

WIND Advisory Committee

Meeting Booklet

November 17, 2020



UNIVERSITY
OF WYOMING

College of Health Sciences
Wyoming Institute
for Disabilities



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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UW

College of Health Sciences
Wyoming Institute
for Disabilities

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Meeting Details

The WIND Consumer Advisory Council Meeting, WIND Advisory Board Meeting will be held online on Tuesday, November 17, 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: 9310623644**

To join the meetings via an existing Zoom account:

Join from PC, Mac, Linux, iOS or Android: <https://uwyo.zoom.us/j/9310623644>

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/j/9310623644>

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, November 17, 2020

- 12:50 p.m. Link via Zoom: <https://uwyo.zoom.us/j/9310623644>
- 1:00 p.m. Welcome, David Jones, Dean, College of Health Sciences
Welcome new members:
- Amy Burns, Executive Director of Wyoming Independent Living
- Danielle Marks, Wyoming Department of Health
Welcome guest:
- Margee Robertson for Shelley Hamel, WDE

Introductions with agency/organization updates, All

Review and approval of agenda

Review and approval of prior meeting notes

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

Meeting orientation and WIND updates, Sandy Root-Elledge, Executive Director
- 1:45 p.m. WIND 5 Year Plan Needs Assessment, Eric Moody
- 2:00 p.m. Needs Assessment, Small Group Discussions to identify needs
WIND can address related to:
 Early Childhood
 Education
 Health care and wellness
 Employment
 Housing, Recreation and Transportation
- 3:00 p.m. Needs Assessment, large group review, discussion, Eric Moody
- 3:30 p.m. Adjourn

WIND Consumer Advisory Council Meeting Agenda

November 17, 2020

Join Via: <https://uwyo.zoom.us/j/9310623644>

- 10:00 a.m. Welcome and Introductions, Sandy Thiel, Chairperson, Consumer Advisory Council
Roundtable with updates from members
Sandy Root-Elledge, Executive Director, Wyoming Institute for Disabilities
Sandy Hubert, Coordinator, WIND Consumer Advisory Council
- 10:30 a.m. WIND Consumer Advisory Council in the 2020s
Brainstorming session to evaluate the current status and structure of the WIND CAC
and to plan its future and function in the 2020s.
- 11:30 a.m. Adjourn
- 12:55 a.m. WIND CAC members will join the meeting with the WIND Advisory Council

5 Year Strategic Planning Discussion Groups

Area of Emphasis	Facilitator	CAC Members	Committee Members
Early childhood	Wendy Warren Notes: Kayleigh Holmes	Julie Andrew Aleyta Zimmerman	Danielle Marks
Education	Michelle Jarman Notes: Sandy Hubert	Jacob "Sam" Myers Bobbie Henry Sandy Theil	Martin Agran Emily Monago Margee Robertson
Health and wellness	Canyon Hardesty Notes: Amanda Larson	Lori Regnier Samantha Andrew	David Jones Lee Grossman Ann Marie Hart
Employment	Eric Moody Notes: Betsy Bress	Tammy Aumiller Chele Porter Kylie Porter	Kayc DeMaranville Jeff Gardner Nicky Harper
Housing, Transportation and Recreation	David Heath Notes: Cheryl Chesebro	Bill MacDonald Calob Taylor	Shannon Buller Amy Burns Cynthia Hartung

Identify needs for areas of emphasis above related to the following core functions

Research or evaluation: Implementation of basic and applied research, program evaluation, and analysis of public policy on issues impacting individuals with developmental and other disabilities.

Continuing education: Seminars or course instruction that (1) serves to maintain professional credentials; (2) encourages professionals to expand their knowledge and stay up to date on new developments; and (3) offer certificates of completion or CEUs.

Training: Training provided to enhance knowledge in a variety of community members (individuals with disabilities, their families, professionals, paraprofessionals, policymakers, students, or others in the community).

Technical assistance: Direct problem-solving services provided by faculty/staff to assist programs, agencies, or other entities in improving their outcomes, services, management, and/or policies. This includes assistance provided to self-advocacy organizations, family support groups, and other organizations.

Model services: Specialized non-clinical services delivered with the intention to enhance the well-being and status of the recipient and not for testing new practices and may be integrated with training, research, and/or dissemination functions.

Demonstration services: Services that field test promising or exemplary practices and may be integrated with training, research, and/or dissemination functions.

Product development and information dissemination: Development and distribution of knowledge-based information through WIND products and activities.

Interdisciplinary preservice preparation: Instructional program(s) offered that (1) integrates knowledge and methods from two or more distinct disciplines, (2) integrates direct contributions to the field made by people with disabilities and family members; (3) examines and advances professional practice, scholarship and policy that impacts the lives of people with disabilities and their families; (4) designed to advance an individual's academic or professional credentials; and (5) takes place in an academic setting or program.

Advisory Committee Meeting Notes

April 14, 2020

Meeting Held via Zoom

In Attendance

Committee Members:

Julie Andrew
Sam Andrew
Sandy Theil - CAC Chair
Ann Armel
Bobbie Henry
Sam Meyers
Chele Porter
Kylie Porter
Aleyta Zimmerman
Bill McDonald
Lori Regnier
Lee Grossman
Shannon Buller
Cynthia Hartung
Emily Monago
David Jones - Advisory Committee Chair
Jacob Myers
Nicky Harper
Anne Marie Hart

WIND Faculty, Affiliated Faculty and Staff:

Betsy Bress
Canyon Hardesty
Sandy Root-Elledge
Eric Moody
Kayleigh Holmes
Michelle Jarman
Cheryl Chesebro

Meeting was called to order at 1:00 p.m. by Dr. David Jones, Interim Dean of the College of Health Sciences. Members introduced themselves and provided updates from their respective organizations during the COVID-19 transition.

Roundtable Discussions

Sandy Theil has been doing information referral, helping with free internet, assistance with virtual schooling, and delivering food bags. They have delivered over 400 meals a day. She informed the group that Big Brothers Big Sister is now 98% online and that Spectrum is offering free internet for families.

