



WIND Advisory Committee Meeting Booklet September 13, 2022



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.



Cover photo: University of Wyoming disability studies minor graduates host students and teachers from the Albany County Transition Academy during the spring 2022 poster gallery and reception.

Table of Contents

Meeting Details.....	2
WIND Advisory Committee Meeting Agenda.....	3
WIND Consumer Advisory Council Meeting Agenda.....	4
WIND Consumer Advisory Council FY 2022 Annual Report.....	7
WIND Consumer Advisory Council Member Directory	8
WIND Advisory Committee Member Directory	9
Five Year Plan, 2022-2027	11
Key Accomplishments FY 2022.....	12
Wyoming Institute for Disabilities Leveraged Funding	13
Wyoming Institute for Disabilities Leveraged Funding.....	14
Faculty & Staff Contributions to Scholarship	15
Publications, Presentations, Service and Awards.....	15
WIND 2022 Partnerships.....	22
WIND Interdisciplinary Trainees: 2021 - 2022.....	24
Appendices	39

Meeting Details

The WIND Consumer Advisory Council Meeting and WIND Advisory Board Meeting will be held in-person on September 13, 2022 at the UW Conference Center located at 2221 E. Grand Avenue in Laramie (located on the west side of the Hilton Garden Inn) and the Wildcatter Stadium Club at War Memorial Stadium.

- 9:30 a.m. - 11:30 a.m. - Consumer Advisory Council meeting, UW Conference Center, Salon G
- 11:45 am - 12:45 pm- Lunch in UW Conference Center, Salons B & C
- 1:00 p.m. - 3:30 p.m. - WIND Advisory Committee meeting, Wildcatter Stadium Club, War Memorial Stadium
- 3:45 - 5:30 pm - Reception at the Wildcatter Stadium Club, for WIND Advisory Committee, Consumer Advisory Council, WIND faculty and staff, and Disability Studies student representatives

WIND Advisory Committee Meeting Agenda September 13, 2022

University of Wyoming Conference Center, Salon C

11:45 a.m. Lunch for all members with WIND site visitors

University of Wyoming Wildcatter Stadium Club at War Memorial Stadium

1:00 p.m. Welcome, Jacob Warren, Dean, College of Health Sciences

Introductions with updates

Approval of agenda

Approval of prior meeting notes

Dean Jacob Warren comments and vision

1:30 p.m. Meeting orientation, booklet review and updates, Sandy Root-Elledge

1:45 p.m. Consumer Advisory Council, Sandy Thiel, Chair

2:00 p.m. WIND Site Visit

2:15 p.m. Linden Marketing & Communications
Maggie York
Alison Quinn
Jenna Heitsch

3:15 p.m. WIND Site Visit Team - Q & A

3:30 p.m. Adjourn

University of Wyoming Wildcatter Stadium Club at War Memorial Stadium

3:45 p.m. Reception with WIND faculty, staff and site visitors

Next meeting tentatively scheduled for Tuesday, March 7, 2023
Noon – 3:30 p.m.
UW Campus, Laramie

WIND Consumer Advisory Council Meeting Agenda

September 13, 2022

UW Conference Center
Hilton Garden Inn, Salon G

- 9:30 a.m. Welcome
- Sandy Thiel, Chairperson, Consumer Advisory Council
Sandy Root-Elledge, Executive Director, Wyoming Institute for Disabilities
Sandy Hubert, Coordinator, WIND Consumer Advisory Council
Introductions of CAC members and guests
- 9:45 a.m. WIND CAC member updates
- 10:00 a.m. Finalize talking points for this afternoon’s CAC presentation by Sandy Thiel
- Identify steps toward CAC project progress to include CAC project and steps in talking points
- 10:30 a.m. Work with representatives from Linden Communications
- 11:30 a.m. Adjourn for lunch with WIND Advisory Council members and guests

Advisory Committee Meeting Notes

April 12, 2022

Held virtually via zoom.

In Attendance:

Members:

David L. Jones, Chair

Sandy Root-Elledge, ex-officio

Sandy Thiel, CAC Chair

Amy Burns

Julie Andrew

Chele Mecomber Porter

Eleanor Downey

Samantha Mills (on behalf of Lee Grossman)

Leo Levensgood

Tammy Aumiller

Nicky Harper

Kayc DeMaranville

Cynthia Hartung

Feliciano Turner

In attendance from WIND:

Canyon Hardesty

Michelle Jarman

Kayleigh Schermerhorn

Sandy Hubert

Eric Moody

Betsy Bress

Abe Lentner

Meeting is called to order at 1pm by Dr. David L. Jones, Dean of the College of Health Sciences.

The meeting agenda and minutes from the November 2, 2021 meeting were approved.

New members were welcomed.

Jennifer Figenser, Parents to Parents from Green River, WY is a new member of the CAC

New members to the Advisory Committee include Feliciano Turner, from the WY Dept of Health, Maternal and Child Health Unit and Danielle Marks from the Wyoming Department of Family Services.

Additional introductions were offered by the members present; Speech-Language students by Michelle Jarman; new WIND staff members by Sandy Root-Elledge, and 2021 Keith A. Miller award winner, Tammy Aumiller.

Discussion topic, regular spring meeting logistics:

The Advisory Committee discussed the timing of the next meeting to avoid schedule conflicts and a determination of venue (in-person or virtual). Many committee members spoke in support of beginning regular in-person meetings with virtual meetings as a contingency for weather.

Member updates:

Tammy Aumiller: Shared the shifting of emphasis in our work, including the addition of mental health to the program. Tammy is preparing a presentation on Mindfulness for the WYGCDD meeting in June.

Sandy Hubert: The CAC had a very good year. Members created an updated brochure with Betsy's help. The goal of the brochure was to use plain language and make the content accessible to individuals with IDD and support the recruitment of members with IDD and other disabilities.

Chele Mecomber Porter: Join us for the May 4th governor's proclamation for Assistive Technology Awareness. We are also advocating for change to state law to allow Medicare to cover AAC devices.

Kayc DeMaranville: Public comment period for new amendments to DD waiver will be on 4/21 at 1pm.

Dean Jones: The dean provided updates on the College of Health Sciences. The college has largely resumed pre-COVID operations. College of Health Sciences is facing very little reduction in budget and has begun looking into establishing rural health innovation institute. The University has a new president and provost, and Dean Jones shared his upcoming retirement.

Sandy Root-Elledge: On behalf of WIND, thank you, Dean Jones, for your service and leadership of the college.

Disabilities Study program, Gender & Women Studies Program: Michelle Jarman.

WY legislature budget amendment to defund gender studies has brought attention and focus to our work. The discussion has included language to have the university work with legislature on new required curricula at the University.

WIND 5 Year Plan: Michelle Jarman, Eric Moody and Canyon Hardesty.

Presentation and discussion of the 5-year plan led by WIND's leadership team. The 5-year plan forms the centerpiece of WIND's application for reauthorization as Wyoming's University Center for Excellence in Developmental Disabilities Education, Research, and Service (UCEDD). Details about and copies of the 5-year plan are available upon request.

Dean Jones: WIND has set an ambitious set of goals for its 5-year plan, but WIND can accomplish it, no doubt.

The meeting was adjourned at 3:19pm.

WIND Consumer Advisory Council FY 2022 Annual Report

Introduction: In compliance with the Developmental Disabilities Act, all University Centers for Excellence in Developmental Disabilities (UCEDD) are mandated to have a Consumer Advisory Council, with a majority membership of individuals with disabilities or their family members. The Wyoming Institute for Disabilities Consumer Advisory Council (WIND CAC) members advise the executive director of the Wyoming Institute for Disabilities (WIND) on 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 and report on progress toward strategic plan goals.

During FY 2022, WIND CAC members continued to meet via technology because of continued impacts of the COVID-19 pandemic. Three new members joined the WIND CAC: 1) Leo Levengood, Case Manager from Cheyenne; 2) Jennifer Figenser, Executive Director, Parent Information Center, living in Green River; and 3) ad hoc member, Abe Lentner, WIND Business Manager, residing in Laramie.

This year, WIND CAC members gave feedback and contributed to the research results regarding the Needs Assessment for the WIND Five-Year Plan. They also discussed and recommended updates on the WIND Mission and Vision Statements.

WIND CAC members Bill McDonald and Leo Levengood attended the June 2022 Wyoming Governor's Developmental Disabilities Conference in Casper. Chele Porter attended the November 2021 Association on University Centers for Disabilities Conference via Zoom. She reported on the sessions that she attended and the Coalition for Leadership in Advocacy meeting (COLA). COLA is the AUCD network that works to enhance the quality of life for individuals with developmental disabilities and their families. A CAC member attends the quarterly COLA meetings via Zoom and reports to the others on the proceedings.

This year's project was to update and simplify the WIND CAC brochure to make it more inclusive by applying plain language techniques. The CAC task force for this project: Julie Andrew, Sammie Andrew, Chele Porter, Kylie Porter, Leo Levengood and Jennifer Figenser worked with Betsy Bress, WIND Information Dissemination Coordinator, assisted by Mike Gray, WIND Graphic Artist, to update the brochure that was completed in February 2022 and disseminated at the Developmental Disabilities Conference in June.

WIND Consumer Advisory Council Member Directory

Sandra Thiel, Council Chair
Advocate
516 S. Thurmond Street
Sheridan, WY 82801
307-752-2794
Sandythiel58@gmail.com

Julie Andrew
Advocate
4441 E. 24th Street
Casper, WY 82609
(H) 307-265-6968; (C) 307-262-4947
sjandrew2@bresnan.net

Samantha Andrew
Self-Advocate
4441 E. 24th Street
Casper, WY 82609
(H) 307-265-6968; (C) 307-262-4947
sjandrew2@bresnan.net

Tammy Aumiller
Special Education Teacher
Albany County School District #1
509 S. 9th St.
Laramie, WY 82070
307-721-0103
taumiller@acsd1.org

Brandon Douglas
Advocate
107 Land 9 1/2
Powell, WY 82435
(307) 254-2273
brandon.douglas@mortgagesolutions.net

Jennifer Figenser
Executive Director,
WY Parent Information Ctr.
145 N. 1st East Street
Green River, WY 82935
(H) 307-253-8934
(O) 970-260-1989
jfigenser@wpic.org

Thomas "Abe" Lentner, ad hoc member
Advocate
Wyoming Institute for Disabilities
1000 E. University Ave., #4298
Laramie, WY 82071
(307) 766-2813
tlentner@uwyo.edu

Leo Levensgood
Owner
Lions Pride Care
2617 E. Lincolnway, Suite J
Cheyenne, WY 82001
(307) 274-7850
lionspridecare@yahoo.com

Bill McDonald
Advocate
1953 Edwards Drive, Unit A
Sheridan, WY 82801
(307) 751-3372
billymac@bresnan.net

