



**WIND Advisory Committee
Meeting Booklet
April 14, 2020**



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 Consumer Advisory Council Meeting, WIND Advisory Board Meeting will be held online on Tuesday, April 14, 2020 through Zoom videoconferencing.

Distance Connection: To set up a free Zoom account:

- Go to 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 the **Meeting ID: 432709210**

To join the meetings via an existing Zoom account:

Join from PC, Mac, Linux, iOS or Android: <https://uwyo.zoom.us/j/432709210>

Or iPhone one-tap :

US: +16465588656,459396026# or +16699006833,459396026#

Or Telephone:

Dial (for higher quality, dial a number based on your current location):

US: +1 646 558 8656 or +1 669 900 6833

Meeting ID: 459 396 026

International numbers available: <https://zoom.us/u/aeNL7KNXE>

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)

202.177.207.158 (Australia)

209.9.211.110 (Hong Kong)

64.211.144.160 (Brazil)

69.174.57.160 (Canada)

Meeting ID: 459 396 026

SIP: 459396026@zoomcrc.com

WIND Advisory Committee Meeting Agenda

Tuesday, April 14, 2020

12:50 p.m. Link via Zoom: <https://uwyo.zoom.us/j/432709210>

1:00 p.m. WIND Advisory Committee meeting

Welcome, David Jones, Dean, College of Health Sciences

Introductions with agency/organization updates, All

Meeting orientation and WIND updates, Sandy Root-Elledge, Executive Director

University of Wyoming, College of Health Sciences Update, David Jones

Disability Studies Student Poster Presentations, Michelle Jarman

Agency Presentation: Developmental Disabilities Section, Division of Healthcare Financing, Wyoming Department of Health
Lee Grossman, Administrator

WIND Project Discussion with all: Equality State Research Network
Eric Moody, Director of Research and Evaluation
Canyon Hardesty, Director of Community Education

3:30 p.m. Adjourn

WIND Consumer Advisory Council Meeting Agenda

April 14, 2020

Join via: **<https://uwyo.zoom.us/j/432709210>**

- 10:30 a.m. Welcome and Introductions
Roundtable with updates from members

Sandy Root-Elledge, Executive Director
Sandy Hubert, Coordinator, WIND Consumer Advisory Council
- 10:50 a.m. Needs Assessment discussion

Eric Moody, Ph.D., Director of Research and Evaluation
- 11:05 a.m. IDD/Dementia Project

Robin Berry, Ph.D., Department of Psychology
- 11:30 a.m. Disability Studies Student Presentations

Michelle Jarman, Ph.D., Professor, Disability Studies
- 12:00 p.m. Adjourn
- 12:55 p.m. WIND CAC members will join the meeting with the WIND Advisory Council

Advisory Committee Meeting Notes

April 9, 2019

In Attendance

Committee Members:

Marty Agran
Julie Andrew
Ann Armel
Tammy Aumiller
Jeff Gardner
Lee Grossman
Ann Marie Hart
Cynthia Hartung
Bill McDonald
Emily Monago
Chele Porter
Margie Robertson
Lori Regnier

WIND Faculty, Affiliated Faculty and Staff:

Betsy Bess
Kara Enyeart
Canyon Hardesty
Sandy Hubert
Dr. Michelle Jarman
Kyle Mattinson
Eric Moody (via Zoom)
Sandy Root-Elledge
Charleigh Wolfe (via Zoom)

Sandy Root-Elledge introduced Associate Dean Tristan Wallhead who is filling in for Dean David Jones. Dr. Wallhead thanked Sandy for asking him to sit in for Dean Jones. Dr. Wallhead called the meeting was called to order at 1:00. He gave an update on both the search for a new university president and dean for the College of Health Sciences. Members introduced themselves and some provided updates from their respective organizations.

Lee Grossman shared information on the waiver service renewal and the events going on around the state.

Dr. Emily Monago updated the advisory committee on the recent survey regarding diversity, equity and inclusion. The survey was sent to 18,000 students, faculty, and staff, with 2,000 responses completed to date. Dr. Monago also discussed the mandatory training for employees. The campus needs to improve opportunities for self-identification, and plans are underway for an awareness campaign this fall to encourage people with disabilities to self-identify.

A motion to approve the minutes was made by Chele Porter and seconded by Marty Agran. The committee approved.

Sandy congratulated the WIND administrative staff on winning the first University All-StarTeam staff award for teamwork at the annual Staff Recognition Day. Sandy also congratulated Allison Harkin for being one of the recipients of the PIE award. Sandy guided participants through the booklet and drew attention to the current WIND partnerships, noting that WIND success hinges on these partnerships. Sandy recognized the

featured faculty member, Ethan Dahl, and his new role in WIND research as well as the featured disability studies student, Lauren Hulit.

Project SCOPE

Dr. Moody presented on the work WIND is doing with Project Scope. There is a nation-wide opioid crisis presently, and the impact of Neonatal Abstinence Syndrome is a tremendous problem in rural settings. In Wyoming, 1000 children were placed into foster care due to their parents using opioids. The babies suffer developmental delays and as they grow, see continued delays, and experience disabilities. The problem spans the healthcare, social welfare, and education systems. The pilot program involves using the ECHO model and implementing that infrastructure for addressing NAS. There are many key federal funding agencies involved. The hub team is made up of clinical psychologists, trauma experts, registered nurses, teachers, development behavioral pediatricians, occupational therapists, program coordinators for an inner-agency preschool, speech language pathologist, and neonatologist.

The components are:

1. Current status of the opiate epidemic
2. Basic brain development

Recommendations to Funders:

1. High impact and reach
2. Rapid deployment
3. Flexibility to accommodate changing recommendations or advances in the field
4. Focus on increasing the capacity of local providers
5. Require a multi-disciplinary approach
6. Encourage interdisciplinary team-based work
7. Accommodate local uniqueness and cultural variations
8. Focus on systems change at multiple levels
9. Robust evaluation

An RFP will be announced mid-April to fund a National Training Institute for three years for which WIND is planning a response. The overall goal of the national project will be to train 13 states per year with ongoing technical assistance.

Utah Regional Leadership Education in Neurodevelopment Disabilities (URLEND)

Canyon presented on LEND and the interdisciplinary family centered focus. LEND is funded through Maternal Child Health Bureau. There are 52 LEND programs, with WIND participating in the Utah Regional LEND with Utah, Montana, Idaho, and North Dakota. LEND is currently accepting applications through the end of May. The opportunities for the WIND advisory committee members to help include helping recruit/becoming a trainee, participating in Friday lectures/learning sessions, and identifying Wyoming specific observation or clinical sites.

Applications to be a LEND trainee are open now. It involves a three-day orientation in Utah and 28 weekly learning sessions. If anyone is interested, please contact Canyon.

25th Anniversary Recognition Planning

This is WIND's 25th Anniversary year. The 25th anniversary committee includes Julie and Samantha Andrew, Chele and Kylie Porter, Bill McDonald, Dave Heath, Gisele Knopf and Cari Glantz. The Homecoming event will be held Friday, October 18 from 8 – 11 a.m. Invitations will be sent out soon.