Bill McDonald reported that grants for families have increased to 15,000 and are expected to reach 20,000 by the end of the week. They have been shopping for people who are unable to and opened the food bank to 5 days a week.

Aleyta Zimmerman updated the group that the Wyoming DD Conference date moved to the end of July with further details coming soon. There will be a Zoom meeting April 30 to discuss housing.

Lee Grossman informed members that they are hosting weekly calls every Thursday at 3 for service providers, case managers, and stakeholders.

WIND 5-Year Needs Assessment

Eric Moody discussed the Needs Assessment 5-year plan. The plan includes three steps: the background phase, connecting with the community phase, and the alignment phase. The first steps entail gathering data with the American Community Survey and NIRRS Data set to understand what is going on in Wyoming. This information will be put into a report. For the second step, they will identify partners in the communities, create focus groups, collate the information, and put into a questionnaire. The last phase entails working within WIND to address the needs, create goals for the next 5 years, and submit in 2 years. COVID-19 is on the list.

Individuals with Developmental Disabilities and Dementia

Robin Berry introduced the Alzheimer's Disease Program Initiative. The goal of the project is to enhance education on care, provisions of dementia-capable homes and services to populations in Laramie. Adults with Down Syndrome are at increased risk of dementia; their dementia often goes undiagnosed and improperly treated. They will provide evidence-based training in dementia capable care for families and Wyoming providers and organizations that work with people who have intellectual/developmental disabilities. The project will encourage the use of TCARE (Tailored Caregiver Assessment and Referral system) by caregivers of people with intellectual/developmental disabilities who have or are at risk of dementia and provide dementia education and screening that can help the families to communicate with healthcare providers about dementia concerns. Family caregivers provide a great deal of care; about 80% of long-term care for ill/disabled persons is provided by family members. They help make healthcare decisions, advocate for patients, and monitor formal care for patients. Having a family caregiver has been found to improve patient outcomes and reduce the length of hospital stays.

Disability Studies Student Presentations

Michelle Jarman introduced her students and their practicums and provided COVID-19 updates.

Alex Jacobson focused on the various teaching styles used at Head Start. Used the CAST organization that promotes universal design for learning at all levels of legislation and having multiple ways to access information – audible, visual, kinesthetic. Head Start uses the job system to get students to become peer mentors and peer tutors as a very helpful way of getting all students engaged in the learning the material. Jacobson said not having the in-person physical classroom has been the hardest part of the practicum, but he has been working with the teachers to develop personal responsibility tasks for the students.

Jade Gordon focused on how speech therapy can be more widely implemented outside of therapy sessions and used in the classroom. She has been working in the 5th and 6th grade

lab school and co-teaching where teachers, speech language pathologists, paraprofessionals, and other support staff work together to teach material that is being covered in each area of academic life. This includes demonstration materials and lessons by using AT in the classrooms as well as speech-specific ECHO sessions.

Erin Dennis focused on music and education at the Cooper Center and how to encourage phonation through song and connecting signing to speech to benefit those with cognitive developmental disabilities.

Haylee Riddle focused on transition students with disabilities from high school experiences to post-secondary education and into the workforce. She addressed the challenges with stigma, funding limitations and accessibility.

India Hoover focused on the cultivation of self-advocacy in young students. She has been working at Head Start by helping transition everything to online training. She worked on updating the website, creating the learning corner, and encouraged self-advocacy using the Solution Suitcase that gives them opportunities to solve to the problem or using "grown up words."

MaKenna Aullman focused on inclusion in the classroom and the barriers to inclusion such as behavioral/safety issues, bullying, unwilling staff, different learning levels, time management, emotional and/or social behaviors, and lack of educator knowledge. She discussed the solutions to these barriers being open communication, teamwork between teachers, and using incentives, and instruction to accommodate all students

Emily Monago discussed the national benchmark to have 7% of workforce to include individuals with disabilities. Individuals with disabilities make up 12% of UW's workforce. UW is launching a new system to accommodate employees who identity with disabilities in fall of 2020. Required employee trainings that raise awareness about individuals with disabilities has 98% completion rate for all UW employees. They are trying to push for an annual renewal of the course to make sure campus community is compliant.

Canyon Hardesty discussed how, from the last two weeks of March and first week of April, Telehealth participation increased from 400-500 providers who were supplied with technology to over 1800. The project has over 500 mental health providers engaged with the network.

Eric Moody talked about additional funding being available to support projects for the Quality State Research Network and Patient Outcome Research Institute for further engagement regarding COVID response.

David Jones let the group know that he talked to upper administration about the university being a platform for any provider in the state to have access to telehealth services. He added that it looks likely to happen.

Lee Grossman shared with everyone that the Developmental Disabilities Unit serves approximately 2,500 individuals around the state, in every county. There are about 650 direct service providers. This is especially unique for a rural state; compare with Colorado who has about 100 providers and South Dakota who has about 20 providers. Wyoming has over 100 case managers. Currently over 400 people on the waitlist for services. Individuals usually wait two years to get services. Of the 2,500, about 2,000 individuals receive services through the comprehensive waiver and not quite

600 who through the support waiver model. Almost half of the \$253 million-dollar budget goes toward supports for the waiver participants.

Equality State Research Network Project Presentation

Eric Moody talked about the Equality State Research Network, focused efforts on community based participatory research. One of their projects is with the UW Kinesiology & Health to provide therapy virtually online instead of having clients drive to a practitioner's office. The project is also working with a neurologist and then our own pharmacy department on a way to figure out how to help people age in place better. Almost \$150 million gets spent on people who have problems with dementia and maybe have a fall and they need some intensive support as they age instead of being able to stay in their own home. They are trying to figure out how to use things like machine learning to detect when people are potentially in greater need, for example a data map where you can walk across it and it will tell you how functional your movements are. Another is a conversational device that listens to you speak for a few minutes and tells you and the practitioner if there is a cognitive decline or if you are starting to have problems thinking. All these things are predictive of your ability to stay in your home, living light life right there instead of needing support. The goal is that we will get money to study this and reduce that number from 150 million and take that lower so that the taxpayers of Wyoming are not stuck with that bill.