Chele Mecomber Porter, ex officio member
Chair, Wyoming Assistive Technology Advisory
Committee
4675 Road 213
Burns, WY 82053
(307) 547-3447
rokoranch@gmail.com

Kylie Porter
Self-Advocate
4675 Road 213
Burns, WY 82053
(307) 547-3447
rokoranch@gmail.com

Lori Regnier
Senior Program Administrator
Protection & Advocacy
7344 Stockman Street
Cheyenne, WY 82009
(307) 632-9436
wypande@wypanda.com

Aleyta Zimmerman
Project Coordinator
Governor's Council on Developmental
Disabilities
320 W. 25th Street
Cheyenne, WY 82001
(307) 777-3339
aleyta.zimmerman@wyo.gov

WIND Advisory Committee Member Directory

Jacob Warren, Ph.D.
Dean, College of Health Sciences
University of Wyoming
1000 E. University Avenue, Dept. 3432
Laramie, WY 82071
(307) 766-3495
jacob.warren@uwyo.edu

Amy Burns
Executive Director
Wyoming Independent Living
1050 N. 3rd St., Suite B1
Laramie, WY 82072
(307) 721-4071
aburns@wilr.org

Shannon Buller
Executive Director
Governor's Council on Developmental Disabilities
320 W. 25th Street, 1 East
Cheyenne, WY 82002
(307) 777-7332
Shannon.Buller@wyo.gov

Kayc DeMaranville
Vice President, Education
Ark Regional Services
1150 N. 3rd Street
Laramie, WY 82072
(307) 742-6641
kayc@arkrs.org

Eleanor Downey, MSW, Ph.D.
Director, Division of Social Work
University of Wyoming
1000 E. University Ave., Dept. 3632
Laramie, WY 82071
(307) 766-6112
edowney1@uwyo.edu

Jeff Gardner
Executive Director
Wyoming Community Service Providers
P.O. Box 2990
Cheyenne, WY 82003
(307) 760-8137
jeff@wyomingcsp.org

Lee Grossman
Administrator, Developmental Disabilities
Section
Behavioral Health Division
Wyoming Department of Health
6101 Yellowstone Road, Suite 220
Cheyenne, WY 82009
(307) 777-7460
lee.grossman1@wyo.gov

Shelley Hamel
Chief Academic Officer
WY Dept. of Education
2300 Capitol Avenue
Cheyenne, WY 82001
(307) 777-2058
shelley.hamel@wyo.gov

Nicky Harper
Administrator, WY Division of Vocational Rehab
851 Werner Court, #120
Casper, WY 82609
(307) 261-2171
nicky.harper@wyo.gov

Ann Marie Hart, Ph.D.
Professor, DNP Program Director
Fay W. Whitney School of Nursing
University of Wyoming
1000 E. University Ave., Dept. 3065
Laramie, WY 82071
(307) 766-6564
annmhart@uwyo.edu

Tiffany Hunt, Ph.D.
Assoc. Lecturer, College of Education
University of Wyoming
1000 E. University Ave., Dept. 3374
Laramie, WY 82071
thunt@uwyo.edu

Christina McDonnell, Ph.D.
Asst. Professor, Dept. of Psychology
University of Wyoming
1000 E. University Ave., Department 3415
Laramie, WY 82071
(307) 766-4106
christina.mcdonnell@uwyo.edu

Danielle Marks, MSW, MPH
Senior Policy Advisor
Wyoming Department of Family Services
2300 Capitol Avenue, Hathaway Building - 3rd Floor,
Cheyenne, WY 82002
(307) 777-7734
danielle.marks1@wyo.gov

Feliciana Turner
Unit Manager, Maternal and Child Health Unit
Public Health Division
122 West 25th Street, 3rd Floor West
Cheyenne, WY 82002
307-777-3733 (office)
feliciana.turner@wyo.gov

Sandy Root-Elledge, ad hoc member
Executive Director
Wyoming Institute for Disabilities
1000 E. University Ave., Dept. 4298
(307) 766-2764
sre@uwyo.edu

Wyoming Institute for Disabilities Faculty and Staff Meeting Participants

Betsy Bress
Coordinator, Information Dissemination
(307) 766-2561
bbress@uwyo.edu

Thomas "Abe" Lentner
Business Manager
(307) 766-2813
tlentner@uwyo.edu

Canyon Hardesty
WIND Associate Director
Director, Community Education, Training
(307) 766-5003
canyon@uwyo.edu

Eric Moody, Ph.D.
WIND Associate Director
Director, Research and Evaluation
(307) 766-2932
eric.moody@uwyo.edu

Sandy Hubert
Coordinator, Consumer Advisory Council
(307) 766-2935
shubert1@uwyo.edu

Kayleigh Edgar
Office Associate, Senior
(307) 766-2995
kscherm1@uwyo.edu

Michelle Jarman, Ph.D.
Director, Disability Studies
(307) 766-5060
mjarman@uwyo.edu

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
1000 University Avenue, Department 4298 Laramie, WY 82071
Phone: (307) 766-2761; Toll Free: (888) 989-9463; TTY: 800-908-7011; Fax: (307) 766-2763
E-Mail Address: uwwind@uwyo.edu
Website: <http://www.uwyo.edu/wind>

Wyoming Institute for Disabilities Five Year Plan, 2022-2027

Abstract

The Wyoming Institute for Disabilities at the University of Wyoming will improve the education, early intervention, health and wellness, employment, and assistive technology outcomes of individuals with developmental disabilities and their families throughout the five-year project period, 2022-27. Our **mission** 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. Project goals include: 1) providing interdisciplinary, family curriculum in leadership; 2) educating undergraduate and graduate students in disability studies; 3) providing training to professionals and communities; 4) providing best-practices based services; 5) conducting basic and applied research, evaluation and/or public policy analysis; 6) disseminating knowledge-based and accessible information; and 7) ensuring our business practices support diversity, equity and inclusion. Anticipated **outcomes** related to the goals include increasing: 1) the percentage of URLEND and Disability Studies students from underrepresented populations; 2) knowledge, attitude, and skills of undergraduate, graduate, post-graduate students; 3) the number of faculty engaged in the disability studies academic program; 4) the number of collaborations in Wyoming, other states and globally; 5) knowledge, skills and use of best-practices among professionals; 6) diversity among trainees; 7) telehealth capacity in Wyoming; 8) the number of topics for which technical assistance is provided; 9) the number research proposals, funding awards and dissemination of findings; 10) engagement of our Consumer Advisory Council with program development, implementation, and evaluation; 11) the number of accessible products produced and disseminated; and 12) procurement and dollars awarded to contractors from underserved populations.

Wyoming Institute for Disabilities

Key Accomplishments FY 2022

WIND conducted 39 unique projects, including 3 dedicated to COVID, serving 11,219 individuals across all activities. Eighty percent of these were capacity building activities. Key accomplishments by goal follow.



WIND will train graduate or post-graduate students to impact systems that serve and support families with children with special health care needs.

- WIND supported over 40 trainees in the URLEND program
- 100% reported an increase in knowledge or skills and/or change in attitude

WIND will provide interdisciplinary preparation in disability, diversity, and inclusive practice for undergraduate and graduate students.

- Over 190 students took disability studies minor courses in 2021-2022, with a total of 165 graduates since inception
- 11 classes were offered during the 2021-2022 academic year
- 95% of students reported their 'knowledge of disability and related issues was enhanced



WIND will conduct basic and applied research, evaluation, and public policy analysis.

- 8 peer reviewed manuscripts published or in press
- 23 abstracts presented at state, national and international conferences
- Equality State Research Network, a community and practiced based research network had recruited over 70 partners and awarded 4 grants in 2021-2022.

WIND will increase the capacity of professionals to implement best practices in health and wellness, education, early intervention, assistive technology and employment.

- WIND conducted 183 trainings for 11,219 participants
- UW ECHO networks trained 2,231 participants
- Project SCOPE national training initiative had 20 implementations across 11 states
- 97% of participants reported an increase in knowledge
- 94% reported satisfaction with trainings



WIND will provide technical assistance to community members statewide.

- WIND provided 1,665 total hours of technical assistance
- WATR conducted 19 activities for 333 people reporting 92% satisfaction rate
- Wyoming Telehealth Network has delivered trainings to 239,240 individuals in 82,691 encounters for 4,401,034 total participant minutes

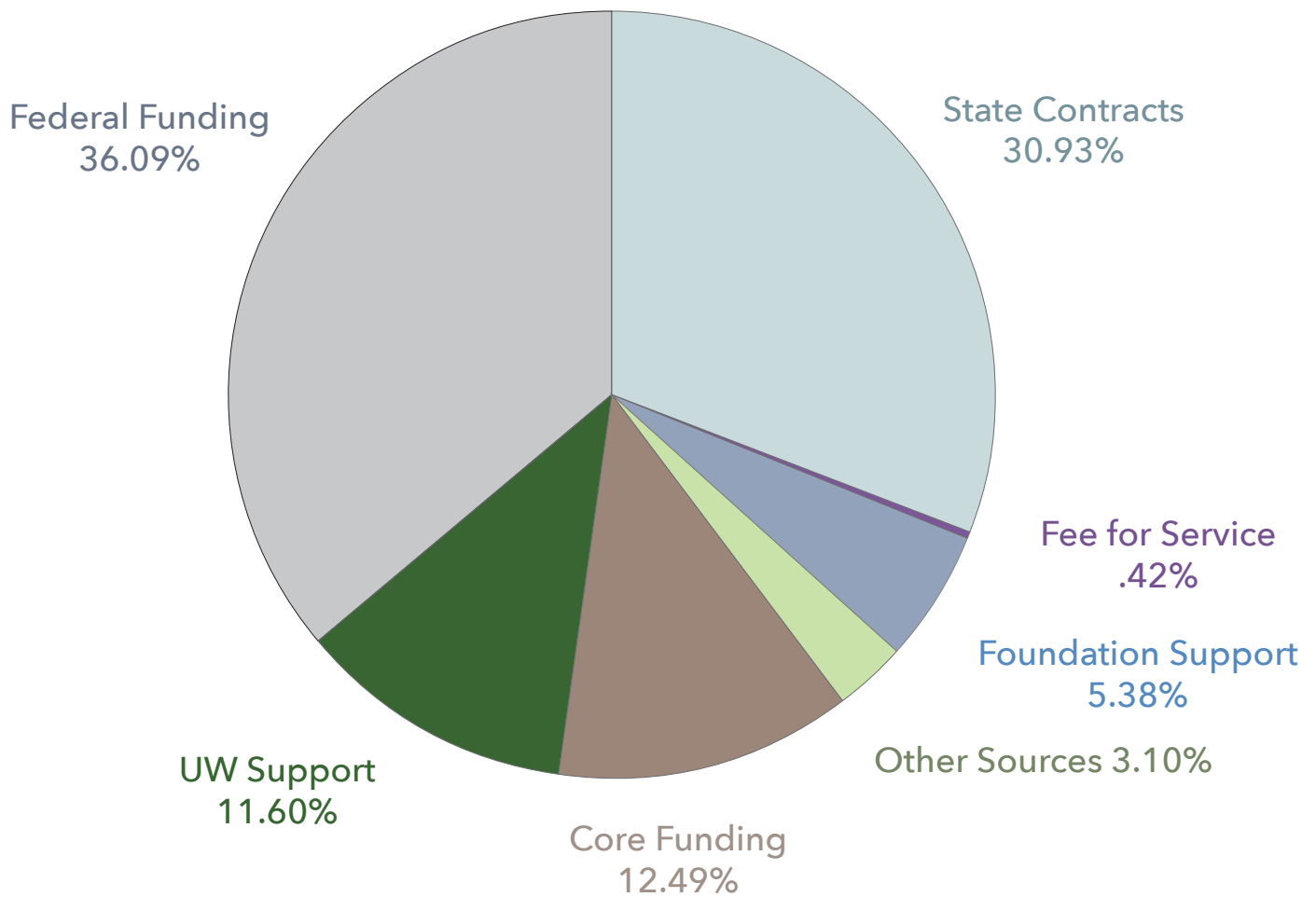
WIND will disseminate information using multiple modes of accessibility.