The WIND Gala will be Nov. 7, 2019 and include Riva Lehrer, an artist who will be presenting the keynote and who has been active in the disability rights community.

WIND will launch 25 for \$25 fundraising. The goal will be \$25,000.

The meeting was adjourned at 3:00.

Consumer Advisory Council FY 2019 Report

WYOMING INSTITUTE FOR DISABILITIES Consumer Advisory Council Annual Report, FY 2019

Introduction

In compliance with the Developmental Disabilities Act, all University Centers for Excellence in Developmental Disabilities (UCEDD) are mandated to convene a Consumer Advisory Council, with a majority membership of individuals with disabilities and/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 reported on progress toward strategic plan goals.

Overview of WIND CAC activities for 2018

This year's focus for WIND Consumer Advisory Council was preparing for the 25th Anniversary of the Wyoming Institute for Disabilities. Several members joined the WIND planning committee to assist in the endeavor.

During WIND CAC meetings, Betsy Bress led members in discussions surrounding the events for the 25th anniversary and members gave feedback and constructive suggestions on activities and preparations.

Suggestions included: concentrating on WIND's overall significant contributions to Wyoming citizens by using grassroots stories; WIND CAC members reaching out to their own communities by setting up information booths at county fairs, summer farmer's markets, and speaking with various organizations such as Chambers of Commerce and Rotary Clubs about WIND; featuring Disability Studies students work at the WIND Open House during Homecoming and inviting former students whose projects have made a significant contribution to the disability community; having Kylie Porter and Sammy Andrew personally contact our Wyoming Senators to invite them to attend the Homecoming Open House; reaching out to the art departments in our community colleges and high schools to take part in renown artist, Riva Lehrer's, Zoom presentation during WIND 25th anniversary celebration on November 7, 2019.

Chairman, Bill McDonald attended the Association for University Centers for Developmental Disabilities (AUCD) Conference in November 2018. He took part in the Council in Leadership in Advocacy (COLA) meeting and reported back to the WIND CAC membership on its proceedings.

Kylie Porter became a new member of the WIND Consumer Advisory Council in September.

Sandy Thiel will be the new chairman of the WIND Consumer Advisory Council with Bill McDonald serving a co-chair until November 2019 at which time Sandy Thiel will assume the chair responsibilities.

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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.

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WIND COVID-19 Response

As the situation in Wyoming changed rapidly in response to the COVID-19 pandemic, the operations at WIND also shifted priorities to face the myriad of challenges that the virus and quarantine has posed to individuals with disabilities, their families and the communities that support them.

As the University of Wyoming began the process of transitioning employees to remote locations, WIND staff and faculty were uniquely prepared to meet the challenge, with many projects already utilizing Zoom videoconferencing technology to deliver education, outreach, and collaboration.

WIND responses to the pandemic have included a significant increase in the work of the Wyoming Telehealth Network project. As physicians sought Zoom licenses and technical assistance to set up telehealth services, staff and faculty adjusted priorities to support this project. Additional outreach pieces included a WyTN newsletter that included resources, webinars, links and other information to support physicians' use of Telehealth during the crisis. These resources were also made available on the website.

Wyoming Assistive Technology Resources (WATR) staff also shifted to an entirely remote system of operations. They have continued to manage calls for information and assistance, virtual Open Lab events, and have been able to provide limited access to devices for loan and reuse. In addition, the WATR team has been using this time to create additional online information and content, including videos on various make-at-home assistive technology tools.

Additional COVID-19 related resources were compiled to support project areas have included:

- Resources for families that were emailed and posted to the website
- Education resources shared with ECHO Education participants
- ECHO topics adjustments to reflect the immediate needs brought by the pandemic

WIND faculty provided technical assistance related to the needs of individuals with developmental and other disabilities in Wyoming to:

- Administration on Community Living for using telehealth, ECHO and Assistive Technology Act programs to meet the daily needs of individuals with disabilities
- Association of University Centers on Disability and University Centers for Excellence in Disabilities on the use of telehealth and ECHO for meeting emerging needs as well as for the importance of engaging with state task forces
- FEMA Regional Response Team for COVID-19 to plan for accessible emergency preparedness and accessible information for individuals with disabilities in Wyoming
- Wyoming Governor's COVID-19 Task Force on Health
- University of Wyoming Business Continuity Leads

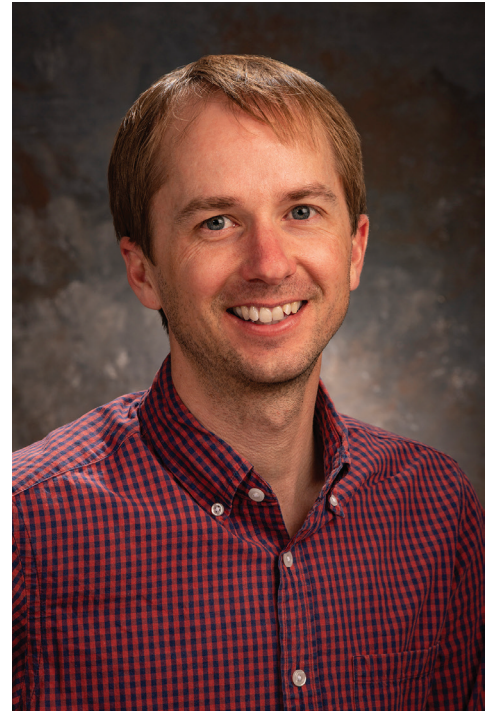
Featured Staff Member Ryan Rausch

Ryan Rausch is co-manager of the Wyoming Assistive Technology Resources (WATR) program. Ryan's background in occupational therapy brings a valuable skill-set that helps support WATR's mission of increasing awareness of and access to assistive technology. Ryan takes a holistic approach to every situation, assessing the individual context and determining the best assistive technology to facilitate participation in life activities at home, school, work, or in the community.

Ryan received his master's degree in Occupational Therapy from Colorado State University (CSU). During that time, he was the Graduate Teaching Assistant for the Assistive Technology Resource Center, a position that provided him additional training in assistive technology. Ryan gained experience in developing curriculum around assistive technology for occupational therapy courses, and he was integral in providing these services for students with disabilities. Ryan has worked in a variety of settings, including educational, home health care, and the Veterans Administration, to build a solid understanding of assistive technology assessment, training, and implementation.

Since joining the WATR team in 2016, Ryan has earned the Assistive Technology Professional (ATP) certification by the Rehabilitation Engineering and Assistive Technology Society of North America (RESNA), recognizing those who have reached an internationally accepted standard of knowledge in assistive technology.

A highlight of Ryan's work at WIND has been the opportunity to organize and lead the Libraries Enhancing Access for Rural Neighbors (LEARN) project. Collaborating with Wyoming State Library and Wyoming Governor's Council on Developmental Disabilities, the project has reached 109 Wyoming libraries by developing and distributing Assistive Technology Toolkits. These kits help people with disabilities participate in library activities and build awareness about assistive technology.



Featured Disability Studies Student: Alexandra Jacobson

Alex Jacobson, University of Wyoming senior and Lander native, graduates in the spring of 2020 with a disability studies minor, psychology major, and an American Sign Language certificate. Alex came to the disability studies minor program after taking Disability Studies: Theory and Practice course with Alison Harkin her junior year. Alex notes, "This course was one that was intensely challenging and highly rewarding, and in that challenge, I became aware of the value of the disability studies context as an integral component of my psychology major."



