rural Health and the Institute of Population Health at Cheyenne Regional Medical Center. This network brings together agencies and providers across Wyoming to learn about best practices and increase access to telehealth services for patients, providers and specialists to deliver positive healthcare outcomes for Wyoming residents.

## **Wyoming Vision Collaborative**

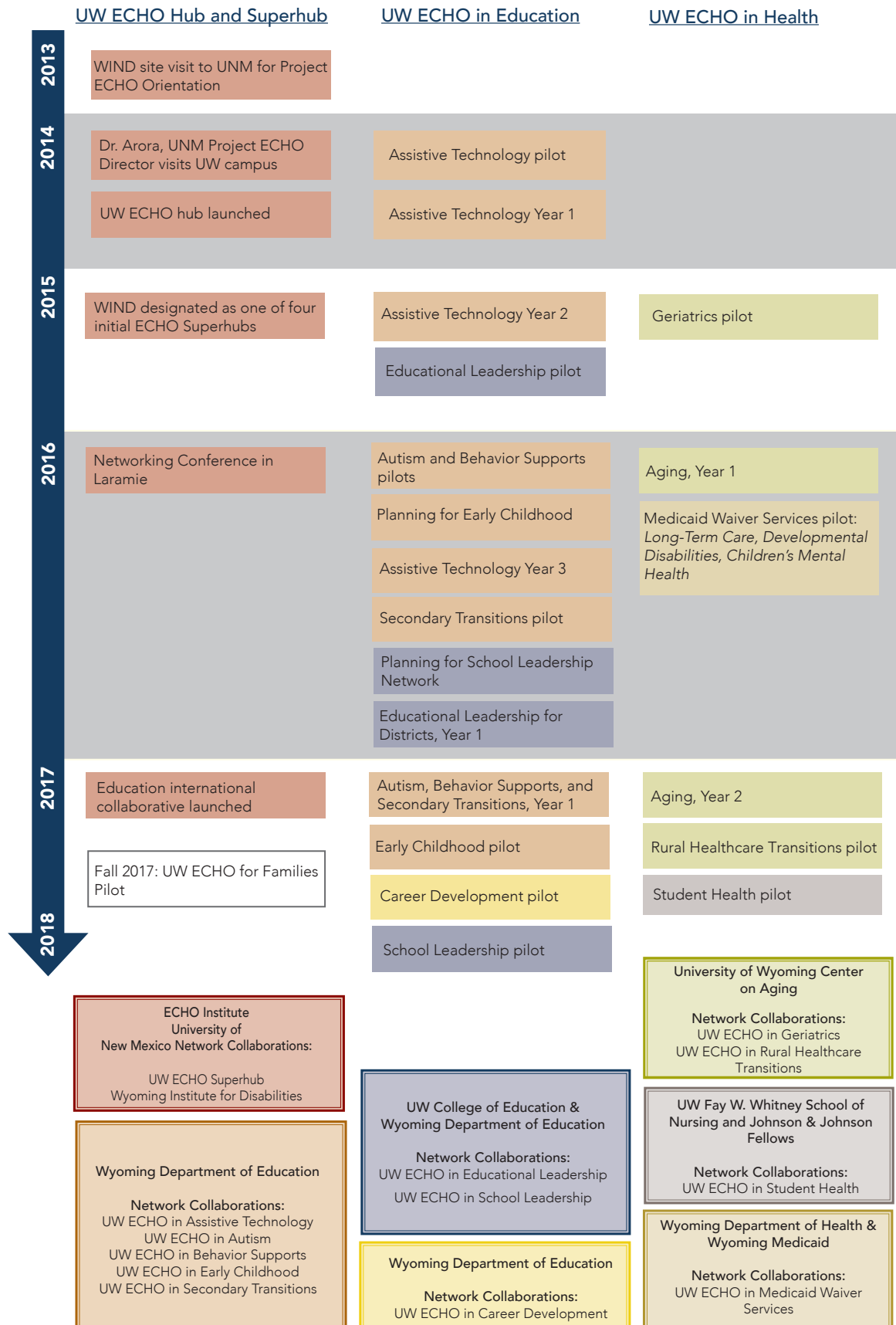
Canyon Hardesty, Hannah Ginn

The Wyoming Vision Collaborative unites key Wyoming stakeholders and professionals in an ongoing process to establish a coordinated system of education, training, referral, and family support around childhood vision health.