- WIND created 82 unique dissemination products delivered to 169,943 recipients
- 96% satisfaction reported by users of the WIND website and 98% reported being able to find the information they needed



Wyoming Institute for Disabilities Leveraged Funding July 1, 2021 - June 30, 2022

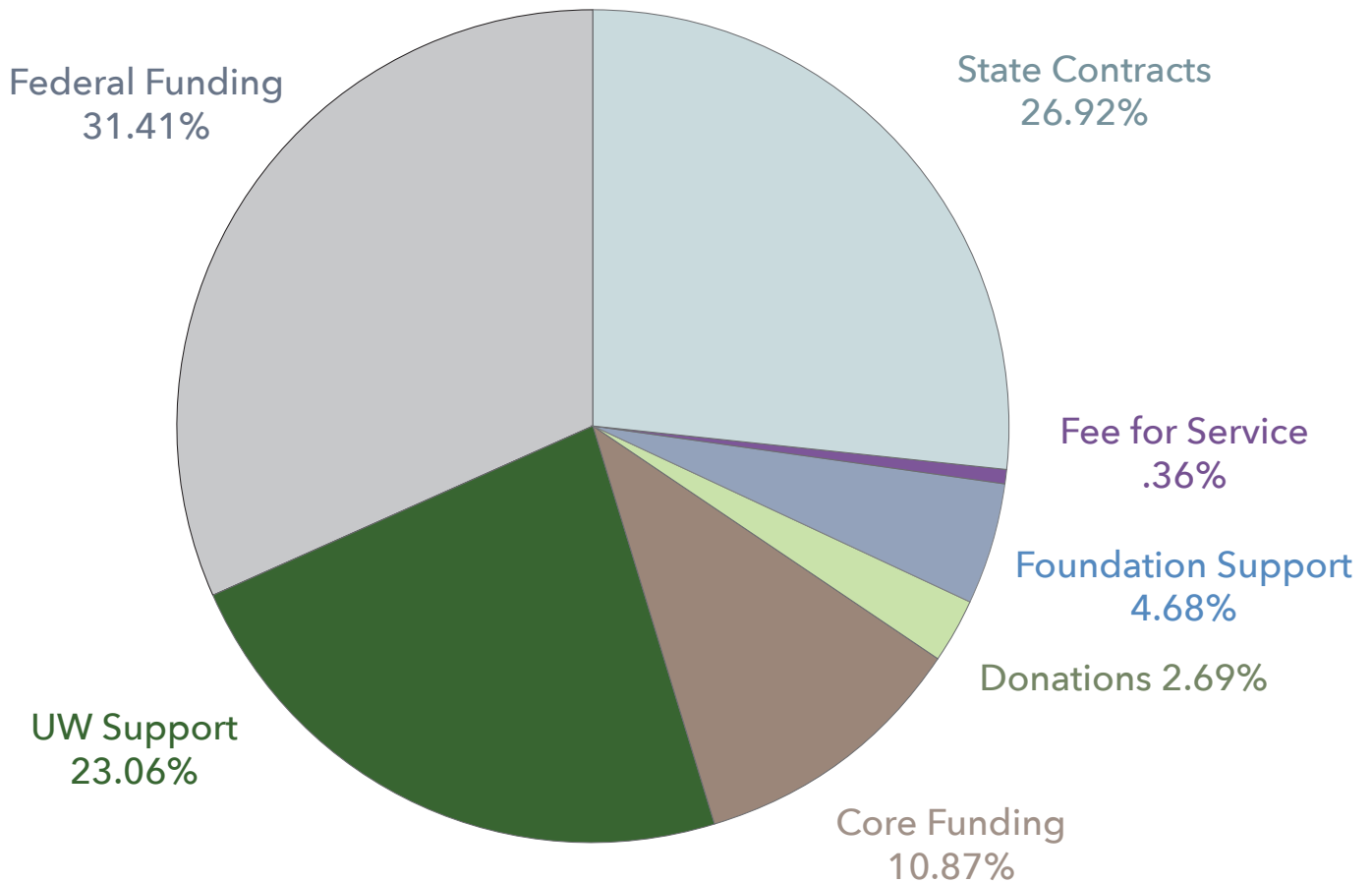
Funding Source	Sum of Awards
Core Funding	\$577,449.00
UW Support	\$536,394.00 *
Federal Grants	\$1,668,676.00
State Contracts	\$1,430,235.00
Fee for Service	\$19,214.00
Foundation Support	\$248,800.00
Community & Private Donations	\$143,158.00
Grand Total	\$4,623,936.00



*Represents funding provided by University of Wyoming

Wyoming Institute for Disabilities Leveraged Funding July 1, 2021 - June 30, 2022

Funding Source	Sum of Awards
Core Funding	\$577,449.00
UW Support	\$1,224,782.00**
Federal Grants	\$1,668,676.00
State & Local Contracts	\$1,430,235.00
Fee for Service	\$19,214.00
Foundation Support	\$248,800.00
Other Sources	\$143,158.00
Grand Total	\$5,312,324.00



**Represents funding and indirect cost reduction provided by the University of Wyoming

Faculty & Staff Contributions to Scholarship Publications, Presentations, Service and Awards July 1, 2021 - June 30, 2022

Publications

Publications, Peer Reviewed

- Blakely, M.L.** (2021). Call to integrate content related to disabilities into contemporary pharmacy Curricula. *American Journal of Pharmaceutical Education*. DOI: <https://doi.org/10.5688/ajpe8876>
- Blakely, M.L.,** Connor, S.E., & Ko, J. (2021). Equality for all: Pharmacists' roles in providing accessible healthcare for patients with disabilities In *Public Health in Pharmacy Practice: A Casebook, Second Edition*. Milne Open Textbooks.
- Blakely, M.L.,** & Moody, E. (2022). Exploratory study of the barriers and facilitators to effective communication in healthcare interactions between pharmacists and deaf/hard of hearing patients in Wyoming. In *Advantages and Disadvantages of Communication Technologies*. Nova Science Publishers. Accepted for publication.
- Burman, M. E., McGee, N., Proctor, J., Hart, A. M., **Moody, E. J.,** & **Hardesty, C.** (2021). ECHO: A Model for Professional Development in Nursing Through Learning Networks. *The Journal of Continuing Education in Nursing*, 52(4), 198-204.
<https://doi.org/http://dx.doi.org/10.3928/00220124-20210315-09>
- Diaz Del Valle F, Koff PB, Min SJ, Zakrajsek JK, Zittleman L, Fernald DH, Nederveld A, Nease DE, Hunter AR, **Moody** EJ, Miller Temple K, Niblock JL, Grund C, Oser TK, Greiner KA, Vandivier RW. Challenges Faced by Rural Primary Care Providers When Caring for COPD Patients in the Western United States. *Chronic Obstr Pulm Dis*. 2021 May 28. doi: 10.15326/jcopdf.2021.0215. Epub ahead of print. PMID: 34048644.
- Jarman, M.,** Burman, M., Purtzer, M.A., Miller, K. "Those lessons learned went right out the window once I was atop the soil where it all happened": Transformative learning in a study abroad course. *Frontiers: The Interdisciplinary Journal of Study Abroad* (in press, expected late 2022).
- Jarman, M.,** Thompson-Ebanks, V., Singh, R., Boggs, C., Clement, K., and Peter, S. Disability studies, inclusive pedagogy, and universal design for learning: A faculty pilot experience. *Disability Studies Quarterly* (in press, expected December 2022).
- McGuinn, L.A.; Wiggins, L.D.; Volk, H.E.; Di, Q.; **Moody, E.J.;** Kasten, E.; Schwartz, J.; Wright, R.O.; Schieve, L.A.; Windham, G.C.; et al. Pre- and Postnatal Fine Particulate Matter Exposure and Childhood Cognitive and Adaptive Function. *Int. J. Environ. Res. Public Health* 2022, 19, 3748. <https://doi.org/10.3390/ijerph19073748>
- Peters, B. C., Wood, W., Hepburn, S., & **Moody, E. J.** (2021). Preliminary Efficacy of Occupational Therapy in an Equine Environment for Youth with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-021-05278-0>Reyes, N. M.

Publications, Non-Peer Reviewed

- Bress, B.** "University of Wyoming ECHO Collaboration Wins Innovation Award". *AUCD* 360, January 2022.
- Bress, B.** "WIND and the Epilepsy Foundation of Colorado and Wyoming Offer Seizure First Aid Training". *Wyability*, Summer 2022.

Presentations: (Refereed International and National)

- Baker, T., Moody, E.J., Hardesty, C.L., Dahl, E., Rieser, A.M.,** (2021, November). *A Community Approach to Community Based Participatory Research through Stakeholder Interviews*. AUCD 2021 Annual Conference. Poster. Virtual: AUCD.
- Blakely, M.L.** (2021). Is there equity for all patients? The importance of providing accessible healthcare. In Koshulko O, Chandra S, eds. *2021 COMAGI 1st International Conference on Migration and Gender Issues – Book of Abstracts*. London: Transnational Press; 56-59.
- Hardesty, C.** (2022, February). Project SCOPE: Adaptation for the Early Intervention Systems. Federal Partners Early Childhood Workgroup –Workgroup. Centers for Disease Control and Prevention. Monthly
- Hardesty, C.L., Witwer, A., Weber, S., Baker, T., Moody, E.J., Dahl, E., & Rieser, A.M.,** (2021, November). *Implementation of a National Training Initiative using the ECHO™ Model to support children affected by the Opioid Epidemic*. AUCD 2021 Annual Conference. Poster. Virtual: AUCD.
- Harris, A, Maramica, N, **Moody, EJ**, Reed, CL (2021). Influence of autistic tendencies on EEG correlates of body movement perception, an abstract presented at the annual meeting of the Vision Science Society, Virtual.
- Rieser, A.M., Hardesty, C.L.** (2022, June). *Attitudes to Sexuality and Reproductive Health in Rural and Frontier Community*. AAIDD 146th Annual Meeting. Jacksonville, FL.
- Rieser, A.M., Selheim, M., Weaver, L.,** (2022, March). *Creating Equitable Sexuality Programming for Youth with Disabilities*. Cluster Call for PREP Grantees. Virtual: ZOOM.