Through the disability studies program, Jacobson gained a valuable societal context as it relates to the field of psychology. Whereas a medical or pathology perspective tends to view disability as a condition to be treated, disability studies foregrounds the experiences of people with disabilities in order to provide students a more complex understanding of the social context of disability. Alex comments, "As a psychology student, I was able to critically question the pathology model of disability, and build into that an understanding of how societal values and cultural beliefs might influence us."

This expanded perspective has been particularly relevant during Alex's practicum this semester at Laramie's Cathedral Home for Children; she has been able to experience first-hand how institutions can build in supports for students and allow them to navigate their own issues and learn how to self-advocate within their educational and support systems.

After graduation, Alex is planning to join AmeriCorps and continue her work with students, providing support within a therapeutic setting. In summary of her time in the disability studies program, Alex concludes that, "It is a valuable minor, no matter what you are studying. Disability studies changes how we think about the world - how we conceptualize disability and how we understand the importance of making the space around us more inclusive and accessible."

New WIND Faculty and Staff

Tai Baker is the Program Manager for Project SCOPE and the Equality State Research Network. She works with ECHO networks across health and education and supports the implementation of networks across the nation. Tai graduated with a B.S in Criminal Justice and Psychology from the University of Wyoming, and is currently pursuing her Masters in Health Service Administration through the School of Pharmacy from the University of Wyoming.

Prior to joining WIND, Tai worked for four years at Albany County, Wyoming as the Grants Manager, overseeing all state and federal funding to support County infrastructure, program development and management. Additionally, Tai worked for six years at the Wyoming Department of Health implementing core public health programs throughout Wyoming, specifically in communicable disease prevention.



Amy Rieser is a Project Coordinator on the health emphasis team for WIND. She earned her B.A. in Sociology and Environment and Natural Resources (ENR) and minor in Statistics from the University of Wyoming in Laramie, WY and is currently pursuing a Master's in Public Administration through the School of Politics, Public Affairs & International Studies.

Prior to her work at WIND, Amy performed program evaluations as an Assistant Research Scientist with the Wyoming Survey and Analysis Center (WYSAC). Amy also spent four years as a Behavior Support Paraprofessional in the Albany County School District (ACSD1) working one-on-one with youth exhibiting social and emotional disabilities.



Wyoming Institute for Disabilities Five Year, 2017-2022 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
FY 2019 Annual Report: Accomplishments

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).

Goal 1 Accomplishments, FY 2019:

- A Disability Studies Minor/Communication Disorders graduate successfully completed URLEND.
- Disability Studies participated in a Native American Summer Institute to inform and recruit Native students into health sciences and disability related programs.
- Four long-term trainees, representing, Doctor of Nursing Practice, Social Psychology, Communication Disorders, and family experience participated as long-term trainees in URLEND. The family trainee participated across two years (2017-2018 and 2018-2019).
- 25% of long-term trainees in URLEND represented cultural, linguistic diversity and underrepresented groups
- A WIND Research Scientist enrolled in the URLEND Program and will be presenting his research/leadership project at the Association of University Centers for Excellence Conference in November 2019.

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.

Goal 2 Accomplishments, FY 2019:

- Thirteen students graduated in the 2018-19 academic year with a minor in Disability Studies, bringing program graduates to 118 since 2009. Seven graduates are going immediately into graduate programs in Speech Language Pathology, Social Work, Special Education, American Sign Language Instruction, and Occupational Therapy. Other graduates are taking teaching positions in direct service and disability related fields with one graduate taking a position in the Peace Corps.
- Enrollment in the Disability Studies Minor program remains strong with over 45 active students, including 14 new students who enrolled this year.
- Six courses were offered this academic year, in addition to practicum placements for 15 students. Three students participated in semester-long courses in ECHO networks.
- An additional, study abroad (England & France) Honors course, focusing on WWI rehabilitation, nursing, and the history of medicine, was piloted this summer.
- Dr. Jarman, in partnership with Christine Boggs from UW Distance Education, and with a TIE Fellowship, facilitated a year-long faculty pilot group in Universal Design for Learning. The pilot brought together ten faculty members from across UW. A research sub-group will complete the qualitative analysis and write at least one research essay. Dr. Jarman continues to work with members of the group to support ongoing efforts in continuing faculty development in Universal Design for Learning.
- One new course, Literature and Medicine, was established and cross listed with Honors. This is part of an initiative to develop more curricular content in Health Humanities.
- Dr. Michelle Jarman received an “Outstanding Service Award” from the UW Shepard Symposium on Social Justice for her years of co-chairing the planning committee.
- We are still in the investigation stage for graduate offerings in disability studies, and working with UW administration and WIND faculty to decide on the best plan toward a certificate, and potentially a graduate minor. Dr. Jarman will present several working models to WIND faculty in a retreat in August, 2019.

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.

Goal 3 Accomplishments, FY 2019:

- Manuscripts were submitted for ECHO, Wyoming Family Mentorship program and voting rights.
- Manuscripts are in development that address voting rights, the comparison of the Supports Intensity Scale (SIS) to the Inventory for Client and Agency Planning (ICAP) measures.
- Analyses were conducted on ECHO return on investment.
- WIND was invited to present and collaborate with other UCEDDs based on our work in ECHO, family programs, and early childhood development.
- Submitted proposal to U.S. Department of Education to explore use of ECHO model in education; this is a collaboration with two other states – Alaska and Colorado.
- Ongoing program evaluation was conducted, including ECHO, WATR, F2F, SRH, and all other WIND programs.
- To address the policy initiative, WIND conducted monthly policy briefings for state-wide participants and WIND participated in legislative days in Washington, D.C. to educate the Wyoming delegation about the Assistive Technology Act, the ECHO Act, and Family-to-Family Health Care Information legislation.
- To develop the research and evaluation infrastructure, a full time research professor/director of research and evaluation, a research scientist assistant, and a research associate were hired to begin working at WIND in July 2018.

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.