The mission of the Wyoming Vision Collaborative is to establish and ensure cohesive, statewide systems of care for childhood vision services include nine essential elements for statewide vision systems:

- Uniform planning
- Surveillance
- Coordination and collaboration
- Screening infrastructure
- Training for professionals
- Technical advisory processes
- Laws and regulations
- Public and professional education & awareness
- Sustained funding

*The purpose of the UW ECHO networks is to build professional capacity to improve health care for Wyoming residents and education for Wyoming students.*



## **Mission Redefined Wyoming: Wyoming Consortium for Veterans Activities**

**M**ission Redefined Wyoming (MRWy) is a community collaborative of stakeholders across Wyoming dedicated to increasing the opportunities and access for disabled veterans and disabled members of the Armed Forces to participate in adaptive sports programming in Wyoming. Funded by a grant from the Veterans Administration (VA), in its first six months the project has served over 85 veterans with disabilities in 80 unique activities across Albany, Teton, and Natrona counties. MRWy continues to seek partnerships and collaborations with programs serving veterans, including local gyms and adaptive sports entities, to increase disabled veteran and military member involvement in the unique opportunities Wyoming has to offer.



### **Programmatic Partners:**

#### **Wyoming Institute for Disabilities (WIND)**

WIND provides the sustainable infrastructure, including expertise in outreach and marketing, to support the work of the collaborating partners.

#### **Casper Mountain Biathlon (CMBC) - Paralympic Sport Club**

Casper Mountain Biathlon supports camps, clinics, training and competitions for Veterans and Disabled Veterans of the Armed Forces throughout the region.

#### **Veterans Service Center (VSC) - University of Wyoming**

Since 2010 the UW-VSC has provided a space for veterans to meet, connect with one another, and create the feeling of community. This collaboration provides funding to the UW Veterans Services Center to recruit veterans not affiliated with UW.

#### **Albany County School District #1 (ACSD #1)**

Collaboration Health and Physical Education teachers/coaches employed by the ACSD #1 will host weekly participatory events in swimming and strength training for veterans and their families.

#### **Teton Adaptive Sports (TAS)**

TAS was formed in the spring of 2005 in Teton County and is the first non-profit in Wyoming to be associated as a chapter with Disabled Sports/USA. Their mission is to promote and support sports and recreation opportunities for people with disabilities living in and visiting the Greater Teton Area.

#### **Crossfit Strength Training**

The collaboration has supported veterans introduction to and involvement in strength training and fitness programs.

# **Wyoming Institute for Disabilities**

## **Five Year, 2017-2022 Work Plan**

### **Abstract**

The Wyoming Institute for Disabilities and key stakeholders will implement a five year (2017-2022) plan to support full community inclusion, community membership, independence, productivity and social participation for individuals with developmental disabilities. Developed with the Consumer Advisory Council, our plan is based upon findings from a comprehensive needs assessment and guided by the values of accessibility, inclusivity, diversity, cultural competency, choice and self-determination. We will conduct activities to improve individuals' opportunities for health and wellness, education, early intervention, employment and assistive technology. Our objectives include: 1) educating graduate students and practicing professionals to serve and support families of children with special health care needs through the Utah Regional Leadership Education in Neurodevelopmental Disabilities program; 2) providing interdisciplinary pre-service preparation in disability, diversity, and inclusive practice through our Disability Studies program; 3) conducting basic and applied research, evaluation and public policy analysis in areas that affect or could affect individuals with developmental disabilities and their families; 4) increasing the capacity of professionals to implement best practices in their fields; 5) providing services that demonstrate evidence-based and best practices; and 6) disseminating findings and information to individuals, families and professionals throughout Wyoming. Our anticipated outcomes include increases in: 1, 2 & 4) trainees' knowledge, attitude and skills related to developmental disabilities; 3) evidence to inform policies and practices; 5) capacity for professionals to use evidence-based practices; and 6) resources, especially related to health and wellness. Our products will consist of scholarly publications, annual reports, a website, newsletters, social media, and other materials produced using positive approaches, universal design and accessibility principles.

**Wyoming Institute for Disabilities  
Five Year, 2017-2022 Work Plan**

*The Wyoming Institute for Disabilities envisions a Wyoming where all people can participate in everyday community life as they choose.*

The mission of the Wyoming Institute for Disabilities (WIND) is to assist individuals with developmental and other disabilities and their families by promoting and supporting full community inclusion, community membership, independence, productivity and social participation.