Consumer Advisory Council FY 2020 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 individual 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 fiscal year 2020:

In preparation for the 25th Anniversary of the Wyoming Institute for Disabilities, the members of Consumer Advisory Council were active participants in planning the event and in sharing Power Point presentations with the public regarding WIND's history and service to people with developmental disabilities, their families and the State of Wyoming.

CAC members met several times throughout the year with the WIND planning committee to outline and coordinate the work needed for the Homecoming Open House in October and the 25th Anniversary Gala in November. CAC member, Julie Andrew, lead and directed the staging of the successful Open House. The CAC members were engaged in and took part in every phase of the WIND 25th Anniversary celebration activities.

In May, CAC members participated in a brain-storming session to discern and identify WIND's Core Values. Sandy Root-Elledge, Executive Director of WIND, requested the activity so that the outcomes could be used as a guide for the development of the next five-year plan (2022-2027).

In June, CAC members attended the Wyoming Governor's Council on Developmental Disabilities Conference in June to represent WIND and its activities.

Two members, Richard Leslie and Stephanie Hines resigned from the Consumer Advisory Council. Sam Meyer, a University of Wyoming graduate - including a minor in disability studies - who represents individuals with disabilities, from Sheridan joined the group in September. The council will continue to search for additional members.

In November, Sandy Thiel became the new chairperson of the CAC, Bill McDonald serving as co-chairperson.

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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.

New WIND Faculty and Staff

Cede Angel is a project coordinator assistant for the Wyoming Institute for Disabilities. Cede earned a bachelor's degree in marketing from the University of Iowa. She also has a certificate in graphic design from Kirkwood Community College.



Shelley Barth is a research associate for WIND. She received her bachelor's degree in human development from Metropolitan State University of Denver. During her undergraduate years, she worked at a state psychiatric hospital as well as a day program for individuals with disabilities, which piqued her interest in advocacy and policy for vulnerable populations. Shelley is currently completing her master's degree in Clinical Psychology where her research has focused on the impact of trauma on health and well-being.

Rachel Freedman is a Board Certified Behavior Analyst, licensed Special Education Administrator, and experienced Special Educator. Since becoming a Board Certified Behavior Analyst in 2011, Rachel's professional practice has focused on supporting families and school districts in promoting the development of meaningful, functional skills for learners with autism spectrum disorder, intellectual/developmental disabilities, and social-emotional challenges. She is currently enrolled in the Ph.D. program in special education with an emphasis in Autism Spectrum Disorder and Related Disabilities at the University of Idaho.



Amanda Larson is the Business Manager for WIND. Amanda has been a resident of Laramie for over 20 years and graduated from the University of Wyoming with a bachelor's degree in anthropology. Prior to WIND, Amanda worked in the Research and Economic Development Office as the director of business operations, the Wyoming Cooperative Fish & Wildlife Research Unit as the business manager, and for the Department of Zoology as an office associate senior.

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.

WIND Accomplishment Highlights FY 2020

WIND conducted 46 unique projects serving 17,891 individuals across all activities. Eighty-six percent of these were capacity building activities. Highlights by goal include:



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

- Trainees reported with 95% confidence that their mean knowledge gain was between 3.89 and 3.98 on a 4 point scale
- 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

- Disability studies minor has 40 active students, with 132 graduates since inception
- 95% of students reported they were 'likely' or 'very likely' to recommend the course
- 98% of students reported their 'knowledge of disability and related issues was enhanced'
- WIND recognized our first Distinguished Alum



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

- 7 peer reviewed manuscripts published or are in press
- 8 abstracts presented at state, national and international conferences
- 21 grant applications submitted
- Equality State Research Network funded and established

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

- Across all programs, WIND conducted 128 trainings for 11,435 participants
- UW ECHO networks trained 2,543 participants from 31 states, Malasia & Saudi Arabia
- 99% of participants reported an increase in knowledge
- 98% average satisfaction rate reported



WIND will provide technical assistance in areas of emphasis

- WIND provided 1,335 total hours of technical assistance
- WATR provided assistive technology assistance to 722 individuals
- Wyoming Telehealth Network provided 1,944 Zoom licenses to Wyoming providers and conducted 4,402 education/training meetings with 41,627 participants

WIND will disseminate information using multiple modes of accessibility

- WIND delivered 186 hours of product development and information dissemination
- 926 individual participants were served
- 98% satisfaction reported with users of the WIND website



Wyoming Institute for Disabilities

FY 2020, Year 3 of 5, Annual Report: Accomplishments with Reporting on Response 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	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	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 2020:								
- Disability Studies participated in a Native American Summer Institute to inform and recruit Native students into health sciences and disability related programs. - One long-term trainees, representing, Public Administration participated in the core UR LEND training. An additional trainee, representing Social Psychology participated in the second year, Autism Enhanced track. - Twenty- two 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. - Both trainees presented at their research/leadership project at the Association of University Centers for Excellence Conference in November 2019 and the Public Administration plans to present their final product during the 2021 Shepard Symposium.								
Responses to the COVID-19 Pandemic related to Goal 1:								
The UR LEND program is already delivered virtually with some in-person locations. WIND's LEND trainees transitioned to all virtual learning the week of March 13 th . The two final sessions included strategies to address COVID including ways in which to work with families and children with special health care needs in a virtual environment. Additionally, given that the UW 2020 Shepard Symposium on Social Justice was canceled, UR LEND trainees will present their leadership project at the 2021 symposium.								

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

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

	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 2020:											
- 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 an upcoming AUCD Conference.											
Responses to the COVID-19 Pandemic Related to Goal 2:											
The University of Wyoming moved to online course delivery on March 9, 2020. Disability Studies courses were delivered through the end of the semester via the university's learning management system and the Zoom platform. Students who were enrolled in practicum experience classes had completed their required hours by March 9, completed them shortly thereafter or were provided with alternative assignments to complete their minor degree requirements.											