Goal 4 Accomplishments, FY 2019:

- Collaborated with Wyoming Departments of Education, Health, and Workforce Services, as well as numerous community organizations, to develop and deliver 37 trainings to 4257 participants.
- In collaboration with the Wyoming Departments of Education, Health, and Workforce Services WIND/WATR developed and delivered asynchronous, professional development courses. Content UW Learning Management system (WyoLearn) to 678 participants. Courses included:
 - Foundations of Assistive Technology (2 students)
 - How to Obtain an Accurate ICAP Score (24 students)
 - UW ECHO Network topics across (622 students/interdisciplinary professionals)
 - Virtual Job Shadow Training Course (4 students/interdisciplinary professionals)
 - Healthy Relationships: Direct Service Provider Supports (4 students/interdisciplinary professionals)
- 67 undergraduate/graduate students from UW College of Education, Early Childhood Special Education and Special Education programs, the UW College of Health Sciences Speech and Language (Communication Disorders) program, Casper College-Occupational Therapy Assistant program, Jefferson East Falls Campus, University of Kansas, Walden University, Walla Walla Washington participated in UW ECHO in Education and Health Networks for course credit.
- 168.75 hours of professional development were delivered through the UW ECHO Networks.
- 30 educators were awarded Professional Teaching Standards Board credit.
- Developed and delivered interdisciplinary UW ECHO Networks targeting areas of need/improvement in health during FY 2019. Network topics included employment, and support children impacted by opioid and other substances-neonatal abstinence syndrome.
- Provided inter-professional training, using UW ECHO to 3,926 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, secondary transitions, autism, behavior supports, early childhood, and student health and opioid use for both adults and children impacted by opioid and other substances.
- UW ECHO participants represented 31 states, Washington D.C., and Quebec, Canada.
- Developed and supported ECHO hubs to address critical statewide needs of school nurses, families that have a child with autism-specifically to support re-Employment Transition Services, and to support children impacted by opioid and other substances-neonatal abstinence syndrome.
- In collaboration with the Wyoming Division of Vocational Rehabilitation, developed a Pre-Employment Transition Services Program (ACCESS Employment) to provide training, direct services and technical assistance to agencies providing services and supports to young adults (14-21 years old).
- Delivered in-person resume writing and career interest workshops to 22 young adults through a summer experience in Riverton, Wyoming.
- Provided training and support on Virtual Job Shadow, a career exploration software to 61 professionals, representing education, workforce services, and afterschool programs.

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.

Goal 5 Accomplishments, FY 2019:

- As an ECHO Superhub, WIND provided training and technical assistance for replicating the ECHO model to the University of Central Florida, Oregon Assistive Technology Program (OTAP), the Anchorage School District, Wyoming Early Hearing and Detection Program, Ontario Autism ECHO, Education in the Ukraine, Teach First in the United Kingdom, Penn State Project ECHO and St Luke's Hospice-Sheffield and UNC Chapel Hill.
- Facilitated the international ECHO in Education Collaborative
- Wyoming Telehealth network provided 404 videoconference (zoom) licenses to Wyoming providers. Telehealth was delivered to 20,787 participants for more than 1,098,618 minutes during FY 2019. This included:
 - 4,835 education/training meetings with 842 participants
 - 1,268 clinical/clinical services meetings
 - 717 technical assistance visits to Wyoming healthcare providers.
- Provided Virtual Job Shadow, a career exploration software, to student licenses to 148 students supported by 61 professionals, representing education, workforce services, and afterschool programs.

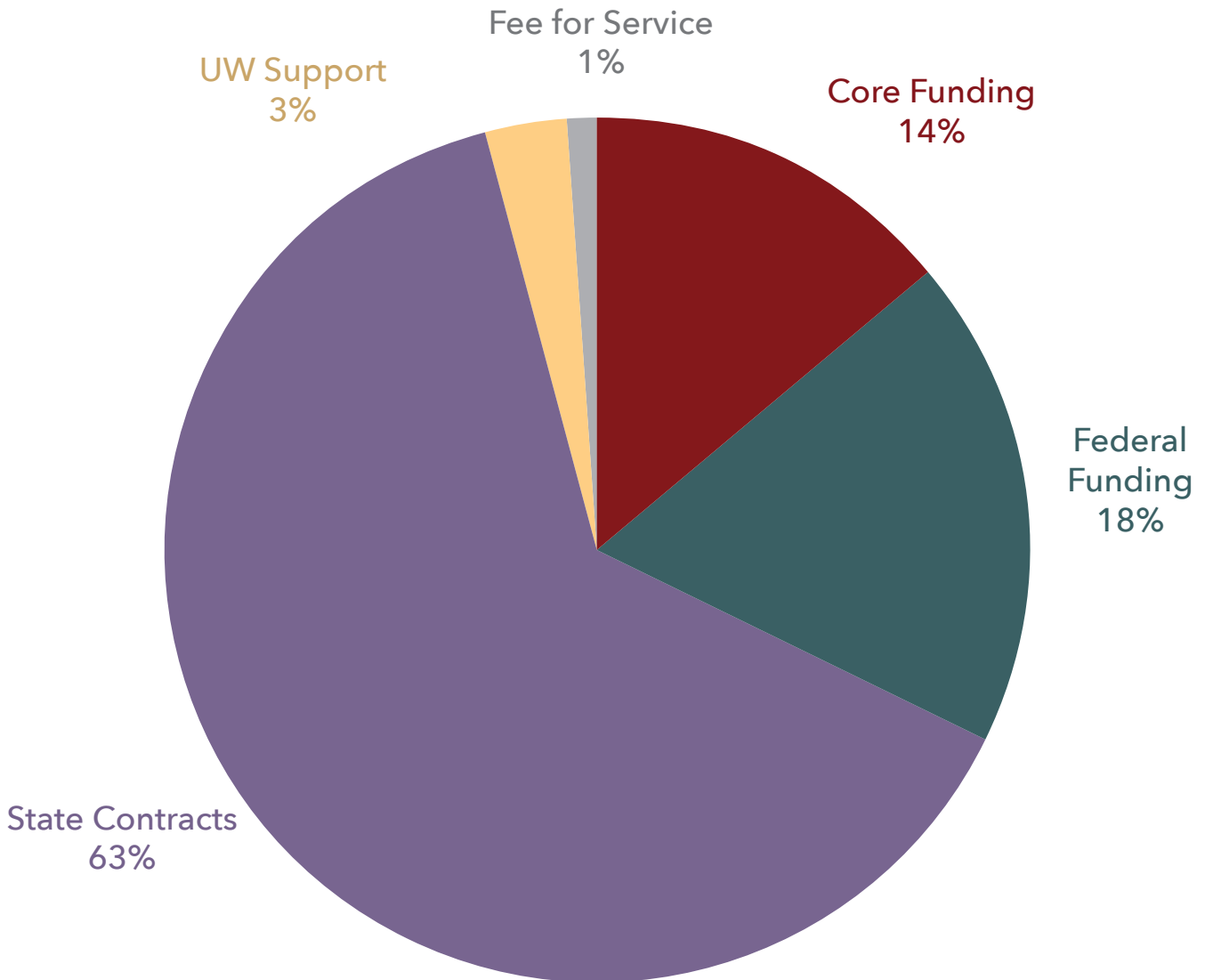
Goal 6: Information Dissemination: WIND will disseminate information, using multiple modes of accessibility, by translating the results of WIND research and practice locally, regionally, and nationally; WIND will also disseminate information from the national UCEDD network to Wyoming.

Goal 6 Accomplishments, FY 2019:

- Developed plan for 25th Anniversary campaign, including specific outreach events and activities. Plan includes presentations by WIND faculty and staff as well as Consumer Advisory Council members to raise awareness of WIND throughout Wyoming.
- Began dissemination of 25th Anniversary campaign materials, including 25th Anniversary WIND awareness videos, anniversary logo development, social media promotion, community presentations on WIND services, and public radio underwriting campaign.
- Sponsored conference and events tables to disseminate WIND products and information, including Wyoming Governor's Council on Developmental Disability Conference, University of Wyoming College of Health Sciences New Student Orientation, Employment First Summit, Wyoming Association of Elementary and Middle School Principals, and the Wyoming Conference on Aging.