*Over the next five years (2017-2022), WIND will improve outcomes for individuals in the areas of health and wellness, education, early intervention, employment and assistive technology.*

**Goal 1: WIND will train graduate students from health, education, and related disciplines through an interdisciplinary family curriculum in leadership skills necessary to impact systems that serve and support families with children with special health care needs, including autism and all developmental disabilities (URLEND).**

Objective	Activities	Person/Project Responsible/ Collaborating Partners	Area of Emphasis	Timeline					Outputs	Outcomes Measures
				2017	2018	2019	2020	2021		
1.1: Annually throughout reporting period the URLEND program will have at least 3 trainees representing CHS and COE graduate programs	1.1.1: Recruit trainees from culturally and linguistically diverse (CLD) backgrounds	Coordinator, Community Education Director of Disabilities Studies	Health; Education; Early Intervention	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	3 trainees representing 3 separate disciplines per year-15 trainees; demographics of trainees	% of students from CDL and under-represented groups (including those with DD and family members)
	1.1.2: Increase trainee participation in URLEND - Long-term (LTT) - Medium (MTT) - Short (STT)	Coordinator, Community Education	Health; Education; Early Intervention	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	15 LTT from 6 different disciplines (5/yr.); 25 MTT (4/yr.); 20 STT (1/yr.), 5 total Disability Studies students as LEND trainees	% of trainees who report increases in knowledge, attitude, skills
	1.1.3: Present final research project at state and national research project	Coordinator, Community Education Coordinator, Research and Evaluation	Health; Education; Early Intervention	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	3 project presentations /yr., 15 total; 1 conference / yr; # at each presentation	% of trainees that report an increase in knowledge, attitude and skills; Increased research contribution



**Goal 2: Pre-Service, Interdisciplinary Education:** WIND will provide interdisciplinary preparation in disability, diversity, and inclusive practice for undergraduate and graduate students in order to increase the number of people, including those from culturally and linguistically diverse backgrounds, working and advocating with people with intellectual and developmental disabilities (IDD) and their families.

Objective	Activities	Person/Project Responsible/ <i>Collaborating Partners</i>	Area of Emphasis	Timeline					Outputs	Outcomes Measures
				2017	2018	2019	2020	2021		
2.1: Provide coursework and practicum experiences for long-term UCEDD trainees, undergraduate and graduate students in disability studies, to promote social, cultural, and diversity understanding of people with IDD	2.1.1: Maintain and support a strong undergraduate minor in disability studies, with at least 40-50 active students and 10 or more graduates annually	Director, Disability Studies Coordinator, Research and Evaluation UW ECHO Project Coordinators	Education; Health	X Q1 Q2 Q3 Q4	X	X	X	X	Core set of 4-6 courses offered annually, 20 courses offered throughout duration of grant (10 majors represented); 8-10 students/yr resulting in 40 graduates from minor, 50 UW ECHO sessions attended by DS students	% reporting increased knowledge, attitude, skills; % reporting satisfaction with experience; % from CDL and/or underrepresented groups (including individuals with DD and family members)
	2.1.2: Increase the number of practicum sites within health care service delivery that have patients with IDD	Director, Disability Studies <i>DS Program</i> <i>CHS Programs</i> <i>IPE Committee</i>	Education; Health	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	3 sites available to 3 students throughout the duration of the grant	% reporting increased knowledge, attitude, skills; % reporting satisfaction with educational experience.
2.2: Developing a framework to deliver a graduate minor.	2.2.1: Identify partnerships with UW faculty and secure UW Administrative support to develop a graduate minor in Disability Studies.	Executive Director, Disability Studies <i>DS Faculty from UCEDD Partners</i> <i>UW Colleges of Health Sciences, A&amp;S, Education College of Law</i>	Education; Health	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	4 faculty partnerships; Establish a DS Studies Graduate Program working group	Approval to develop and deliver graduate minor in DS at UW.