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

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

educational systems, policy, etc.)	Coordinator of Community Education; University of New Mexico								objectives of the ECHO Act.	practices in classrooms, educational systems, policy, etc.)
3.4: Analyze current national/state, local and proposed disability policies as they apply to Wyoming.	3.4.1: Research impact of current and proposed state systems/policies on access to services.	Coordinator, Research and Evaluation; <i>WY Governor's Council;</i> <i>WIND rep to Governor's Council;</i> <i>State/national legislators;</i> <i>WY Children's Law Center;</i> <i>Governor's Council on DD; Protection & Advocacy, Inc.</i>	Health; Education; Early Intervention; Employment; Assistive Technology	Q1 Q2 Q3 Q4	Q1 Q2 Q3 Q4	Q1 Q2 Q3 Q4	Q1 Q2 Q3 Q4	Q1 Q2 Q3 Q4	Reports on impact of current and proposed service delivery systems. Annually throughout the duration of the grant, research staff will conduct at least one analysis of national/state, local and proposed policy.	% of findings that inform state and local agencies policy and practice.
	3.4.2: Establish and diversify funding to a disability policy initiative to inform teaching, advocacy and practice.	Executive Director; Coordinator, Research and Evaluation; Coordinator of WIND Policy Center; <i>WY Children's Law Center;</i> <i>UW College of Law.</i>	Health; Education; Early Intervention; Employment; Assistive Technology	X Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4			Develop an infrastructure to support the disability policy initiation and work to secure funding. During the first 3 years and as needed throughout the project period, contact at least 4 funders per year.	Infrastructure and funding to operate initiative.
Goal 3 Accomplishments, FY 2020: - Seven manuscript were published including one manuscript on evaluation of the ECHO model for education which is now in press. Two additional manuscripts on ECHO are under review and five manuscripts are in preparation. - Research and evaluation activity has greatly increased in the last year. This is due to a general focus on research productivity, as well as several major projects that have begun (see below).										

	○ Ongoing projects include the following 1) two surveys are being collected on provider satisfaction on telehealth, 2) two surveys on COVID-19 mental health studies, 3) two telehealth experience surveys related to the COVID-19 pandemic, 4) the comparison of the Supports Intensity Scale (SIS) to the Inventory for Client and Agency Planning (ICAP) measures. ● Collaborations with WDE on ECHO return on investment analysis are continuing. ● Last year's summer faculty funding projects have been ongoing. One paper, and one chapter have been produced as a result of this work. ● Eight abstracts were presented at various conferences ● Grant production has been greatly accelerated. Seventeen grant proposals were submitted this fiscal year. This has led to the funding of the Equality State Research Network (ESRN), Project SCOPE National Training Institute, as well as proposals to the Institute for Educational Science and National Institute for Child Health and Human Development that received favorable reviews and will be resubmitted. There are currently five grants under review, and six more in preparation. ○ ECHO for Education research is ongoing. The last round of reviews suggested that a resubmission is warranted. Additionally, the proposal to investigate use of SCQ and SRS to measure autism risk more accurately in diverse populations will be resubmitted this summer. ● Project SCOPE (Supporting Children impacted by the Opioid Epidemic) ○ The initial pilot award was successfully evaluated, and these results were the basis for securing the Project SCOPE NTI award that is ongoing. The results from the pilot were presented at two national conferences. ● Equality State Research Network (ESRN) ○ This project was funded through a contract from the Patient Centered Research Institution (PCORI). This will provide the resources to create a research infrastructure to conducted patient centered research in the state. ○ We are currently developing the structures and processes to make the ESRN sustainable. This includes forming the Network Advisory Council, developing communication guidelines and trainings, and preparing for a conference that will be held next year. We also created the ESRN pilot awards funding mechanism. This grant mechanism has funded two pilot awards. The ESRN has also led to five new research projects, with plans for several more, as well as new grant applications, two of which have been funded. ● 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.	
WIND Response to the COVID-19 Pandemic Related to Goal 3:		
	● 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.	

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

Objective	Activities	Person/Project Responsible/ Collaborating Partners	Area of Emphasis	Timeline					Outputs	Outcomes Measures
				2017	2018	2019	2020	2021		
4.1: Provide interprofessional training, support and technical assistance for professionals	4.1.1: Collaborate with state/local agencies, community organizations to deliver trainings	Coordinator of Community Education; WIND Project Coordinators; Local education	Health; Education; Early Intervention; Employment; Assistive Technology	X	X	X	X	X	Develop and deliver at 4-6 trainings per year in each areas of emphasis, total 125 trainings; this	% of participants reporting increased knowledge, attitude and skills & satisfaction with experience (Increase

		<i>agencies; WY Departs of Education, Health and Workforce Services; Medicaid Waiver providers; Aging and Disability Resource Centers (ADRC)</i>									includes asynchronous courses delivered via the University Learning Management System (LMS).	in capacity of professionals to implement best practices in classrooms, educational systems, policy, etc.)
	4.1.2: Recruit CHS and COE undergraduate and graduate students to participate in interprofessional training opportunities	Coordinator of Community Education; Director, Disability Studies; CHS Interprofessional Committee; UW Faculty	Health; Education; Early Intervention; Employment; Assistive Technology	X	Q1 Q2 Q3 Q4	X	Q1 Q2 Q3 Q4	X	Q1 Q2 Q3 Q4	X	Recruit at least 4 students per year in a least 3 areas of emphasis for a total of 60 student during the grant period.	% of students who report an increase in knowledge, attitude and skills & satisfaction with experience
4.2 Increase natural supports for individuals and families in Wyoming	4.2.1 Develop and demonstrate model services related to natural support practices	Coordinator, Research and Education; Coordinator, Community Education.	Health; Education	X	Q1 Q2 Q3 Q4						Develop (years 1,2) the infrastructure for providing training related to natural supports.	Infrastructure to operative natural support initiative.
	4.2.2 Provide training and technical assistance to individuals, families and communities	Coordinator of Community Education; Coordinator of Research and Evaluation; State Agencies; Community-based Organizations; Faith communities; Collaborative for Faith and Disability.	Health; Education; Early Intervention; Employment; Assistive Technology	X	Q3 Q4	X	Q1 Q2 Q3 Q4	X	Q1 Q2 Q3 Q4	X	Deliver 2 trainings or technical assistance activities to develop community natural supports annually, total 10.	% of recipients who report satisfaction with training/technical assistance provided (resources, services, networking of public and private entities, awareness of evidence-based practices, capacity to assess current practices in relation to evidence-based approaches, policy changes)