Wyoming Institute for Disabilities Funding Sources July 1, 2018 - June 30, 2019

Funding Source	Sum of Awards
Core Funding	\$570,000
Federal Funding	\$740,405
State Contracts	\$2,601,367
UW Support	\$176,364
Fee for Service	\$30,463
Total FY 2019 Funding	\$4,118,599



Total leveraged from core funding: \$3,548,599

Total leveraged from University of Wyoming funding: \$3,942,235

WIND Contributions to Scholarship • FY 2019

Wyoming Institute for Disabilities Faculty and Staff Contributions to Scholarship: Publications, Presentations, Service and Awards 2019

Publications

Publications, Peer Reviewed

- Agran, M., Estrada-Reynolds, V., Moody, E., Ginn, H., Lancaster, K., Root-Elledge, S.** (2019). Perceptions of service providers regarding the agency and capacity of people with intellectual disability to vote. *Education and Training in Autism and Developmental Disabilities*. In press.
- Barger, B., **Moody, E. J.** (senior author), Ledbetter, C., D'Abreu, L., Hepburn, S., & Rosenberg, S. A. (2019). Temperament Similarities and Differences: A Comparison of Factor Structures from the Behavioral Style Questionnaire in Children with and Without Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*.49(5), 1746-1762. doi:10.1007/s10803-018-03866-1
- Dahl, E.**, Niedbala, E. M., & Hohman, Z. P. (2018) Loving the Group that Denies You First: Social Identity Effects of Ostracism Before Inclusion. *Personality and Social Psychology Bulletin*. <https://doi.org/10.1177/0146167218784901>
- DiGuseppi, C., Levy, S. E., Sabourin, K. R., Soke, G. N., Rosenberg, S., Lee, L. C., ... **Moody, E.J.** & Schieve, L. A. (2018). Injuries in children with autism spectrum disorder: Study to Explore Early Development (SEED). *Journal of autism and developmental disorders*, 48(2), 461-472.
- Jarman, M.** and Thomson-Ebanks, V. (in press, 2019). Pedagogies of Disability Justice: Cognitive Accessibility in College Classrooms. In Ware, L. (Ed.), *Critical Readings in Interdisciplinary Disability Studies: An International Reader*. Springer. (invited chapter)
- Larson, L. R., Barger, B., Ogletree, S., Torquati, J., Rosenberg, S., Gaither, C. J., . . . , **Moody, E.J.**, & Schutte, A. (2018). Gray space and green space proximity associated with higher anxiety in youth with autism. *Health & place*, 53, 94-102. Rosenberg, S. A., **Moody, E. J.**, Lee, L. C., DiGuseppi, C., Windham, G. C., Wiggins, L. D., ... & Young, L. (2018). Influence of family demographic factors on social communication questionnaire scores. *Autism Research*.
- Levy, S. E., Rescorla, L. A., Chittams, J. L., Kral, T. J., **Moody, E. J.**, Pandey, J., ... & Rosenberg, C. R. (2019). ASD Screening with the Child Behavior Checklist/1.5-5 in the Study to Explore Early Development. *Journal of autism and developmental disorders*, 1-10.
- Moody, E. J.**, Kaiser, K., Sharp, D., Kubicek, L. F., Rigles, B., Davis, J., . . . Rosenberg, C. R. (2019). Improving Family Functioning Following Diagnosis of ASD: A Randomized Trial of a Parent Mentorship Program. *Journal of Child and Family Studies*, 28(2), 424-435.
- Reaven, J., **Moody, E.J.**, Klinger, L., Keefer, A., Duncan, A., O'Kelley, S., Meyer, A., Hepburn, S., & Blakely-Smith, A (2018). Training clinicians to deliver group CBT to manage anxiety in youth with ASD: Results of a multi-site trial. *Journal of Consulting and Clinical Psychology*.
- Root-Elledge, S., Hardesty, C., Cooley Hidecker, M.J., Bowser, G., Ferguson, E., Wagner, S., & Moody, E.J.** (senior author) (2018). Enhancing the Implementation of Assistive Technology in Schools: The ECHO Model® for Professional Learning and Capacity Building. *Assistive Technology Outcomes & Benefits*, 12, 37-55.
- Rubenstein, E., Wiggins, L. D., Schieve, L. A., Bradley, C., DiGuseppi, C., **Moody, E.**, ... & Pence, B. W. (2019). Associations between parental broader autism phenotype and child autism spectrum disorder phenotype in the Study to Explore Early Development. *Autism*, 23(2), 436-448.
- Rubenstein, E., Schieve, L., Bradley, C., DiGuseppi, C., **Moody, E.J.**, Thomas, K., & Daniels, J. (2018). The prevalence of gluten free diet use among preschool children with autism spectrum disorder. *Autism Research*, 11(1), 185-193.

- Rubenstein, E., Wiggins, L. D., Schieve, L. A., Bradley, C., DiGuseppi, C., **Moody, E.**, . . . Olshan, A. F. (2018). Associations between parental broader autism phenotype and child autism spectrum disorder phenotype in the Study to Explore Early Development. *Autism*, 1362361317753563.
- Rubenstein, E., Schieve, L., Bradley, C., DiGuseppi, C., **Moody, E.**, Thomas, K., & Daniels, J. (2018). The prevalence of gluten free diet use among preschool children with autism spectrum disorder. *Autism Research*, 11(1), 185-193.
- Singh, R. L., Moody, E. J.**, Ricles, B., & Smith, E. B. (2019). What it Takes to Raise Children with Autism in a Rural State. *Advances in Neurodevelopmental Disorders*, 3(1), 17-28.
- Walsh, C. E., **Moody, E.J.**, Blakeley-Smith, A., Duncan, A., Hepburn, S., Keefer, A., ... & Reaven, J. (2018). The Relationship Between Treatment Acceptability and Youth Outcome in Group CBT for Youth with ASD and Anxiety. *Journal of Contemporary Psychotherapy*, 1-10.
- Wiggins, L. D., Rubenstein, E., Daniels, J., DiGuseppi, C., Yeargin-Allsopp, M., Schieve, L. A., **Moody, E.J.**, . . . Pinto-Martin, J. (2018). A Phenotype of Childhood Autism Is Associated with Preexisting Maternal Anxiety and Depression. *Journal of Abnormal Child Psychology*, 47(4), 731-740.
- Zlatkovic, M., Stevanovic, A., **Zlatkovic, S.**, Song, Y., Mitrovic, N., & Dakic, I. (2018). Planning and assessment of multimodal transportation systems: case studies in Salt Lake City, UT. *Put I Saobraćaj*, 64(4), 1-10. <https://doi.org/10.31075/PIS.64.04.01>
- Zlatkovic, M., **Zlatkovic, S.**, Sullivan, T., Bjornstad, J., Fayyaz, K. (2018). Effects of Street Connectivity on Communities and Neighborhoods. *Sustainable Cities and Society*, 46, 101409. <https://doi.org/10.1016/j.scs.2018.12.037>

Publications, Non-Peer Reviewed

- Bress, B.** “WIND Publishes Care Planner for Families”. *Wyability*, Summer 2018
- Wolfe, C., Bress, B.** WIND Celebrating 25 Years. *Wyability*, Summer 2019