Objective	Activities	Person/Project Responsible/ <i>Collaborating Partners</i>	Area of Emphasis	Timeline					Outputs	Outcomes Measures
				2017	2018	2019	2020	2021		
	2.2.2: Deliver at least 1 graduate course at UW in Disability Studies	Director, Disability Studies <i>DS Faculty from UCEDD Partners Colleges of Health Sciences, Arts &amp; Sciences, Education</i>	Education; Health				X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Develop and offer 1 graduate level course by 2021 and deliver course to 4 students by the end of grant period.	% of students that report an increase in knowledge, attitude and skills; % of students who report satisfaction with educational experience.
2.3: Increase capacity in Universal Design for Learning (UDL) among faculty, staff, instructors, and disability support providers at UW	2.3.1: Develop partnerships and working group to guide training needs throughout the University	Director, Disability Studies WIND Projects (ECHO, WATR) <i>DS Program UW University Disability Support Services (UDSS) UW Ellbogen Center for Teaching and Learning (ECTL) UW Outreach School</i>	Education			X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Provide 2 trainings to at least 15 faculty at UW at the end of grant period.	% of faculty that report an increase in knowledge, attitude and skills; % of faculty who report satisfaction with educational experience.

**Goal 3: Research and Evaluation:** WIND will conduct basic and applied research, evaluation and/or public policy analysis in areas that affect or could affect, either positively or negatively, individuals with DD and their families.

Objective	Activities	Person/Project Responsible/ <i>Collaborating Partners</i>	Area of Emphasis	Timeline					Outputs	Outcomes Measures
				2017	2018	2019	2020	2021		
3.1: Conduct applied research on strategies, tools and methods to improving outcomes in rural/frontier communities, with a focus on improving access to services, natural supports, and family systems	3.1.1: Develop products that provide support and collected pilot data in preparation for grant applications	Coordinator, Research and Evaluation; WIND Project Coordinators <i>WY Depts. of Health &amp; Education Coleman Institute JFK Partners UW and U of CO faculty</i>	Health; Education; Early Intervention; Employment; Quality Assurance; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	2 grant proposals submitted per year, 10 total; 4 manuscripts generated, 20 total;	Number of citations (Web of Science) in literature, views on Researchgate / WIND website.
3.2: Evaluate existing WIND programs (service and educational).	3.2.1: Develop and analyze common set of evaluation measures for use across all programs	Coordinator, Research and Evaluation Executive Director Coordinator, Community Education Director, Disability Studies Project Coordinators WIND CAC <i>WY Depts. of Health and Education</i>	Health; Education; Early Intervention; Employment; Quality Assurance; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Systematic framework to evaluate the impact of all programs; Conduct annual evaluation of each WIND project (#), Annual report submitted to the Executive Director and the WIND Community Advisory Committee (CAC)	Annual feedback from the CAC and other key stakeholder regarding the adequacy of WIND program and achievement/alignment to current goals.
3.3: Evaluate impact of ECHO programs on individuals as well as larger systems (classrooms, educational systems, policy, etc.)	3.3.1: Contribute to Project ECHO outcomes locally and through the ECHO Institute at UNM	Executive Director Coordinator, Research and Evaluation Coordinator of Community Education <i>University of New Mexico</i>	Health; Education; Early Intervention; Employment; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	A framework to study ECHO at multiple levels including ROI and other objectives of the ECHO Act.	% reporting increased knowledge, attitude and skills and satisfaction with experience (Increased capacity to implement best practices in classrooms, educational systems, policy, etc.)

Objective	Activities	Person/Project Responsible/ Collaborating Partners	Area of Emphasis	Timeline					Outputs	Outcomes Measures
				2017	2018	2019	2020	2021		
3.4: Analyze current national/state, local and proposed disability policies as they apply to Wyoming.	3.4.1: Research impact of current and proposed state systems/policies on access to services.	Coordinator, Research and Evaluation; <i>WY Governor's Council</i> ; <i>WIND rep to Governor's Council</i> ; <i>State/national legislators</i> ; <i>WY Children's Law Center</i> ; <i>Governor's Council on DD</i> ; <i>Protection &amp; Advocacy, Inc.</i>	Health; Education; Early Intervention; Employment; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Reports on impact of current and proposed service delivery systems. Annually throughout the duration of the grant, research staff will conduct at least one analysis of national/state, local and proposed policy.	% of findings that inform state and local agencies policy and practice.
	3.4.2: Establish and diversify funding to a disability policy initiative to inform teaching, advocacy and practice.	Executive Director; Coordinator, Research and Evaluation; Coordinator of WIND Policy Center; <i>WY Children's Law Center</i> ; <i>UW College of Law</i> .	Health; Education; Early Intervention; Employment; Assistive Technology	X Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4			Develop an infrastructure to support the disability policy initiation and work to secure funding. During the first 3 years and as needed throughout the project period, contact at least 4 funders per year.	Infrastructure and funding to operate initiative.