4.3 Increase the capacity of families to advocate and inform policy as it relates to children and youth with special health care needs.	4.3.1: Advocate and inform students, individuals, families, professionals and agency policy	Coordinator, Research and Evaluation; Director, Disability Studies; Governor's Council on DD; Protection & Advocacy, Inc.	Health; Education; Early Intervention; Employment; Quality Assurance; Assistive Technology		X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Provide an annual training (years 2-5) to families on advocacy as it relates to the policy analysis each year, starting in 2018.	% reporting increased knowledge, attitude and skills related to advocacy & satisfaction with experience
4.4: Providing inter-professional training utilizing the UW ECHO model for capacity building	4.4.1: Provide technical assistance on ECHO model through UW ECHO superhub	Executive Director, Coordinator, Community Education; WIND Project Coordinators	Health; Education; Early Intervention; Employment; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Provide annual training to 1,000 participants utilizing the ECHO model, total 5,000.	% of participants reporting increased knowledge, attitude and skills & satisfaction with experience (Increase in capacity of professionals to implement best practices in classrooms, educational systems, policy, etc.)
	4.4.2 Facilitate UW ECHO networks	Coordinator, Community Education; Coordinator, Information Dissemination; Project Coordinator	Health; Education; Early Intervention; Employment; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Facilitate 10 networks annually.	% of participants reporting increased knowledge, attitude, skills & satisfaction with experience (Increase in capacity of professionals to implement best practices in classrooms, educational systems, policy, etc.)
	4.4.3: Exploration of new ECHO hubs in response to critical needs.	Executive Director, Coordinator, Community Education; WIND Project Coordinator	Health; Education; Early Intervention; Employment; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Explore, and develop as appropriate, new hubs that are responsive to rising state needs as needed throughout grant period.	% reporting increased knowledge, attitude, skills & satisfaction with experience (Increased capacity to implement best practices in classrooms, educational systems, policy, etc.), # of hubs developed

Goal 4 Accomplishments, FY 2020:

- In collaboration with the UCEDD's in Ohio, were awarded a national three-year national Training Initiative from the Administration of Community Living to replicate the ECHO SCOPE (Supporting Children of the Opioid Epidemic) in sixteen states between 2019 and 2023. The first cohort includes 9 states, North Dakota, Colorado, Utah, Minnesota, Kentucky, Georgia, New York, New Hampshire, and Maine.
- Collaborated with the University of Wyoming – School of Nursing and the McMurry Foundation to pilot an ECHO network in integrative care to improve the capacity of interdisciplinary teams working to improve outcomes for mental health and primary care. Eight (8) sessions ECHO series were offered to 266 participants representing nursing, social work, primary care, psychology, counseling, healthcare administration and school-based mental health supports.
- In response to the continued concerns with direct support workforce recruitment and retention, WIND created an eight-week mixed-method leadership course for Direct Supervisor Supervisors. Initial pilot included six students from five organizations across Wyoming all reporting an increase in knowledge, skills and overall confidence as leaders and supervisors of DSP in their organizations.
- Provided a mixed-method, virtual/in-person summer experience for ten participants at Western Wyoming Community College.
- Provided inter-professional training, using UW ECHO to 2543 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, and student health and opioid use for both adults and children impacted by opioid and other substances.
- Collaborated with Wyoming Departments of Education, Health, and Workforce Services, as well as numerous community organizations, to develop and deliver 61 trainings to 4879 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.
- 60 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, Brigham Young University, Idaho State University, Laramie County Community College, Rocky Mountain College, University of Utah, Utah State University, and Washington State University participated in UW ECHO in Education and Health Networks for course credit.
- 100.57 hours of professional development were delivered through the UW ECHO Networks.
- 19 educators were awarded Professional Teaching Standards Board credit.
- Provided inter-professional training, using UW ECHO to 984 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, and student health and opioid use for both adults and children impacted by opioid and other substances.
- UW ECHO participants represented agencies or organizations in 31 states, the District of Columbia and Saudi Arabia and Malaysia.

WIND Response to the COVID-19 Pandemic Related to Goal 4:

- Project SCOPE, the national training initiative to support children impacted by the opioid crisis, in-person trainings for nine states was transitioned to teleconference delivery and postponed from spring to July and October 2020.
- Content for all ECHO networks - early education, student health, autism, assistive technology, families and integrative care - shifted to address COVID related issues including virtual learning, access to technology, social distancing, and returning to school in the fall.
- The Wyoming Telehealth Network, Wyoming Assistive Technology Resources and UW ECHO in Education staff and faculty held technical assistance and orientation calls to Zoom 2-3 days per week in April and May.