Presentations (Local and Regional):

- Bress, B.** (May 2022). Rocky Mountain Alzheimer’s Summit. Cheyenne, WY.
- Bress, B.** (June 2022). Wyoming Governor’s Council Developmental Disabilities Conference. Casper, WY
- Baker, T., Hicks, L. (June 2022).
- Blakely, M.L., & Anderson, D.** (2022, May). *A Qualitative Study: Patients with Disabilities Perspectives of Wyoming Healthcare Services*. Presented at Equality State Research Network’s Power of Rural Annual Conference (May 2022); Virtual.
- Blakely, M.L.** (2021, May). *Wyoming’s Community-based Participatory Research Project: What Improves Healthcare Interactions Between Community Pharmacists and Deaf/Hard of Hearing Patients?* Presented at ESRN 2021 Powel of Rural: Health and Research Inaugural Conference (May 24, 2021); Virtual.
- Blakely, M.L.** (2021, July). *Crucial Pieces Missing in Pharmacy Education: How to Work Effectively with Deaf/Hard of Hearing Patients*. American Association of Colleges of Pharmacy’s Annual Meeting and Seminars; Virtual.
- Hardesty, C.** (March 2022). *Creation of a Statewide Health Consortium*. Wyoming Governor’s Taskforce
- Hardesty, C.** (November, 2021). *Wyoming Telehealth Network: Opportunities for Statewide Collaboration*. Wyoming Governor’s Taskforce
- Hardesty, C.** (November, 2021). *University of Wyoming ECHO: Opportunities for Statewide Collaboration*. Wyoming Governor’s Taskforce
- Jarman, M.** (2022) Scaffolding Active Learning in Interdisciplinary Minors: Disability Studies and Inclusive Futures, Poster Presentation for Science Initiative Learning Actively Mentoring Program (LAMP), University of Wyoming
- Kappler, S., Rausch, R, Wofford, T.** (April 2022). AT for Wyoming Paraeducators. Virtual presentation invited speaker.

- Kappler, S.** (April 2022). Wyoming Assistive Technology Teams Development Project. State Leaders in Assistive Technology for Education meeting. Virtual presentation.
- Kappler, S.** (Nov. 2021). Wyoming Accessible Educational Materials Needs Assessment and Outcomes. AUCD Conference. Poster presentation.
- Kappler, S.** (Sept. 2021). Using Bookshare and Learning Ally to Support Struggling Readers. Wyoming Innovations in Learning Conference. Virtual presentation.
- Monteith, P., **Wofford, T.** (January 2022). Reinforcements. *University of Wyoming ECHO Autism & Positive Behavior Supports Network*, Laramie, WY, virtual presentation, invited speaker.
- Moody, Dahl & Hardesty** (July, 2021). Community of Practice in ECHO. An invited lecture to the ECHO Impact Collaborative, virtual.
- Moody & Cordova.** Latina mothers and autism talk. Invited by Bright Futures, LLC, Dec, 2021
- Moody, E.J.,** (Feb, 2022). In Search of the New Normal: The power of service to combat social isolation. An invited lecture to the Rotary of Kaneohe, virtual.
- Moody, E.J.,** (June, 2022). Intellectual Disabilities & Mental Illness: A public health perspective. An invited lecture to Mountain Plains Mental Health Technology Transfer Center
- Moody, E.J.,** (June, 2022). Intellectual Disabilities and Mental Illness: The Path Forward Through Technology. An invited lecture to Mountain Plains Mental Health Technology Transfer Center
- Rausch, R.** (March, 2022). The Incredible Power of Habits. *University of Wyoming ECHO in Assistive Technology Network*, Laramie, WY, virtual presentation, invited speaker.
- Rausch, R.** (March, 2022). Assistive Technology for the Home. Casper College Occupational Therapy Assistant Program, Casper, WY. Podium presentation.
- Rausch, R.** (February, 2022). Assistive Technology for Geriatrics. Casper College Occupational Therapy Assistant Program, Casper, WY. Podium presentation.
- Rausch, R.** (December, 2021). Home Automation: Assistive Technology for the Home. Rocky Mountain ALS Association, virtual presentation, invited speaker.
- Rausch, R.** (November, 2021). Assistive Technology for Mental Health. Casper College Occupational Therapy Assistant Program, Casper, WY. Podium presentation.
- Rausch, R.** (October, 2021). Wyoming Assistive Technology Resources. Rotary Club of Laramie, Laramie, WY. Podium presentation.
- Rausch, R., & Kerns, E.** (October, 2021). 3D Printing Cost-Effective Assistive Technology Solutions. Wyoming Innovations Conference, virtual presentation. Podium presentation.
- Rausch, R.** (September, 2021). Assistive Technology for Pediatrics. Casper College Occupational Therapy Assistant Program, Casper, WY. Podium presentation.
- Rausch, R.** (August, 2021). Assistive Technology for Students with a Print Disability. Laramie County School District #2, virtual presentation, invited speaker.
- Rausch, R.** (March, 2021). Assistive Technology to Help You Do What You Need to Do. Riverton Parkinson's Support Group, virtual presentation. Podium presentation.
- Warren, W. K. & Glantz, C.** (2022). Responding to Urgent Needs of ECHO Communities. USAID Higher Education #FailFest for Online Learning.
- Wofford, T.** (June 2022). Assistive Technology to Support Independence at Home, at Work, and in the Community. *Wyoming Developmental Disabilities Conference*, Casper, WY, podium presentation, invited speaker.
- Wofford, T.** (April 2022). Building Functional Communication Skills. *University of Wyoming ECHO Autism & Positive Behavior Supports Network*, Laramie, WY, virtual presentation, invited speaker.
- Wofford, T.** (April 2022). Using Visual Supports for Social Skill Development. *Wyoming Speech and Hearing Association Webinar Series*, Laramie, WY, virtual presentation, invited speaker.
- Wofford, T.** (March 2022). WIND Resources/WATR Resources. *University of Wyoming ECHO Families*, Laramie, WY, virtual presentation, invited speaker

- Wofford, T.** (November 2021). Affordable AT Solutions for Early Intervention. *University of Wyoming ECHO in Assistive Technology Network*, Laramie, WY, virtual presentation, invited speaker.
- Wofford, T.** (October 2021). Make and Take-Assistive Technology Solutions in Minutes. *National Student Speech Language Hearing Association*, Laramie, WY, Podium presentation, invited speaker.
- Wofford, T.** (October 2021). Utilizing the Team Approach: Feature Matching Considerations & AAC. *Colorado Speech Hearing Association and Wyoming Speech Hearing Association Joint Conference*, Denver, CO, podium presentation, invited speaker.
- Wofford, T.** (September 2021). Utilizing the Team Approach: Feature Matching & AAC. *Wyoming Innovations Conference*, Cheyenne, WY, virtual presentation, invited speaker.
- Wofford, T.** (August 2021). Assistive Technology Resources to Support Instruction. *Native American Education Conference*, Cheyenne, WY, virtual presentation, invited speaker.

Service

International, National, State, Community Service and Memberships

- Albany County Transportation Committee Member, **Baker, T.**
- American Association on Intellectual and Developmental Disabilities Member, **Dahl, E., Freedman, R. N., Rieser, A. M., Root-Elledge, S.**
- American Hippotherapy Association, **Wofford, T.**
- American Psychology-Law Society Member, **Sturges, H.**
- American Psychological Association-Divisions 15, 16, & 33, **Moody, E.**
- American Public Health Association- **Hardesty, C.**
- American Society on Aging Member, **Root-Elledge, S.**
- American Speech Language Hearing Association Member, **Wofford, T.**
- American Speech Language Hearing Association Certification of Clinical Competency, **Wofford, T.**
- American Speech Language Hearing Association Special Interest 12 Committee Member, **Wofford, T.**
- American Studies Association, **Jarman, M.**
- Association for Behavior Analysis International, Member, **Freedman, R. N.** (member of international organization plus 2 Massachusetts chapters)
- Association of University Centers on Disabilities Assistive Technology Special Interest Group, Chair, **Rausch, R.**
- Association of University Centers on Disabilities, Autism Special Interest Group, **Freedman, R. N.**
- Association of University Centers on Disabilities, Collaborative on Disability, Religion, and Inclusive Spiritual Supports Founding Member, **Moody, E.**
- Association of University Centers for Disabilities, Community Education Directors Council Member, **Hardesty, C.**
- Association of University Centers for Disabilities, Community Training Directors Council Member, **Hardesty, C.**
- Association of University Centers on Disabilities Council on Research and Evaluation, **Dahl, E., Moody, E.**
- Association of University Centers on Disabilities Rural Area Code Caucus, **Dahl, E.**
- Association of University Centers on Disabilities, Sexual Reproductive Health Special Interest Group, **Rieser, A.M.**
- Association of University Centers for Disabilities, UCEDD Directors Council, **Root-Elledge, S.**
- Association of University Centers of Excellence, Collaborative on Faith and Disabilities Treasurer, **Moody, E.**
- Association for Psychological Science Member, **Moody, E.**

Behavior Analyst Certification Board, Board Certified Behavior Analyst & Subject Matter Expert, **Freedman, R. N.**

Broadband Task Force Community Representative, **Hardesty C.**

Centers for Disease Control Act Early Ambassador to Wyoming, **Warren, W.**

Christopher and Dana Reeve Foundation Quality of Life Direct Effect and Expanded Effect, Invited External Reviewer, **Root-Elledge, S.**

College of Family Physicians of Canada Editor, **Quaggin Harkin, A.**

Council for Exceptional Children Member, **Freedman, R. N.**

Disability Studies Quarterly, Editorial Board Member, **Jarman, M.**

ECHO Institute, Education Collaborative Leaders, **Hardesty, C., Moody, E., Warren, W., Glantz, C.**

ECHO Institute, Global ECHO in Education Initiative, **Warren, W., Glantz, C, Hardesty, C.**

Educational Health Centers of Wyoming (EHCW), Executive Committee Secretary, **Hardesty. C.**

Family Promise of Albany County, Board President, **Dahl, E.**

Focus on Autism and Other Developmental Disabilities, Guest Reviewer, **Freedman, R. N.**

Frontiers Psychology Guest Editor, **Moody, E.**

Governors Deaf and Hard of Hearing Commission, **Rausch, R. & Wofford, T.**

Governors Health Task Force- Wyoming Telehealth Network/ECHO, **Hardesty, C.**

Governors Health Task Force- Primary and Community Education, **Hardesty, C.**

Governors Health Task Force- Strive, Drive and Thrive Committee, **Hardesty, C.**