Presentations

Presentations: (Refereed International and National)

- Barger, B.; **Moody, E.J.**; Rosenberg, S. & Wiggins, L. (May, 2019). Differences in Temperament between Children with Autism Spectrum Disorder and Typical Development in the Study to Explore Early Development. *An abstract presented at the annual conference of the International Society for Autism Research, Montreal, Quebec, CAN.*
- Barger, B.; **Moody, E.J.**; Rosenberg, S. & Wiggins, L. (May, 2019). Temperament Variability Among Socio-Demographic and Clinical Subgroups of Children with Autism Spectrum Disorder in the Study to Explore Early Development. *An abstract presented at the annual conference of the International Society for Autism Research, Montreal, Quebec, CAN.*
- Dahl, E., Hardesty, C., Moody, E., Root-Elledge, S., Warren, W., Zlatkovic, S.** (2019 March). Changing the approach to professional learning for educators: Adapting Project ECHO from healthcare. *MetaECHO 2019 Conference*. Poster Presentation. Albuquerque, NM.
- DeVries, L; Pickard, K; **Moody, E.J.**; Keefer, A.; Klinger, L.; Duncan, A.; O’Kelley, S.; Hepburn, S.; Blakeley-Smith, A.; & Reaven, J. (Nov, 2018). Association between maternal factors and treatment response to a group CBT treatment for youth with ASD and co-occurring anxiety. An abstract presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, Atlanta, GA.
- Hardesty, C.** (2019, February). *WIND Community Training Initiatives*. Coffee and Technical Assistance-

- Association of University Centers on Disabilities (AUCD). *Webinar- Invited Speaker*
- Hardesty, C., Rai, A., Root-Elledge, S., Shimasaki, S., Stanton, M.** (2019 March). Improving Pre-K-12 outcomes: the use of the ECHO Model for education. *MetaECHO 2019 Conference* Invited Presentation. Albuquerque, NM.
- Hardesty, C., Stainbrook, A., Warren, W.,** (2017, November) Addressing Service Gaps for Families and Providers of Individuals with Autism Spectrum Disorders in Rural Communities: Is Telehealth the Solution. *Association of University Centers on Disabilities (AUCD) Conference*, Washington D.C.
- Hardesty, C., Moody, E. J., Kern, S., Root-Elledge.** Changing the Approach to Professional Learning for Educators: Adapting Project ECHO from Healthcare to Education. *Association of University Centers on Disabilities (AUCD) 2018 Conference: We All Belong Here*. Washington, D.C. Poster Presentation.
- Jarman, M.** (June 2019). Racial erasure and rehabilitation in the Great War. (Post)colonial Health on the Medical Humanities, University of Leeds, UK.
- Moody, E.J.** (Dec, 2018). The frontier of disability: Leveraging the ECHO model to support children with disabilities and their families in rural communities. An invited lecture to the Human Development and Family Studies program, Colorado State University, Fort Collins, CO.
- Moody, E.J.; Hardesty, C.; Dahl, E.; Warren, W.; Zlokovic, S. & Root-Elledge, S.** (March, 2019). The ECHO model for K-12 education: A research roundtable. A workshop presented at the biennial 2019 *Meta ECHO conference*, Albuquerque, NM.
- Moody, E., Hardesty, C., Root-Elledge, S.** (2019, May). University of Wyoming ECHO for autism: leveraging education systems to provide behavioral services in frontier communities. *International Society for Autism Research Annual Meeting*. Montreal, Canada.
- Moody, E.J., Hardesty, C., Sohl, K., Curran, A., & Root-Elledge.** (Nov, 2018). Multi-system support for autism through ECHO: Lessons from ECHO for healthcare, education, and families. A paper presented at the annual conference of the Association of University Centers on Disabilities.
- Moody, E., Warren, W. & Root-Elledge, S.** (2019, March) Improving Pre-K- 12 outcomes: The Use of the ECHO Model for Education. 2019 *MetaECHO Conference* Albuquerque, NM
- Moody, E.J., Singh, R., Rigles, B., & Smith., E.** (Nov, 2018). Successfully Raising a Child with Autism in a Rural State: Insights from an Appreciative Inquiry. A paper presented at the annual conference of the Association of University Centers on Disabilities.
- Petres, C., Kellar, C., Hidecker, M. J. C., Bush, E., Krueger, B., & Hardesty, C.** (2018, November) Benefits of ECHO Model: Decreasing isolation for rural speech-language pathologists. Poster presentation at the *American Speech-Language-Hearing Association (ASHA) convention*, Boston, MA.
- Rausch, R., & Lanini, M.** (April, 2019). Accessing Computers and Mobile Technologies to Promote Participation for People with Progressive Neurological Conditions. *American Occupational Therapy Association Conference (AOTA)*. New Orleans, LA.
- Root-Elledge, S., Watson, M** (2019). ECHO Superhubs. *MetaECHO 2019 Conference*. Invited Panel Presentation and roundtable discussion facilitation. March. Albuquerque, NM.
- Root-Elledge, S., Hardesty, C.** (2019, January). ECHO Outside the Box: Using ECHO in the Education System. *ECHO Ministry of Ontario Conference*. Invited presentation and poster presentations. Toronto, Ontario, Canada.
- Rosenberg, S.; Wiggins, L.; Barger, B.; DiGuseppi, C.; Soke, G.N.; Landa, R.; Schieve, L.; Lee, L.C.; **Moody, E.J.**; Rubenstein, E.; Kaparich, K.; Stewart, L.; McKenzie, A.; Colbert, C.; Magnusson, D. & Robinson Rosenberg, C. (May, 2019). Measures of ASD Severity in Children with Autism and Other Developmental Delays Are Related to Sociodemographic Factors. *An abstract presented at the annual conference of the International Society for Autism Research, Montreal, Quebec, CAN.*
- Rubenstein, E.; Croen, L.A.; Lee, L.C.; **Moody, E.J.**; Schieve, L.; Soke, G. N.; Thomas, K.; Wiggins, L. & Daniels, J. (May, 2019) Service Use in Preschool Children with Autism Spectrum Disorder and

Associations with Insurance Status. *An abstract presented at the annual conference of the International Society for Autism Research, Montreal, Quebec, CAN.*

- Warren, W., Hardesty, C.** (2018, November). Innovative Approaches in Teacher Education and Professional Development. *The Association for the Severely Handicapped (TASH) Conference*, Portland, OR.
- Wiggins, L.; Rubenstein, E.; Levy, S. E.; Croen, L. A.; Windham, G. C.; Soke, G. N.; Barger, B.; **Moody, E.J.**; Dowling, N.; Giarelli, E. & Schieve, L. (May, 2019). Characteristics of Boys and Girls with and without Autism Spectrum Disorder in the Study to Explore Early Development. *An abstract presented at the annual conference of the International Society for Autism Research, Montreal, Quebec, CAN.*
- Wiggins, L.; DiGuseppi, C.; Schieve, L.; **Moody, E. J.**; Soke, G. N.; Giarelli, E. & Levy, S. E. (May, 2019). Wandering Among Preschool Children with and without Autism Spectrum Disorder: Occurrence and Association with Injuries. *An abstract presented at the annual conference of the International Society for Autism Research, Montreal, Quebec, CAN.*
- Zlatkovic, S., Hardesty, C., & Moody E.J.** (2019, March). *Beyond iECHO: Data Dashboards for Ongoing Program Evaluation*. 2019 MetaECHO Conference. Albuquerque, NM. Poster Presentation.
- Zlatkovic, S., Hardesty, C., & Moody E.J.** (2019, March). *Changing the Approach to Professional Learning for Educators: Adapting Project ECHO from Healthcare to Education*. 2019 MetaECHO Conference. Albuquerque, NM. Poster Presentation.