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

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

	5.1.3: Enhance the infrastructure of the Wyoming Telehealth Network (WyTN)	Coordinator, Information Dissemination; WIND Project Coordinator <i>WY Dept. of Health</i>	Health	X	X	X	X	X	Increase the number of Wyoming providers offering telehealth services to Wyoming clients.	% of providers reporting satisfaction with training / TA (resources, services, networking of public and private entities, and evidence-based practices, capacity to assess current practices in relation to evidence-based approaches, policy changes)
Goal 5 Accomplishments, FY 2020:										
- As an ECHO Superhub, WIND provided training and technical assistance for replicating the ECHO model to seven organizations in Montana, Utah, New York, Texas and Wisconsin addressing needs in disability employment, communication disorders/augmentative and alternative communication, behavior supports, and geriatric care and caregiver stress. - Facilitated international ECHO in Education Collaborative, holding monthly calls with 137 participants including collaborators in India, Canada, and Australia. - Supported the delivery of weekly webinars through the Wyoming Medical Society to address novel coronavirus for vulnerable populations including children and youth with special healthcare needs. - Established special interest groups to inform state and local telehealth practice in high priority areas including mental health, hospital administration, allied health (SLP/OT/PT), public health nursing and diabetes education. - Significant increase in the utilization of the Wyoming Telehealth Network (WyTN) beginning in March 2020 as a result of COVID pandemic. The WyTN provided 81,609 videoconference (zoom) licenses to Wyoming providers. Telehealth was delivered to 308,790 participants for more than 1,1706,773 minutes during FY 2019. This represents a significant increase in the number of participants and minutes compared to the 2018-2019 project period.										
WIND Response to the COVID-19 Pandemic Related to Goal 5:										
- The Wyoming Telehealth Network significantly (14.8-fold) increased its capacity for providing access to health care in response to the demand for telehealth by providers and patients given the COVID-19 pandemic. - WIND's Director of Community Education, Training and Services served on the Wyoming Governor's Task Force for COVID_19 – Health. - WIND's Director of Community Education, Training and Services was appointed to serve on the Wyoming Governor's Broadband Council to represent the state's telehealth infrastructure and needs. This particular position was newly identified in response to COVID-19.										

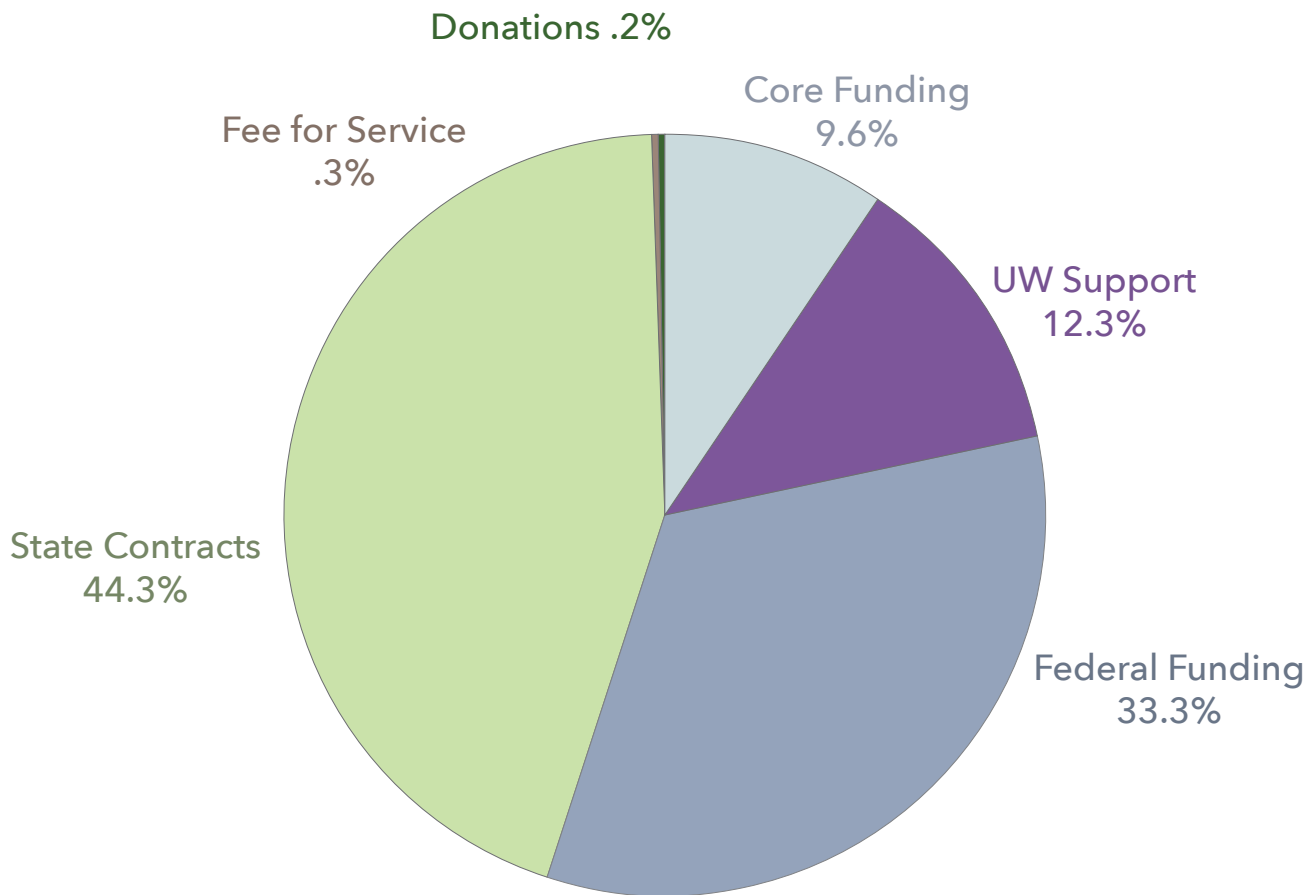
Goal 6: Information Dissemination: WIND will disseminate information, using multiple modes of accessibility, by translating the results of WIND research and practice locally, regionally, and nationally; WIND will also disseminate information from the national UCEDD network to Wyoming.