Group Process & Intergroup Relations Reviewer, **Dahl, E.**

International Society for Autism Research, **Moody, E., Freedman, R. N.**

Iverson Memorial Hospital Community Needs Assessment Steering Committee Member, **Baker, T.**

Journal of Gambling Studies Reviewer, **Dahl, E.**

Journal of International Special Needs Education (JISNE), Technical Editor, **Freedman, R. N.**

Journal of Political Psychology Reviewer, **Dahl, E.**

Laramie Main Street Alliance, Organization Committee Member, **Baker, T.**

Laramie Senior Housing Board Member, **Kappler, S.**

Laramie Special Olympics Volunteer Coach, **Rieser, A.**

Massachusetts Board of Registration of Allied Mental Health and Human Services Professions, Licensed Applied Behavior Analyst, **Freedman, R. N.**

Massachusetts Department of Elementary and Secondary Education, Licensed Special Education Administrator and Licensed Supervisor/Director: Teacher of Students with Severe Disabilities, **Freedman, R. N.**

MELUS (Multi-Ethnic Literature for the United States), **Jarman, M.**

Modern Language Association, **Jarman, M.**

Mountain State Regional Genetics Network, Wyoming Team Member, **Moody, E.**

National Board for Certification in Occupational Therapy, Occupational Therapist Certification, **Rausch, R.**

National Institutes of Health, Loan Repayment Program Ambassador, **Moody, E.**

National Institute on Disability, Independent Living and Rehabilitation Research, Department of Health and Human Services, 2022 Field Initiated Projects Program Grant Competition, Invited Reviewer, **Root-Elledge, S.**

National Women's Studies Association, **Jarman, M.**

Next Steps Clinic, Wyoming Department of Education: Deaf/Blind Project, Green River, WY. **Rausch, R. & Wofford, T.**

Personality and Social Psychology Bulletin, **Dahl, E.**

PLOS ONE, **Dahl, E.**

Psi Chi Psychology Honors Society Member, **Sturges, H.**

Public Library of Science (PLOS ONE) Academic Editor, **Moody, E.**

Rehabilitation Engineering and Assistive Technology Society of North America, Assistive Technology Professional (ATP) Certification, **Rausch, R.**

Research in Developmental Disabilities, **Dahl, E.**
Scandinavian Journal of Psychology Reviewer, **Dahl, E.**
Society for Disability Studies, **Jarman, M.**
Special Olympics of Wyoming Service, **Wofford, T.**
State of Wyoming Board of Examiners of Speech-Language Pathology License, **Wofford, T.**
Strengthening Families Protective Factors Certified Trainer, **Warren, W.**
Virginia Board of Medicine, Licensed Behavior Analyst, **Freedman, R. N.**
Wyoming Board of Occupational Therapy, Occupational Therapist License, **Rausch, R.**
Wyoming Community Family Forum – **Hardesty, C.**
Wyoming Department of Health, Division of Developmental Disabilities Advisory Council Member,
Root-Elledge, S.
Wyoming Department of Health, Healthcare Financing, Rate Rebasing Steering Committee Member,
Root-Elledge, S.
Wyoming Department of Education, Post-Secondary Transition Workgroup, **Rausch, R.**
Wyoming Department of Education, Project Aware – Community and School-based Mental Health
Planning Committee, **Baker, T.**
Wyoming Department of Health, Public Health Preparedness and Response Unit, Access to Functional
Needs (AFN) Core Advisory Committee (CAC) Member, **Rausch, R.**
Wyoming Department of Transportation, Transportation Alternatives Program Advisory Committee
Member and Grant Reviewer, **Root-Elledge, S.**
Wyoming Department of Health, Family Engagement Workgroup Committee Member, **Warren, W.**
Wyoming Early Intervention Council, **Warren, W.**
Wyoming Governor’s Council on Developmental Disabilities Member, **Root-Elledge, S.**
Wyoming Home Modification Action Coalition Member, **Rausch, R.**
Wyoming Speech and Hearing Association Member, **Wofford, T.**
Wyoming Transition Team Member, **Kappler, S. & Rausch, R.**
Wyoming Telehealth Consortium, Strategic Planning and Outreach Committee – **Hardesty, C.**
Wyoming Telehealth Consortium, Finance Committee – **Hardesty, C.**
Wyoming Telehealth Network, **Baker, T., Hardesty, C.**

University and College Service

University of Wyoming, Accessibility Committee Member, **Bress, B.,**
University of Wyoming, Alpha Chapter, Phi Beta Kappa Member, **Bress, B., Root-Elledge, S.**
University of Wyoming, Carnegie Community Engagement Task Force, **Root-Elledge, S.**
University of Wyoming, College of Health Sciences, Administrative Council Member, **Root-Elledge, S.**
University of Wyoming, College of Health Sciences, College Dean Search Committee Member,
Moody, E.
University of Wyoming, College of Health Sciences, Curriculum and Instruction Committee, **Jarman, M.**
University of Wyoming, College of Health Sciences, Faculty Development Committee, **Dahl, E.**
University of Wyoming, College of Health Sciences, Interprofessional Education Committee Member,
Hardesty, C.
University of Wyoming, College of Health Sciences, Research Committee, **Wofford, T, Sturges, H.**
University of Wyoming, College of Health Sciences, Representative, Honors College Advisory Board,
Jarman, M.
University of Wyoming, College of Health Sciences, Student Affairs Council Chair, **Root-Elledge, S.**
University of Wyoming, College of Health Sciences, Tenure and Promotion Committee, **Moody, E.**
University of Wyoming, Committee on Committees, **Root-Elledge, S.**
University of Wyoming, Community Engagement Council Steering Committee Member,
Root-Elledge, S.
University of Wyoming HIPAA Privacy Officer, **Hardesty, C.**
University of Wyoming, Department of Psychology Diversity Committee Secretary, **Sturges, H.**

University of Wyoming, Department of Psychology Graduate Visiting Committee, **Sturges, H.**
University of Wyoming, Faculty Senate, Wyoming Institute for Disabilities Representative, **Jarman, M.**
University of Wyoming, No More Committee Member, **Rieser, A.M.**
University of Wyoming, Research Advisory Committee, **Moody, E.**
University of Wyoming School of Culture, Gender and Social Justice Committee Member, **Quaggin Harkin, A.**
University of Wyoming Strategic Planning Committee – **Hardesty, C.**
University of Wyoming, Tenure and Promotion Committee, **Jarman, M.**
University of Wyoming, Wyoming Center on Aging, Enhancing Dementia-Capable Care Advisory Council Member, **Moody, E., Root-Elledge, S.**
University of Wyoming, Wyoming Center on Aging, Faculty Development in Interprofessional Care & Aging Mini-Grant Reviewer, **Rausch, R.**

Departmental Service

University of Wyoming, College of Health Sciences, Wyoming Institute for Disabilities Data Stewardship Committee, **Dahl, E., Wofford, T.**
University of Wyoming, College of Health Sciences, Wyoming Institute for Disabilities Keith A. Miller Award Committee Member, **Angel, M., Bress, B., Carter, C., Chesebro, C., Heath, D., Rausch, R.**
University of Wyoming, College of Health Sciences, Wyoming Institute for Disabilities Accessibility Committee, **Root-Elledge, S., Angel, M., Bress, B., Glantz, C., Jarman, M., Kappler, S., Rieser, A.**
University of Wyoming, College of Health Sciences, Wyoming Institute for Disabilities Directors Council, **Root-Elledge, S., Jarman, M., Hardesty, C., Moody, E.**
University of Wyoming, College of Health Sciences, Wyoming Institute for Disabilities Leadership Team, **Bress, B., Hardesty, C., Jarman, M., Lentner, A., Moody, E.**
University of Wyoming, College of Health Sciences, Wyoming Institute of Disabilities, Diversity, Equity, and Inclusion Committee, **Jarman, M., Angel, M., Reiser, A., Quaggin-Harkin, A., Shipley, A.**

Awards

Wofford, T. Wyoming Governor’s Council for Developmental Disabilities 2022 Bright Star Distinguished Educator Award

WIND 2022 Partnerships

- Association of University Centers for Disabilities */**
- Georgia State University Center *
- Ohio State University UCEDD**
- Northern Arizona University (UCEDD)
- Patient Centered Outcomes Research Institute*
- University of Alaska UCEDD**
- University of Cincinnati/Cincinnati Children's Hospital UCEDD**
- University of Colorado UCEDD *
- University of Kentucky Human Development Institute UCEDD**
- University of New Hampshire UCEDD/LEND -
- University of New Mexico */**
- University of Maine UCEDD/LEND*
- University of Minnesota UCEED/LEND*
- University of North Dakota UCEDD **
- University of South Dakota UCEDD/LEND*
- University of Wyoming */**
 - College of Arts and Sciences
 - College of Education **
 - College of Engineering * / **
 - College of Health Sciences*/**
 - Disability Support Services
 - Division of Communication Disorders **
 - School of Nursing */**
 - University of Wyoming Foundation
 - Veterans Services Center **
 - Wyoming Center on Aging **
- University of Vermont (UCEED)*
- Utah State University*/**
- West Virginia University (UCEED)
- U. S. Health Resources and Services Administration *
- Maternal and Child Health Bureau *
- Northwest Regional Telehealth Resource Center*
- Substance Abuse and Mental Health Services Administration
- Wyoming Association of Mental Health & Substance Abuse Centers
- Wyoming Community Colleges
 - Casper College **
 - Central Wyoming College
 - Laramie County Community Colleges in Cheyenne and Laramie
 - Sheridan College
 - Gillette College
 - Western Wyoming Community College
- Wyoming Department of Health
 - Chronic Disease and Maternal Child Health Epidemiology *
 - Division of Healthcare Financing, Developmental Disabilities Unit * / **
 - Division of Healthcare Financing, Wyoming Medicaid */**

- Early Intervention and Education Program**
- Maternal and Child Health Bureau */**
- Multicultural Health **
- Public Health Nursing **
- Rural and Frontier Health */**
- Wyoming Life Resource Center */**
- Wyoming Department of Education
 - Special Education Programs- Vision Outreach Services) */**
 - All 48 school districts **
 - Wyoming Project AWARE
- Wyoming Department of Veterans Affairs**
- Wyoming Early Childhood Professional Learning Collaborative
- Wyoming Governor’s Council on Developmental Disabilities */**
- Wyoming Governor’s Task Force on Health **
- Wyoming Hospital Association**
- Wyoming Independent Living, Inc. */**
- Wyoming Medical Society */**
- Wyoming Kids First **
- Wyoming Parent Information Center */**
- Wyoming Parents as Teachers
- Wyoming Primary Care Association
- Wyoming Protection & Advocacy System, Inc. **
- Wyoming Services for Independent Living **
- Wyoming Workforce Services - Division of Vocational Rehabilitation **