Presentations (Local and Regional):

- Hardesty, C.**, (2019, April). *The Use of Telehealth in Public Health Nursing and HIV Case Management*. Wyoming Department of Health: HIV Case Manager Training. Laramie, WY.
- Hardesty, C.** (2019, February). *Supporting Children of the Opioid Epidemic*. Wyoming Prescription Drug Abuse Workgroup. Wyoming Medical Society Meeting. Cheyenne, WY
- Hardesty, C.**, (2019, February). *WIND Community Training and Family Engagement Initiatives*. Wyoming Department of Health. Maternal Child Health Unit Training. HIV Case Manager Cheyenne, WY.
- Hardesty, C.**, (2018, September). *The Wyoming Telehealth Network and Community/Practice Based Research Initiatives*. Wyoming Primary Care Association (WPCA). Casper, WY.
- Moody, E.J.**, (Oct, 2018). Characteristics of Learners with Autism and Behavioral Strategies to Improve Outcomes. A paper presented at the Week of Academic Vision and Excellence, Wyoming Department of Education, Laramie, WY.
- Moody, E.J.**, (Sep, 2018). Voting behavior of those with intellectual and developmental disabilities in the state of Wyoming. An invited panel at the Wyoming Alliance Voting Rights Forum. Cheyenne, WY.
- Moody, E.J.**, (Aug, 2018). Voting behavior of those with intellectual and developmental disabilities in the state of Wyoming. An invited panel at the Wyoming Alliance Voting Rights Forum. Cheyenne, WY.
- Moody, E.J.**, (Oct, 2018). Characteristics of children with Autism. An invited lecture to the WAVE conference.
- Moody, E.J.**, (Aug, 2018). The state of voting behavior for those with disabilities in Wyoming. An invited lecture to the Wyoming Alliance.
- Moody, E.J.**, (Sept, 2018). The state of voting behavior for those with disabilities in Wyoming. An invited lecture to the Wyoming Alliance.
- Moody, E.J.; Hardesty, C.; and Dahl, E.** (Dec, 2018). Performance of Autism Screening Tools Across Demographic & Child Characteristics: The Social Responsiveness Scale and Social Communication Questionnaire. An invited lecture to the College of Health Sciences, University of

Wyoming, Laramie, WY.

- Quaggin Harkin, A.** Analytical Personal Narratives to Teach Social Justice Issues (in Disability Studies), *WIHR Research Annual Conference*, October 21, 2018, Wyoming Institute for Humanities Research (WIHR), University of Wyoming, Laramie, Wyoming.
- Quaggin Harkin, A.** Using Personal Narratives for Social Justice Education, *Community Conversations: Scholarship and Research Symposium on Culture, Gender & Social Justice*, September 8, 2018, School of Culture, Gender, and Social Justice, University of Wyoming, Laramie, Wyoming.
- Rausch, R. & Forsyth Lefevre, J.** (April, 2019) Universal Design for Learning, Built-Ins and Accessibility. *The Learning Disabilities Summit*. Gillette, WY.
- Rausch, R.** (April, 2019) The Critical Role of Assistive Technology in Education. University of Wyoming. College of Education. Laramie, Wyoming.
- Rausch, R.** (April, 2019) Living at Home: Smart Home Technologies. Casper College Occupational Therapy Assistant Program. Casper, WY.
- Rausch, R.** (February, 2019) The Critical Role of Assistive Technology in Education. University of Wyoming. College of Education. Laramie, Wyoming.
- Rausch, R.** (February, 2019) Built-Ins and Accessibility: Stuff We All Get. Casper College Occupational Therapy Assistant Program. Casper, WY.
- Rausch, R.** (November, 2018) The Critical Role of Assistive Technology in Education. University of Wyoming. College of Education. Laramie, Wyoming.
- Rausch, R.** (October, 2018) College & Career Readiness Summit. Wind River Reservation and Fremont County. Ethete, WY.
- Rausch, R.** (October, 2018) Employment First Conference. Wyoming Governor's Council on Developmental Disabilities. Laramie, WY.
- Rausch, R.** (October, 2018) Assistive Technology for Seniors. Riverton Senior Center. Riverton, WY.
- Rausch, R.** (October, 2018) Assistive Technology for Supporting People with Mental Health Conditions. Casper College Occupational Therapy Assistant Program. Casper, WY.
- Rausch, R.** (August, 2018) Assistive Technology for Pediatric Occupations. Casper College Occupational Therapy Assistant Program. Casper, WY.
- Rausch, R., Wofford, T.** (2018). What is Assistive Technology and who can benefit? *Albany County High School Living Skills*, Laramie, Oct 23, podium presentation, invited speaker.
- Sturgis, H.A.** (2019, April). Developmental disabilities in adult defendants: Is there a baseline for juror leniency in sentencing? Paper presented at the annual conference of the *Rocky Mountain Psychological Association*, Denver, CO.
- Wofford, T.** (2019). What is Augmentative Alternative Communication? How can it help me? *Wyoming Developmental Disabilities Conference*, Casper, Jun 26, podium presentation, invited speaker.
- Wofford, T.** (2019). Lights, Camera, Action! Video Modeling to Teach Social Skills. *University of Wyoming ECHO Network in Autism*, Laramie, Mar 5, podium presentation, invited speaker.
- Wofford, T.** (2019). Dive into Early Interventions using Augmentative Alternative Communication. *University of Wyoming ECHO Network in Assistive Technology*, Laramie, Feb 28, podium presentation, invited speaker.
- Wofford, T.** (2019). Visual Supports to Teach Social Skills. *University of Wyoming ECHO Network in Autism*, Laramie, Feb 19, podium presentation, invited speaker.
- Wofford, T.** (2019). Take the Augmentative Alternative Communication Iceberg Plunge. *University of Wyoming ECHO Network in Assistive Technology*, Laramie, Jan 17, podium presentation, invited speaker.

Wofford, T. (2018). Assistive Technology and services available through Wyoming Assistive Technology Resources. *Wyoming Occupational Therapy Association Conference*, Casper, Sept 16, podium presentation, invited speaker.

Service

Direct Clinical and Other Service Activities

Jenkins, C. (2018-2019) Vets at the Nets Adaptive Tennis Clinics

Rausch, R. (2018-2019) Clinical Services Consultation for *University of Wyoming ECHO in Assistive Technology*, 16 sessions, 11 cases.

Rausch, R. (November, 2018) Clinical Services for Wyoming Assistive Technology Resources at the Next Steps Clinic hosted by the Wyoming Department of Education. Lander, WY.