Objective	Activities	Person/Project Responsible/ Collaborating Partners	Area of Emphasis	Timeline					Outputs	Outcomes Measures
				2017	2018	2019	2020	2021		
6.1: Disseminate research-based information that	6.1.1: Develop and disseminate new products each year	Coordinator, Information Dissemination	Health; Education; Early	X	X	X	X	X	Update and maintain WIND website; Produce	% of reporting satisfaction with WIND website; %

supports health and wellness of people with intellectual/developmental disabilities	that emphasize health and wellness for people with intellectual/developmental disabilities	Governor's Council on DD	Intervention; Employment; Quality Assurance; Assistive Technology	Q2 Q3 Q4	Q2 Q3 Q4	Q2 Q3 Q4	Q2 Q3 Q4	products for WIND initiatives; Produce health and wellness materials	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 2020:									
- Implemented 25th Anniversary campaign, including Anniversary Guest Speaker, Gala and Homecoming Open House. Additional events included presentations by WIND faculty and staff, as well as Consumer Advisory Council members, who raised awareness of WIND throughout Wyoming. - Disseminated 25th Anniversary campaign materials, including WIND history booklet, 25th Anniversary WIND awareness videos, anniversary logo development, social media promotion, community presentations on WIND services, and a 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, Wyoming Association of Elementary and Middle School Principals, and the Dementia Friendly Wyoming conference.									
WIND Responses to the COVID-19 Pandemic Related to Goal 6:									
- WIND created COVID-19 resource web pages, providing relevant content for various populations served, including individuals with disabilities, families, educators, and health care providers. - WIND released relevant COVID-19 related content through our social media channels. - WIND produced and disseminated three infographics and related press information from the Wyoming Telehealth Network, documenting physician survey responses and overall impact of COVID-19 on WYTN.									

Wyoming Institute for Disabilities Funding Sources July 1, 2019 - June 30, 2020

Funding Source	Sum of Awards
Core Funding	\$570,000.00
UW Support*	\$729,148.00
Federal Grants	\$1,983,923.00
State Contracts	\$2,637,888.00
Fee for Service	\$19,359.00
Community & Private Donations	\$12,172.00
Grand Total	\$5,952,490.00



*Includes expenditures from online teaching revenue

Leveraged funding:
 From core grant @ \$570,000: 90.4%
 From UW @ \$729,148: 87.75%

Publications, Peer Reviewed

- Agran, M., Ginn, H., Estrada-Reynolds, V., Lancaster, K., **Root-Elledge, S.** & **Moody, E.J.** (senior author), (2020). Perceptions of Service Providers Regarding the Agency and Capacity of People with Intellectual and Developmental Disabilities to Vote. *Education and Training in Autism and Developmental Disabilities*. 55(1) 3-16
- Barger, B., Larson, L., Ogeltree, S., Torquati, J., Rosenberg, S., Johnson Gaither, C., Bartz, J.M., Gardner, A. & **Moody, E.J.** (senior author), (In press). Tree Canopy Coverage Predicts Lower Conduce Problems Severity in Children with ASD. *Journal of Mental Health Research in Intellectual and Developmental Disabilities*.
- Dahl, E., Sturges, H., Hardesty, C. L., Slatkovic, S., Root-Elledge, S. L., & Moody, E. J.** (2020). Changing the Approach to Educator Professional Development: The ECHO Model™ for Education. *Professional Development in Education*.
- Dahl, E., Moody, E. J.,** Johnson, S., & Tayler, C. (In press). Assessing Nutritional Intake of Children Diagnosed with ASD While Controlling for Parental Income, Race, and Ethnicity.
- Dahl, E.,** Niedbala, E. M., & Hohman, Z. P. (2019). Loving the Group that Denies You First: Social Identity Effects of Ostracism Before Inclusion. *Personality and Social Psychology Bulletin*, 45(2), 284–299.
- Jarman, M.** (2020, forthcoming). Horror as Resistance: Reimagining Blackness and Madness. Special Issue on *Blackness and Disability* for *College Language Association Journal*, edited by Theri Pickens.
- Jarman, M.** (2020, invited chapter, forthcoming). Disability Rights through Reproductive Justice: Eugenic Legacies in the Abortion Wars. In Shuttleworth, R. and Mona, L. (Eds.). *The Routledge Handbook of Disability and Sexuality*. New York: Routledge.
- Moody, E. J., & Dahl, E.** (In press). The Psychometric Properties of the SRS and SCQ Autism Diagnostic Tools: Item Effectiveness Across Demographic Characteristics.
- Moody, E.J.,** Harris, B., Zittman, L., Nease, D & Westfall, J.M. (2019). It's Time for a Change!: The Appreciative Inquiry/Bootcamp Translation to Address Disparities in the Latino Community with Autism Spectrum Disorders. *Cultural Diversity and Ethnic Minority Psychology*, 25(1), 113-122.
- Moody, E. J., Sturges, H., Zlatkovic, S., Dahl, E., Root-Elledge, S. L., & Hardesty, C. L.** (2020). A Public Health Approach to Family Supports: Empowering Families of Children with Autism through the ECHO Model. *International Journal of Research in Developmental Disabilities*.
- Rubenstein, E., Croen L, Lee, L-C, **Moody, E.,** Schieve, L.A., Soke, G.N., Thomas, K., Wiggins, L and Daniels, J. (2019). Community Based Service Use in Preschool Children with Autism Spectrum Disorder and Associations with Insurance Status. *Research in Autism Spectrum Disorders*, 55, online.
- Streno, M., Poczwardowski, A., Welton-Mitchell, C., & **Moody, E.** (2020). International student-athlete transition into collegiate sport in the united states. *Health Psychology Report*, 8(1), 38-46. doi:10.5114/hpr.2019.90383
- Sturges, H. A.,** Huss, M., Dolejs, C., & Van Dyke, D. (2020). The Efficacy of Moral Recognition Therapy in Federal Probationers. In preparation.
- Sturges, H. A., & Nuñez, N. L.** (2020). Autism Spectrum Disorder in Adult Defendants: The Impact of Specific Information Type on Juror Decision-Making. In preparation.
- Sturges, H. A., & Nuñez, N. L.** (2020). Not All Labels are Made Equally: The Influence of Developmental Disability Type and Information Provided on Mock Juror Leniency. In preparation.
- Zlatkovic, S., Sturges, H. A., Dahl, E., Hardesty, C., Elledge, S. R. E., & Moody, E. J.** (2020). A Comparison of Costs of Two Forms of Educator Professional Development in Wyoming: Traditional Conference vs. Project ECHO. In preparation.