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

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

WIND Interdisciplinary Trainees: 2021 - 2022

Trainees's Discipline	WIND Interdisciplinary Courses	Credit Hours
Speech, Language & Hearing Sciences, ASL Certificate	WIND 2100: Introduction to Disability Studies WIND 2700: Gender & Disability WIND 2500: Queer Crip Performance & Activism WIND 4020: Disability Studies Theory & Practice WIND 4500: Practicum (Transition Academy) WIND 4990: Philosophy & Disability PSYC 4320: Intellectual Disability FCSC 4124: Families of Children with Special Needs SPPA 2110/2120: American Sign Language 1 & 2	3 3 3 3 3 3 3 3 4/4
Family & Consumer Sciences	WIND 2100: Introduction to Disability Studies WIND 2500: Queer Crip Performance & Activism WIND 4020: Disability Studies Theory & Practice WIND 4500: Practicum (Governor's Council on DD) PSYC 4320: Intellectual Disability FCSC 4124: Families of Children with Special Needs	3 3 3 3 3 3
Dance Science	WIND 2100: Introduction to Disability Studies WIND 2500: Queer Crip Performance & Activism WIND 4020: Disability Studies Theory & Practice WIND 4200: Diverse Minds WIND 4500: Practicum (Cooper Center) FCSC 4124: Families of Children with Special Needs	3 3 3 3 3 3
Speech, Language & Hearing Sciences	WIND 2100: Introduction to Disability Studies WIND 2500: Topics – Disability in Film WIND 4020: Disability Studies Theory & Practice WIND 4500: Practicum (Lab School) PSYC 4320: Intellectual Disability SPPA 2110/2120: American Sign Language 1&2 EDEX 2484: Intro to Special Education	3 3 3 3 3 4/4 3
Speech, Language & Hearing Sciences, Honors. ASL Certificate	WIND 2100: Introduction to Disability Studies WIND 2700: Gender & Disability WIND 4020: Disability Studies Theory & Practice WIND 4500: Practicum (Lab School) SPPA 2110: American Sign Language 1&2	3 3 3 3 4/4
Speech, Language & Hearing Sciences	WIND 2100: Introduction to Disability Studies WIND 2500: Topics – Disability in Film WIND 4020: Disability Studies Theory & Practice WIND 4500: Practicum (Head Start) SPPA 4070: Deaf Studies SPPA 2110/2120: American Sign Language 1&2	3 3 3 3 3 4/4
Speech, Language & Hearing Sciences	WIND 2100: Introduction to Disability Studies WIND 2700: Gender & Disability WIND 4020: Disability Studies Theory & Practice WIND 4500: Practicum (Head Start) SPPA 2110/2120: American Sign Language 1&2	3 3 3 3 4/4
Speech, Language & Hearing Sciences	WIND 2100: Introduction to Disability Studies WIND 3150: Literature & Medicine WIND 4020: Disability Studies Theory & Practice WIND 4500: Practicum (Respite Care Center) PSYC 4320: Intellectual Disability SPPA 2110/2120: American Sign Language 1&2	3 3 3 3 3 4/4

Trainees's Discipline	WIND Interdisciplinary Courses	Credit Hours
Speech, Language & Hearing Sciences	WIND 2100: Introduction to Disability Studies WIND 2700: Gender & Disability WIND 4020: Disability Studies Theory & Practice WIND 4200: Diverse Minds WIND 4500: Practicum (Lab School) PSYC 4320: Intellectual Disability SPPA 2110/2120: American Sign Language 1&2	3 3 3 3 3 3 4/4
Dance Science	WIND 2100: Introduction to Disability Studies WIND 2500: Queer Crip Performance & Activism WIND 2700: Gender & Disability WIND 4020: Disability Studies Theory & Practice WIND 4500: Practicum (Cooper Center) SPPA 2110/2120: American Sign Language 1&2	3 3 3 3 3 4/4
Psychology	WIND 2100: Introduction to Disability Studies WIND 3150: Literature & Medicine WIND 4020: Disability Studies Theory & Practice WIND 4500: Practicum (Cathedral Home for Children) FCSC 4124: Families of Children with Special Needs PSYC 4320: Intellectual Disability	3 3 3 3 3 3
Speech, Language & Hearing Sciences, Honors	WIND 2100: Introduction to Disability Studies WIND 2700: Gender & Disability WIND 4020: Disability Studies Theory & Practice WIND 4500: Practicum (Lab School) SPPA 2110/2120: American Sign Language 1&2 SPPA 4070: Deaf Studies	3 3 3 3 4/4 3
Speech, Language & Hearing Sciences, ASL Certificate	WIND 2100: Introduction to Disability Studies WIND 2700: Gender & Disability WIND 4020: Disability Studies Theory & Practice WIND 4500: Practicum (ECEC / Preschool) SPPA 2110/2120: American Sign Language 1&2	3 3 3 3 4/4
Speech, Language & Hearing Sciences	WIND 2100: Introduction to Disability Studies WIND 3150: Literature & Medicine WIND 4200: Diverse Minds WIND 4020: Disability Studies Theory & Practice WIND 4500: Practicum (Lab School) SPPA 2110/2120: American Sign Language 1&2	3 3 3 3 3 4/4
Gender & Women's Studies	WIND 2100: Introduction to Disability Studies WIND 2700: Gender & Disability WIND 4020: Disability Studies Theory & Practice WIND 4500: Practicum (Cathedral Home for Children) WIND 4990: Philosophy & Disability GWST 4700: Feminist Theories	3 3 3 3 3 3
Psychology	WIND 2100: Introduction to Disability Studies WIND 3150: Literature & Medicine WIND 4020: Disability Studies Theory & Practice WIND 4500: Practicum (Summer Camp / children with autism) SPPA 2110/2120: American Sign Language 1&2 SPPA 4070: Deaf Studies	3 3 3 3 4/4 3

**Wyoming Institute for Disabilities
FY 2022, Year 5 of 5, Annual Report: Accomplishments
with Reporting on Responses by Goal to the COVID-19 Pandemic**

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.

In 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 or post 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 1 Accomplishments, FY 2022:										
<ul style="list-style-type: none"> Two long-term trainees participated in the core LEND training program. Trainees represent Doctor of Nursing Practice, with specialty in Psychiatric/Mental Health and a second-year speech language pathology graduate student. Eighteen (18) Communication Disorders graduate students participated UR LEND as short-term trainees, participating in session related to special education and individualized education plans, autism diagnostics, telehealth, and social determinants of health and health disparities. Of the trainees who responded to our survey, 50% from CDL communities and 100% reported significant improvements in their knowledge. 										
Responses to the COVID-19 Pandemic related to Goal 1, FY 2022:										
The 2021 fall orientation and academic year URLEND program included core session didactics, parent mentoring and cultural experiences. Clinical telehealth experiences were offered to students throughout the year.										

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/ Collaborating Partners	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&S, Education</i> <i>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.
	2.2.2: Deliver at least 1 graduate course at UW in Disability Studies	Director, Disability Studies <i>DS Faculty from UCEDD Partners</i> <i>Colleges of Health Sciences, Arts & 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</i> <i>UW University</i> <i>Disability Support Services (UDSS)</i> <i>UW Ellbogen Center for Teaching and Learning (ECTL)</i> <i>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 2 Accomplishments, FY 2022:

- Nine interdisciplinary disability studies courses (3 credits each), and two practicum classes, reaching 196 students, were taught during FY 2022.
- 16 students graduated with Disability Studies Minors. All those surveyed reported significant knowledge gains related to people with disabilities, and all surveyed (14 of 16) intend to work in disability related fields or integrate disability studies into their profession or research areas.
- One practicum student was placed in a medical / respite care facility
- As a continuation of WIND faculty leadership on Universal Design for Learning (UDL), the program director is consulting on a Howard Hughes Foundation Inclusive Science Education grant with colleagues at the University of Wyoming, state community colleges, and partnering universities in other states.
- Notice of Intent to create the Graduate Certificate and Minor programs has been drafted. Due to ongoing reorganization, we plan to submit this during the 2022-23 academic year. This will begin a two-year process toward formally establishing these programs. Additional partnership discussions have been pursued with the College of Education and the School of Culture, Gender, and Social Justice.
- One Disability Studies Minor student majoring in Speech, Language, and Hearing Sciences, was supported to attend the virtual AUCD conference.

Responses to the COVID-19 Pandemic Related to Goal 2, FY 2022:

During the 2021-22 academic year, our campus moved back gradually to in-person instruction, but faculty were given the option to teach in person, asynchronously online, or in hybrid formats, within Covid-19 guidance. We supported faculty to teach in synchronous and asynchronous online formats throughout the year. Of the nine courses taught during FY 2022, four were in-person, with Zoom options for students; the others were asynchronous. Faculty worked to stay connected with students, integrate and explain changing Covid-19 protocols, and be responsive to student concerns. Most of our practicum sites re-opened to in-person placements, and the disability studies director worked closely with practicum site supervisors to respond to site concerns. Fortunately, all of the 20 students on site placements were able to complete their practicum hours.

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/ Collaborating Partners	Area of Emphasis	Timeline				Outputs	Outcomes Measures
				2017	2018	2019	2020		
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 & Education Coleman Institute JFK Partners UW and U of CO faculty</i>	Health; Education; Early Intervention; Employment; Quality Assurance; Assistive Technology	X	X	X	X	X	Number of citations (Web of Science) in literature, views on Researchgate / WIND website.
				Q1	Q1	Q1	Q1	Q1	2 grant proposals submitted per year, 10 total.
				Q2	Q2	Q2	Q2	Q2	4 manuscripts generated, 20 total:
				Q3	Q3	Q3	Q3	Q3	
				Q4	Q4	Q4	Q4	Q4	