**Goal 4: Community Training, including technical assistance and/or demonstration and model activities: Increase the capacity of professionals to implement best practices in health and wellness, education, early intervention, assistive technology, and employment.**

Objective	Activities	Person/Project Responsible/ Collaborating Partners	Area of Emphasis	Timeline					Outputs	Outcomes Measures
				2017	2018	2019	2020	2021		
4.1: Provide interprofessional training, support and technical assistance for professionals	4.1.1: Collaborate with state/local agencies, community organizations to deliver trainings	Coordinator of Community Education; WIND Project Coordinators; <i>Local education agencies; WY Departments of Education, Health and Workforce Services; Medicaid Waiver providers; Aging and Disability Resource Centers (ADRC)</i>	Health; Education; Early Intervention; Employment; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Develop and deliver at 4-6 trainings per year in each areas of emphasis, total 125 trainings; this includes asynchronous courses delivered via the University Learning Management System (LMS).	% of participants reporting increased knowledge, attitude and skills & satisfaction with experience (Increase in capacity of professionals to implement best practices in classrooms, educational systems, policy, etc.)
	4.1.2: Recruit CHS and COE undergraduate and graduate students to participate in interprofessional training opportunities	Coordinator of Community Education; Director, Disability Studies; <i>CHS Interprofessional Committee; UW Faculty</i>	Health; Education; Early Intervention; Employment; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Recruit at least 4 students per year in a least 3 areas of emphasis for a total of 60 student during the grant period.	% of students who report an increase in knowledge, attitude and skills & satisfaction with experience
4.2 Increase natural supports for individuals and families in Wyoming	4.2.1 Develop and demonstrate model services related to natural support practices	Coordinator, Research and Education; Coordinator, Community Education.	Health; Education	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4				Develop (years 1,2) the infrastructure for providing training related to natural supports.	Infrastructure to operative natural support initiative.



Objective	Activities	Person/Project Responsible/ <i>Collaborating Partners</i>	Area of Emphasis	Timeline					Outputs	Outcomes Measures
				2017	2018	2019	2020	2021		
	4.2.2 Provide training and technical assistance to individuals, families and communities	Coordinator of Community Education; Coordinator of Research and Evaluation; <i>State Agencies; Community-based Organizations; Faith communities; Collaborative for Faith and Disability.</i>	Health; Education; Early Intervention; Employment; Assistive Technology	X  Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Deliver 2 trainings or technical assistance activities to develop community natural supports annually, total 10.	% of recipients who report satisfaction with training/technical assistance provided (resources, services, networking of public and private entities, awareness of evidence-based practices, capacity to assess current practices in relation to evidence-based approaches, policy changes)
4.3 Increase the capacity of families to advocate and inform policy as it relates to children and youth with special health care needs.	4.3.1: Advocate and inform students, individuals, families, professionals and agency policy	Coordinator, Research and Evaluation; Director, Disability Studies; <i>Governor's Council on DD; Protection &amp; Advocacy, Inc.</i>	Health; Education; Early Intervention; Employment; Quality Assurance; Assistive Technology		X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Provide an annual training (years 2-5) to families on advocacy as it relates to the policy analysis each year, starting in 2018.	% reporting increased knowledge, attitude and skills related to advocacy & satisfaction with experience
4.4: Providing inter-professional training utilizing the UW ECHO model for capacity building	4.4.1: Provide technical assistance on ECHO model through UW ECHO superhub	Executive Director, Coordinator, Community Education; WIND Project Coordinators	Health; Education; Early Intervention; Employment; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Provide annual training to 1,000 participants utilizing the ECHO model, total 5,000.	% of participants reporting increased knowledge, attitude and skills & satisfaction with experience (Increase in capacity of professionals to implement best practices in classrooms, educational systems, policy, etc.)