Rausch, R. (July, 2019) Wyoming Assistive Technology Resources at the *Week of Academic Vision and Excellence (WAVE) Conference*. Casper, WY.

Wofford, T., & Rausch, R. Assistive Technology Assessments. Niobrara #1 School District. Lusk, WY. 5 students.

International, National, State, Community Service and Memberships

American Association on Intellectual and Developmental Disabilities Member, **Heath, D., Root-Elledge, S.**

American Evaluation Association Member and Special Interest Groups Member, **Zlatkovic, S.**

American Occupational Therapy Association Member, **Rausch, R.**

American Psychological Association Member, **Moody, E.**

American Psychology-Law Society, Campus Representative, **Sturgis, A.**

American Speech Language Hearing Association Member, **Wofford, T.**

American Speech Language Hearing Association Certification of Clinical Competency, **Wofford, T.**

American Statistical Association Member and Sections Member, **Zlatkovic, S.**

American Studies Association, **Jarman, M.**

ARK Regional Services Foundation Board Member, **Heath, D.**

Association for Psychological Science Member, **Moody, E.**

Association of University Centers on Disability Annual Conference Committee, **Moody, E.**

Association of University Centers of Excellence, Collaborative on Faith and Disabilities, Treasurer, **Moody, E.**

Association of University Centers of Excellence, Council on Research and Evaluation Member, **Moody, E., Zlatkovic, S.**

Association of University Centers for Disability, Community Education Directors Council, **Hardesty, C.**

Association of University Center for Disability, UCEDD Directors Council, **Root-Elledge, S.**

Association for Clinical Pastoral Education, **Moody, E.**

Association for Psychological Science Member, **Moody, E.**

Autism Research Ad hoc reviewer, **Moody, E.**

Caucus for Women in Statistics Member, **Zlatkovic, S.**

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

Christopher and Dana Reeve Foundation Paralysis Resource Center Quality of Life, Direct Effect and High Priority Impact Grants, External Reviewer, **Root-Elledge, S.**

Christopher and Dana Reeve Foundation Paralysis Resource Center Quality of Life, High Impact Innovative Assistive Technology Grants, External Reviewer, **Root-Elledge, S.**

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

Critical Ethnic Studies Association, **Jarman, M.**

Dementia Friendly Wyoming Advisory Team, **Moody, E., Root-Elledge, S.**

ECHO Institute, Education Collaborative Leaders, **Root-Elledge, S. Hardesty, C., Warren, W.**
 Frontiers Psychology Guest Editor, **Moody, E.**
 Group Process & Intergroup Relations Reviewer, **Dahl, E.**
 International Society for Autism Research, **Moody, E.**
 Journal of Autism and Developmental Disabilities Ad hoc reviewer, **Moody, E.**
 Journal of Gambling Studies Reviewer, **Dahl, E.**
 Journal of Political Psychology Reviewer, **Dahl, E.**
 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, 2019 Community Living and Participation Research & Development Grant Competition, Invited Reviewer, **Root-Elledge, S.**
 National Institute on Disability, Independent Living and Rehabilitation Research, Department of Health and Human Services, 2019 Field Initiated Projects Program Grant Competition, Invited Reviewer, **Root-Elledge, S.**
 National Women's Studies Association, **Jarman, M.**
 Public Library of Science (PLOS ONE) Academic Editor, **Moody, 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 #SP-902, **Wofford, T.**
 Strengthening Families Protective Factors Certified Trainer, **Warren, W.**
 Rehabilitation Engineering and Assistive Technology Society of North America, Assistive Technology Professional (ATP) Certification, **Rausch, R.**
 Wyoming Association of People Supporting Employment Member, **Ronco, G.**
 Wyoming Board of Occupational Therapy, Occupational Therapist License, **Rausch, R.**
 Wyoming Department of Health, Division of Developmental Disabilities Advisory Council Member, **Root-Elledge, S.**
 Wyoming Department of Health, Help Me Grow Leadership and Sustainability Committee, **Hardesty, C.**
 Wyoming Department of Health, Help Me Grow Community Outreach Workgroup Member, **Warren, W.**
 Wyoming Governor's Council on Developmental Disabilities Member, **Root-Elledge, S.**
 Wyoming Guardianship Collaborative Workgroup Member, **Warren, W.**
 Wyoming Early Intervention Council Co-Chair, **Warren, W.**
 Wyoming Speech and Hearing Association Member, **Wofford, T.**

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, Research Advisory Committee, **Moody, E.**
 University of Wyoming TIE Fellow, Organizing facilitator of Universal Design for Learning Initiative for Faculty, **Jarman, M.**
 University of Wyoming, College of Health Sciences, Curriculum and Instruction Committee, **Jarman, M.**
 University of Wyoming, College of Health Sciences, Faculty Development Committee, **Wofford, T.**
 University of Wyoming, College of Health Sciences, Interprofessional Committee, **Hardesty, C.**

University of Wyoming, College of Health Sciences, Research Committee, **Dahl, E.**
University of Wyoming, College of Health Sciences, Tenure and Promotion Committee, **Jarman, M.**
University of Wyoming, College of Health Sciences, College Dean Search Committee Member,
Hardesty, C.
University of Wyoming, College of Health Sciences, Social Work Faculty Search Committee Member (2
faculty searches), **Jarman, M.**
University of Wyoming, College of Health Sciences, Social Work Director Search Committee Member,
Root-Elledge, S.
University of Wyoming, Department of Psychology Diversity Committee Member, **Sturges, H.**
University of Wyoming HIPPA Privacy Officer, **Hardesty, C.**
University of Wyoming School of Culture, Gender and Social Justice Committee Member, **Quaggin
Harkin, A.**

Awards

Dahl, E. 2018 Utah Regional Leadership Education in Neurodevelopmental Disabilities Travel Award
Dahl, E. 2018 Association of University Centers on Disabilities Trainee Travel Award
Heath, D. 2019 University of Wyoming, College of Health Sciences Meritorious Service Award
Jarman, M. 2019 Leadership in Social Justice Award, Shepard Symposium on Social Justice
Jarman, M. 2018 University of Wyoming TIE Fellowship Award
Sturges, H. 2019 Rocky Mountain Psychological Association Psi Chi Regional Research Award

Keith A. Miller Award - 2019

The 2019 Keith A. Miller Award was presented to Shari Kettlehut of Riverton, Wyoming. Shari was recognized for her exceptional, tireless and compassionate leadership and efforts as a parent, care provider, and advocate.

Shari was nominated for this award by Elizabeth Kauffman, PT, and in her letter she outlined several instances where the Kettlehut family created room in both their home and hearts to provide loving, compassionate and specialized foster care for children with disabilities. Shari went to school to become an RN to better care for her growing family's specialized needs. She advocated for her daughter, contacted state legislators and sat in on special action committees when drastic changes were being made to the Wyoming Medicaid waiver program.



Shari Kettlehut (center), her family receiving the Keith A. Miller Award in November 2019

Elizabeth wrote: "Shari's entire family is a well-oiled machine. They all take this responsibility on together. They show love, concern, and compassion for their new family members. They are each capable of providing exceptional care and do not hesitate to do so."

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.