<p>3.2: Evaluate existing WIND programs (service and educational).</p>	<p>3.2.1: Develop and analyze common set of evaluation measures for use across all programs</p>	<p>Coordinator, Research and Evaluation Executive Director Coordinator, Community Education Director, Disability Studies Project Coordinators WIND CAC <i>WY Depts. of Health and Education</i></p>	<p>Health; Education; Early Intervention; Employment; Quality Assurance; Assistive Technology</p>	<p>X Q1 Q2 Q3 Q4</p>	<p>X Q1 Q2 Q3 Q4</p>	<p>X Q1 Q2 Q3 Q4</p>	<p>X Q1 Q2 Q3 Q4</p>	<p>X Q1 Q2 Q3 Q4</p>	<p>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)</p>	<p>Annual feedback from the CAC and other key stakeholder regarding the adequacy of WIND program and achievement/alignment to current goals.</p>
<p>3.3: Evaluate impact of ECHO programs on individuals as well as larger systems (classrooms, educational systems, policy, etc.)</p>	<p>3.3.1: Contribute to Project ECHO outcomes locally and through the ECHO Institute at UNM</p>	<p>Executive Director, Coordinator, Research and Evaluation Coordinator of Community Education; University of New Mexico</p>	<p>Health; Education; Early Intervention; Employment; Assistive Technology</p>	<p>X Q1 Q2 Q3 Q4</p>	<p>X Q1 Q2 Q3 Q4</p>	<p>X Q1 Q2 Q3 Q4</p>	<p>X Q1 Q2 Q3 Q4</p>	<p>X Q1 Q2 Q3 Q4</p>	<p>A framework to study ECHO at multiple levels including ROI and other objectives of the ECHO Act.</p>	<p>% reporting increased knowledge, attitude and skills and satisfaction with experience (Increased capacity to implement best practices in classrooms, educational systems, policy, etc.)</p>
<p>3.4: Analyze current national/state, local and proposed disability policies as they apply to Wyoming.</p>	<p>3.4.1: Research impact of current and proposed state systems/policies on access to services.</p>	<p>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></p>	<p>Health; Education; Early Intervention; Employment; Assistive Technology</p>	<p>Q1 Q2 Q3 Q4</p>	<p>Q1 Q2 Q3 Q4</p>	<p>Q1 Q2 Q3 Q4</p>	<p>Q1 Q2 Q3 Q4</p>	<p>Q1 Q2 Q3 Q4</p>	<p>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,</p>	<p>% of findings that inform state and local agencies policy and practice.</p>

		<i>Protection & Advocacy, Inc.</i>	Health; Education; Early Intervention; Employment; Assistive Technology	X Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4				local and proposed policy. 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.
	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>									
Goal 3 Accomplishments, FY 2022:											
<ul style="list-style-type: none"> • The focus on productivity has resulted in increased publications from a broader range of faculty and staff. There is also increased focus on grants and dissemination. <ul style="list-style-type: none"> ○ Fourteen manuscripts were published including two manuscripts on ECHO, and two resulting from ESRN projects. Three additional manuscripts on are under review and seven manuscripts are in preparation. ○ Ten abstracts were presented at various conferences • ECHO Community of Practice <ul style="list-style-type: none"> ○ We have spearheaded a multi-site research initiative through the ECHO for Education Collaborative. There are now 12 sites from across the globe participating in this research that will develop a measure to assess the development of CoP through ECHO. • Project SCOPE (Supporting Children impacted by the Opioid Epidemic) <ul style="list-style-type: none"> ○ 14 SCOPE sites have implemented the curriculum and have collected evaluative data. These data are being analyzed now. Preliminary results have shown significant reach and impact. Specifically, 3500 professionals and impacted the lives of over 2000 children with NAS have received enhanced care as a result. ○ Assisted two sites in developing and implementing their own SCOPE research initiatives. • Equality State Research Network (ESRN) <ul style="list-style-type: none"> ○ This project is in its second year of funding through a contract from the Patient Centered Research Institution (PCORI). ○ The decision-making structure has been formed. ○ The ESRN was named a priority project by the UW President and included in a proposal for ongoing funding. This included moving the ESRN into the Rural Health Innovations Institute (RHII) along with telehealth, ECHO and the Bio Innovations Hub. This proposal was also presented to the Governor's Task Force for Healthcare. ○ Two ESRN awards from the first round of funding were completed and resulted in one peer reviewed paper, and one chapter. ○ Six additional ESRN awards were funded. This includes three Partnership Development awards and three Pilot awards. These projects have just started. 											

<ul style="list-style-type: none"> ○ The ESRN Conferences was held in May, in partnership with the Wyoming Primary Care Association and the Wyoming Department of Health Office of Rural and Frontier Health. This virtual conference was well attended, and allowed us to finalize our research priorities, which include mental health, healthcare access, social issues, maternal and child health, and special populations. ○ The ESRN has applied for an extension award that will allow us to expand the network to include those with IDD, and to increase our focus on these research areas. While funding decisions have not been announced, comments from the funder are encouraging. ○ Four COVID studies were conducted through the ESRN ○ 38 stakeholder interviews were conducted to help develop the research priorities. ● During the previous legislative session, there was a proposal to dramatically alter the Medicaid funding framework that would have eliminated up to 60% of some individuals funding for services. Through a grass-roots strategy, including a survey of community members to catalogue the impacts that this change would create, led to the legislation being removed from consideration. ● Evaluation <ul style="list-style-type: none"> ○ Ongoing program evaluation was conducted, including evaluation of ECHO networks, the Wyoming Assistive Technology Resources (WATR) program activities, Wyoming Family to Family Health Information Center program training and activities, and Sexual and Reproductive Health trainings. ○ Standardized evaluation structure ● Built specialized database to facilitate telehealth evaluation and reporting. <p>WIND Response to the COVID-19 Pandemic Related to Goal 3, FY 2022; ** indicates activities that were supported with CDC vaccination funding:</p> <ul style="list-style-type: none"> ● Telehealth evaluation was conducted to determine the impact of COVID on telehealth capacity need. ● Research was conducted to determine the impact of COVID on mental health of providers and consumers ● Research was conducted to determine the impact of COVID on stakeholder experience as well as provider impact to operational capacity. <p>** Research is ongoing that will examine the factors that have enhanced or limited the update of vaccines in those with disabilities</p>

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 inter-professional 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; Local education agencies; WY Departs of Education, Health and Workforce Services; Medicaid Waiver providers; Aging and	Health; Education; Early Intervention; Employment; Assistive Technology	X	X	X	X	X	Develop and deliver at 4-6 trainings per year in each area of emphasis, total 125 trainings; this includes asynchronous courses delivered via the University Learning	% 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.)

- Conducted monthly technical assistance calls with 183 participants from all program sites and community partners. University of Wyoming ECHO Collaborations and Network Delivery
 - Provided inter-professional training, using UW ECHO to 991 individuals (2873 total) participants representing families, education and health administrators, including directors of special education and curriculum, related services providers (SLP, OT, and PT), case managers, paraprofessionals and special and general education teams. UW ECHO networks targeted areas of need/improvement in assistive technology, autism, early childhood, student health, integrative health care, and high-risk pregnancy.
- ECHO Superhub Activities
- Collaborated with Ohio and Vermont to develop multi-state, 8 session, Act Early ECHO to increase the rates of developmental screening.
 - Conducted virtual immersion training with 32 participants from the Thrive Center - Colorado University of North Carolina - Chapel Hill University of Idaho (UCEDD) Ohio State University Advocate Children's Hospital - Chicago, IL, University of Kentucky College of Health Sciences, Communication Sciences Disorders University of Kentucky Human Development Institute URLEND trainees.
- Community Training
- Collaborated with Wyoming Departments of Education, and Health, as well as numerous community organizations. Across all programs we conducted 183 trainings for 11,219 participants.
 - Continued development of a professional learning community for speech-language pathologists through the delivery of an initial online course targeting core skills for implementation of Augmentative and Alternative Communication. Including the development of an asynchronous course using content from the UW ECHO in assistive technology
 - 5 community trainees participated in a two-course series training related to positive behavior support and conducted service-learning projects related to positive behavior supports for projects across areas of early intervention, workforce, transition, health, and wellness.
 - Provided advocacy and education on the use of alternative and augmentative communication and models of funding to state level leadership in an effort to change practice. During this reporting period Medicaid rules were changed to cover AAC devices.
 - 62 undergraduate/graduate students from the University of Wyoming (UW), UW College of Education, UW Early Care and Education Center, Casper College, Boston University School of Public Health, Cincinnati Children's Hospital, Idaho State University, North Sanpete School District, United Methodist Family Services (UMFS), University of North Dakota, University of Wisconsin-Madison, Virginia Commonwealth University (VCU) School of Education Partnership for People with Disabilities and Wind River Dialysis Center. We have also recruited 45 LEND Trainees from the Utah Regional Leadership Education in Neurodevelopmental Disabilities (URLEND), Utah State University, The University of Utah, Cincinnati Children's Hospital, University of Cincinnati, University of Idaho, Northwest Behavioral Health, Simmons University and Washington State University.
 - o 90 hours of professional development were delivered through the UW ECHO Networks. Participants represented 21 of the 23 counties within Wyoming and 29 states.
 - o 18 educators were awarded Professional Teaching Standards Board credit.
 - Provided inter-professional training using ECHO to 749 unduplicated participants (2231 duplicated) and are rated very highly (94% satisfied or very satisfied). Participants representing families, early education, pre-K – K12 and secondary education and health administrators including directors of special education and curriculum, related service providers (SLP, OT, PT), case managers, paraprofessionals and special and general education teams. UW ECHO networks targeted areas in assistive technology. Act Early, autism, autism for rural healthcare providers, early childhood, student health, and families.
 - 7 interdisciplinary UW ECHO Networks targeting education, healthcare, and family needs during FY 2022. Network topics included assistive technology, Act Early, autism, autism for rural healthcare providers, early childhood, student health, and families. These networks have served 749 unduplicated participants (2231 duplicated) and are rated very highly (94% satisfied or very satisfied).
 - UW ECHO participants represented agencies or organization in 29 states, Mexico, Macedonia, and Tanzania.

WIND Response to the COVID-19 Pandemic Related to Goal 4, FY 2022; ** indicates activities that were supported with CDC vaccination funding:

- Content for all ECHO networks - early education, student health, autism, assistive technology, families and integrative care - address COVID related issues including virtual learning, access to technology, social distancing, mental health and family support.

- Development and delivery of synchronous and asynchronous training on telehealth for families in collaboration with National Family Voices.
- ** WIND’s Director of Community Education and Training, and Director of Research and Evaluation provided technical assistance to Wyoming Immunization Workgroup to include survey development, marketing, and outreach materials development

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/ Collaborating Partners	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; Coordinator, Community Training; Coordinator, Research and Evaluation; WIND Project coordinators; UCEDD Network; State Agencies; -WDE -WDH -Workforce Services -Vocational Rehabilitation;	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)

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
Goal 6 Accomplishments, FY 2022:										
<ul style="list-style-type: none"> Expanded work of the WIND Accessibility Committee to provide accessible PowerPoint templates for WIND and related projects, as well as accessible InDesign flier templates. Established a phone and online interpretive service to provide immediate connection in nearly 100 languages, including ASL. Launched digital ad campaigns in Spanish and English for several WIND programs, including iCanConnect, Act Early, and Wyoming Assistive Technology Resources. 										
WIND Responses to the COVID-19 Pandemic Related to Goal 6, FY 2022; ** indicates activities that were supported with CDC vaccination funding:										
<ul style="list-style-type: none"> Provided information on the web and social media supporting both vaccine and booster information for people with disabilities and families with youth with special healthcare needs. ** 										

Appendices

- Site Visitor Bios
- Linden Marketing Information

Wyoming Institute for Disabilities Site Visit Site Team Bios



David Jones, MPA is the Director, Office of Intellectual and Developmental Disabilities (OIDD) and Acting Director, Office of Disability Services Innovation (ODSI); Administration for Community Living, U.S. Department of Health and Human Services.