Objective	Activities	Person/Project Responsible/ <i>Collaborating Partners</i>	Area of Emphasis	Timeline					Outputs	Outcomes Measures
				2017	2018	2019	2020	2021		
	4.4.2 Facilitate UW ECHO networks	Coordinator, Community Education; Coordinator, Information Dissemination; Project Coordinator	Health; Education; Early Intervention; Employment; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Facilitate 10 networks annually.	% of participants reporting increased knowledge, attitude, skills & satisfaction with experience (Increase in capacity of professionals to implement best practices in classrooms, educational systems, policy, etc.)
	4.4.3: Exploration of new ECHO hubs in response to critical needs.	Executive Director, Coordinator, Community Education; WIND Project Coordinator	Health; Education; Early Intervention; Employment; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Explore, and develop as appropriate, new hubs that are responsive to rising state needs as needed throughout grant period.	% reporting increased knowledge, attitude, skills & satisfaction with experience (Increased capacity to implement best practices in classrooms, educational systems, policy, etc.), # of hubs developed

**Goal 5: Community Services: Provide services that implement best practices in health and wellness, education, early intervention, assistive technology, and employment in order to increase the life course opportunities for individuals with disabilities and their families.**

Objective	Activities	Person/Project Responsible/ <i>Collaborating Partners</i>	Area of Emphasis	Timeline					Outputs	Outcomes Measures
				2017	2018	2019	2020	2021		
5.1: Provide technical assistance in order to improve access and participation for individuals with disabilities and their families	5.1.1: Provide services and supports	Wyoming Assistive Technology Resource; Wyoming Accessibility Center (WAC); ICAP/SIS; Governor's Council on DD; UW ECHO Networks; Protection & Advocacy, Inc.	Health; Education; Early Intervention; Employment; Quality Assurance; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	WIND will provide technical assistance to 200 individuals, families, agencies and organizations annually, total 1,000.	% of individuals, families, agencies & organizations reporting satisfaction with training / TA (resources, services, networking of public and private entities, evidence-based practices, capacity to assess current practices in relation to evidence-based approaches, policy changes)
	5.1.2: Respond to requests for technical assistance from national, state and local agencies	Executive Director; Community Training; Coordinator, Research and Evaluation; WIND Project coordinators; UCEDD Network; State Agencies; -WDE -WDH -Workforce Services -Vocational Rehabilitation; Governor's Council on DD; Protection & Advocacy, Inc.	Health; Education; Early Intervention; Employment; Quality Assurance; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	During this 5 year period, WIND will respond to technical assistance from national, state and local agencies.	% of individuals, families, agencies and organizations reporting satisfaction with training / TA (resources, services, networking of public and private entities, evidence-based practices, capacity to assess current practices in relation to evidence-based approaches, policy changes)

Objective	Activities	Person/Project Responsible/ <i>Collaborating Partners</i>	Area of Emphasis	Timeline					Outputs	Outcomes Measures
				2017	2018	2019	2020	2021		
	5.1.3: Enhance the infrastructure of the Wyoming Telehealth Network	Coordinator, Information Dissemination; WIND Project Coordinator <i>WY Dept. of Health</i>	Health	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Increase the number of Wyoming providers offering telehealth services to Wyoming clients.	% of providers reporting satisfaction with training / TA (resources, services, networking of public and private entities, evidence-based practices, capacity to assess current practices in relation to evidence-based approaches, policy changes)

**Goal 6: Information Dissemination:** WIND will disseminate information, using multiple modes of accessibility, by translating the results of WIND research and practice locally, regionally, and nationally; WIND will also disseminate information from the national UCEDD network to Wyoming.

Objective	Activities	Person/Project Responsible/ <i>Collaborating Partners</i>	Area of Emphasis	Timeline					Outputs	Outcomes Measures
				2017	2018	2019	2020	2021		
6.1: Disseminate research-based information that supports health and wellness of people with intellectual/developmental disabilities	6.1.1: Develop and disseminate new products each year that emphasize health and wellness for people with intellectual/developmental disabilities	Coordinator, Information Dissemination <i>Governor's Council on DD</i>	Health; Education; Early Intervention; Employment; Quality Assurance; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Update and maintain WIND website; Produce products for WIND initiatives; Produce health and wellness materials	% of reporting satisfaction with WIND website; % random sample reporting increased awareness of health and wellness as a result of WIND products
	6.1.2 Develop and disseminate WIND 25th Anniversary Campaign	Coordinator, Information Dissemination Governor's Council on DD	Quality Assurance; Health; Education; Early Intervention; Employment; Assistive Technology		X Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4		Develop and disseminate 25th Anniversary materials for website, direct mailings and campus awareness	% of those randomly surveyed who report increased awareness of WIND as a result of 25th anniversary materials