Prior to joining ACL in July 2020, David served in two federal agencies focused on disability employment and programs. At the U.S. Department of Labor, David oversaw the administration of Disability Employment Initiative grants and technical assistance contracts to help strengthen the capacity of American Job Centers to serve people with disabilities. At the U.S. Department of Education, David monitored state Vocational Rehabilitation (VR) agencies and was a Program Officer for two Protection and Advocacy programs (PAIR and PAAT). Prior to his career focus on the disability mission work, David served within the Inspector General (IG) community for three federal agencies and the United Way of America. Originally from Pennsylvania, David holds a Bachelor's Degree from Bucknell University and a Masters of Public Administration from George Mason University.



Daniel Crimmins, PhD, served as Director of the Center for Leadership in Disability – the Georgia State University Center for Excellence in Developmental Disabilities – and as Professor in the School of Public Health in Atlanta from its inception in 2008 until his retirement in May 2021. He is now a GSU Clinical Professor Emeritus and founding partner in Crimminz & Associates, LLC.

Throughout his career, Dr. Crimmins worked with children and adults with disabilities, families, schools, and organizations to ensure equal access to effective supports and interventions. He has a particular interest in issues that reflect the intersection of research, adoption of evidence-based practices, workforce, and policy. He is most proud of his contributions to developing the next generation of leaders for Georgia and the nation; promoting equity, diversity, and inclusion of people with disabilities from all backgrounds; and working diligently for systems and society to adopt practices that enrich the lives of the people we serve. He is a strong advocate for the provision of respectful person-centered supports, the elimination of restrictive and reactive procedures, and that all should “lead a life well-lived.”

Dr. Crimmins received his BA, MA, and PhD in psychology from Binghamton University in New York, and completed an internship in clinical psychology at the University of Mississippi Medical Center. In 2002 and 2003, Dr. Crimmins was a Robert Wood Johnson Health Policy Fellow in Washington DC, where he worked in the Office of Senator Jim Jeffords on health and education policy.



Dawn Rudolph, MSEd, is the Senior Director for Technical Assistance and Network Engagement where she leads a wide range of supports for the national network of University Centers for Excellence in Developmental Disabilities (UCEDDs) and the Leadership Education in Neurodevelopmental and Other Disabilities (LEND) programs. She also leverages their expertise in national efforts impacting people with disabilities including the Autism Intervention Research Network on Physical Health (AIR-P) and the Morehouse School of Medicine's National COVID-19 Resiliency Network (NCRN). She brings over 30 years of experience supporting people with disabilities and their families in community and educational settings.

Previously, Ms. Rudolph served as Service Coordination Administrator for the Developmental Disabilities Administration in Washington, DC. Prior to that, she served as a community living program director for two non-profit provider organizations in Maryland and DC. Earlier work includes supporting children, adults, and families in roles of family therapist specializing in families whose young children were first diagnosed with disabilities, early intervention teacher, and direct support professional. Ms. Rudolph brings significant service, training, management, administration, and leadership experience in non-profit and government sectors dedicated to improving quality of life for people with disabilities.

Ms. Rudolph holds an MEd in Psychological Studies from the University of Pennsylvania, and a BS in Special Education from Gwynedd-Mercy College.

Areas of Interest:

- Community Living
- Diversity, Equity & Inclusion
- Supported Decision Making
- Program administration and collaboration



Danielle Webber, MSW, is the Senior Program Manager for AUCD's UCEDD Technical Assistance (TA) Team. Her responsibilities include overseeing the development, delivery, and evaluation of TA provided to the UCEDD network through the UCEDD Resource Center (URC). Danielle brings almost fifteen years of experience with AUCD, its network centers, and partner organizations, to this role.

Previously, Danielle served as Senior Manager AUCD's Public Health team leading a team of six supporting COVID-19 response within the Act Early Network. This position involved developing, delivering, and evaluating TA provided to a national network of Act Early Ambassadors and a national network of Act Early Response to COVID-19 state/territorial teams through a cooperative agreement with the National Center on Birth Defects and Developmental Disabilities (NCBDDD) at the Centers for Disease Control and Prevention (CDC). Danielle also supported AUCD's other public health programs that aim to strengthen the capacity to carry out activities in the areas of developmental disabilities and health promotion for people living with a disability.

Danielle earned her Master's of Social Work from the University of Connecticut.

Areas of Interest:

- Interdisciplinary Training
- Technical Assistance
- Quality Improvement
- Early Childhood

Linden proudly serves clients in a range of competitive industries including healthcare, education, government, utilities and energy from our offices in Cheyenne, Wyoming and Fort Collins, Colorado.

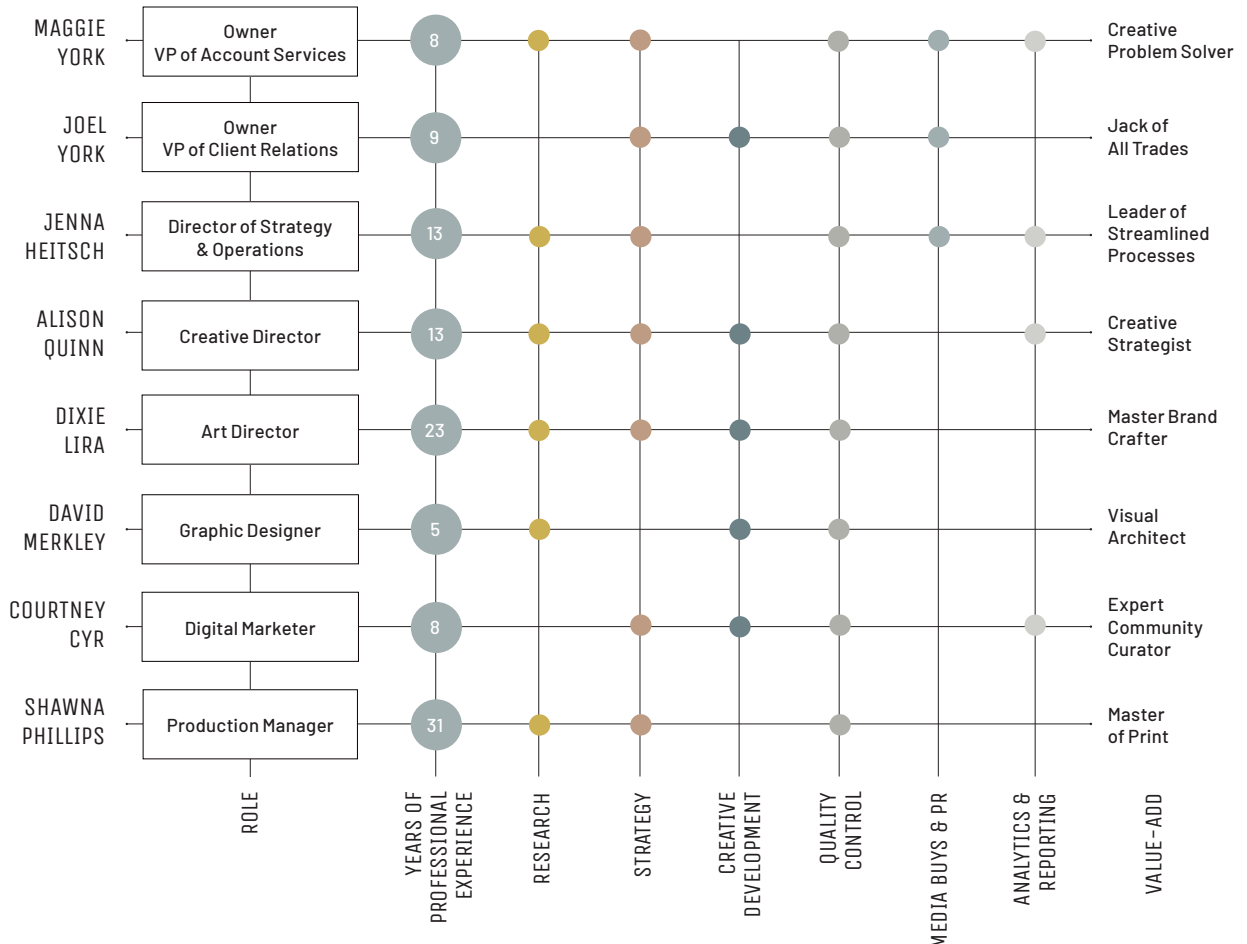
Our talented team provides exceptional client service and creative support. For over 25 years, Linden has been in the business of marketing research, branding and messaging, creating dynamic multi-media campaigns, website design and development, print magazines and video production. Our experience and our strategic techniques allow us to tell our clients' stories in innovative ways on traditional and digital marketing platforms.

LINDEN'S STORY

Founded in 1996, Linden has served hundreds of clients from our offices in Old Town Fort Collins, Colorado and downtown Cheyenne, Wyoming. Maggie and Joel York took over ownership of Linden in 2019. Both long-term Linden employees, Maggie and Joel are passionate about the unique and engaging work Linden is creating, and they continue to cultivate a positive and inspiring work environment for their employees and clients.

At Linden, it's about relationships, making connections and establishing trust; it's about truly, genuinely being an advocate for our clients and their goals. For more than 25 years, Linden's mission has been to help our clients thrive by telling their stories to the right audiences, using the right tools; making an impact on their communities and ours.

STAFF QUALIFICATIONS



SERVICES

Linden isn't just a marketing agency - we are your partner. We use tools like strategy, digital marketing, traditional ad placements and a variety of campaign styles so we can build your brand presence in every way it makes sense. This way, your audiences will know where they can find you and how they can engage in conversation, services and relationships.

And that's really the point - connecting them to you. We're here to connect you with your audiences in ways that are best for them and best for you. We're the bridge. Our services are the tools we use to build that bridge.

- 1. Strategy:** Robust, comprehensive strategies based on thorough research ensures we create the right tools to reach your audience and your goals.
 - + Communications strategy
 - + Media placement strategy
 - + Market and brand research
 - + Product / Message testing
 - + Campaign strategy
 - + Ongoing measurement
- 2. Branding:** By tapping into your core values, using acute design and crafted language, we'll tell the story you want told; the one that reflects your purpose and connects who you are with why you are.
 - + Logo development
 - + Brand identity
 - + Brand standards
 - + Brand awareness
 - + Targeted campaigns
- 3. Print:** From professional reports to unique direct mail pieces and lifestyle magazines, we create content-rich products from conception to distribution that offer longlasting and personal connections.
 - + Branded collateral
 - + Event materials
 - + Direct mail
 - + Technical reports
 - + Publications
- 4. Digital:** We offer social media strategy and management, we design and develop high-performing websites and we get your brand in front of your audience with meaningful advertising.
 - + Social media management
 - + Digital advertising
 - + Video production
 - + Website design
 - + Website development