Publications, Non-Peer Reviewed

- Bress, B.** “Project SCOPE National Training Initiative launches Initial Cohort”. *AUCD 360*, Spring 2020
- Bress, B.** “WIND Presents First Distinguished Alum Award”. *Wyability*, Winter 2019-2020
- Bress, B.** “WIND Celebrates Silver Anniversary”. *AUCD 360*, Winter 2019
- Bress, B.** “WIND Presents First Distinguished Alum Award”. *AUCD 360*, Fall 2019
- Moody, E.J.**, (In press). Non-Invasive brain stimulation. In M. Martins (Ed). *Autism and autism spectrum disorders: An encyclopedia*. Santa Barbara CA: Greenwood Press/ABC-CLIO.
- Moody, E.J.**, (In press). Emotions. In M. Martins (Ed). *Autism and autism spectrum disorders: An encyclopedia*. Santa Barbara CA: Greenwood Press/ABC-CLIO.

Presentations: (Refereed International and National)

- Carrico, C., Duhamel, D. & **Hardesty, C.** (2020). Come One, Come All: An Inclusivity Module to Train Peer Leaders in Chronic Disease Management. *Aging and Action*. Virtual conference.
- Choi, S., Provenza, K. R., Nuñez, N. L., Michalski, N., & **Sturges, H. A.** (March, 2020). The Influence of the Authenticity of Attorney Anger and Attorney Gender on Jury Decision-Making. *American Psychology-Law Society Conference*, New Orleans, LA. Poster presentation.
- Dahl, E., Hardesty, C. L.**, Weber, S., Witwer, A., **Moody, E. J.**, & **Root-Elledge, S. L.** (June, 2020). Project SCOPE: Changing the Paradigm for Technical Assistance in Addressing Neonatal Abstinence Syndrome. *American Association on Intellectual and Developmental Disabilities Meeting*. Pittsburgh, PA.
- Dahl, E. J.**, Petres, C., Neumann, A., Earp, A., Reich, B., Russette, H., ... **Hardesty, C. L.** (November, 2019). Examining the Opioid Crisis in the Utah Regional LEND States: A Survey-Based Assessment Addressing Family Needs and Developmental Effects. *Association of University Centers on Disabilities Conference*. Washington, D.C.
- Jarman, M.** (November, 2019). Disability Rights through Reproductive Justice. *National Women’s Studies Association Conference*, San Francisco, CA.
- Jarman, M.**, Thompson-Ebanks, V., Cook, S., and Clement, K. (contributions from **Singh, R.** and Boggs, C.) (October, 2019). Faculty Learning Community for UDL and Inclusive Pedagogy. *UDL in Higher Education (UDLHE) Digicon Conference*. Virtual international conference.
- Moody, E. J., Dahl, E.**, Barger, B., Wiggins, L., Lee, L.-C., Fallin, D., ... Steven, R. (May, 2020). Racial Differences in the Social Communication Questionnaire: A Differential Item Functioning Analysis. *International Society for Autism Research Annual Meeting*. Seattle, Washington.
- Moody, E. J., Hardesty, C. L.**, Weber, S., Witwer, A., Rudolph, D., **Dahl, E. J.**, & **Root-Elledge, S.** (November, 2019). Project SCOPE: Changing the Paradigm for Technical Assistance in Addressing Neonatal Abstinence Syndrome. *Association of University Centers on Disabilities Conference*, Washington, D.C.
- Moody, E. J., Root-Elledge, S. L., Hardesty, C. L.**, & **Dahl, E. J.** (November, 2019). University of Wyoming ECHO for Autism: Leveraging Education Systems to Provide Behavioral Services in Frontier Communities. *Association of University Centers on Disabilities Conference*, Washington, D.C.
- Provenza, K. R., Choi, S., Michalski, N., Nuñez, N. L., & **Sturges, H. A.** (March, 2019). Victim Race and Grand Juror Decision-Making of Police Defendants in Lethal Force Cases. *American Psychology-Law Society Conference*, Portland, OR. Poster presentation.
- Provenza, K. R., Choi, S., Nuñez, N. L., Ahlstrand, J., & **Sturges, H. A.** (March, 2019). Police on Trial: Juror Decision-Making of Police as Defendants. *American Psychology-Law Society Conference*, Portland, OR. Poster presentation.
- Schweitzer, K., Nuñez, N. L., & **Sturges, H. A.** (March, 2019). Development of the Judicial Legitimacy

Scale. *American Psychology-Law Society Conference*, Portland, OR. Poster presentation.

Zlatkovic, S., Hardesty, C. L., Dahl, E., Root-Elledge, S. L., & Moody, E. J. (December, 2020). Making Classrooms Work for Everyone: ECHO for Education: Autism to Improve Classroom Management. *Association of University Centers on Disabilities Conference*. Virtual conference.

Zlatkovic, S., Warren, W., Hardesty, C., Kern, S., Sturges, H. A., Dahl, E., Moody, E. J., & Griffith, E. (November, 2019). The Use of Project ECHO to Support Early Childhood Professionals in Using Strategies from the Early Start Denver Model. *Association of University Centers on Disabilities Conference*, Washington, D.C. Poster presentation.

Presentations (Local and Regional):

Bress, B. (November, 2019). WIND 25th Anniversary Gala Celebration, Laramie, WY.

Bress, B. (October, 2019). *Wyoming Dementia Capable Conference*, Laramie, WY.

Bress, B. (August, 2019). University of Wyoming, College of Health Sciences New Student Orientation, Laramie, WY

Bress, B. (July, 2019). Wyoming Department of Health *WAVE Conference*, Laramie, WY.

Bowser, G., **Kappler, S., Rausch, R., Wofford, T., & Knopf, G.** (September, 2019). Welcome to ECHO in AT! University of Wyoming ECHO in Assistive Technology, Laramie, WY. Podium presentation.

Buller, S., Demaranville, K., **Wofford, T.** (November, 2019). Improving Art Spaces. *Wyoming Art Summit*, Cheyenne, WY. Panel discussion. Invited speaker.

Bush, J., **Ronco, G., Baker, T.** (2020). Telehealth at 90 Miles an Hour. *Power of Rural Virtual Conference Series*, Cheyenne, WY. Invited.

Forsyth-Lefevre, F., **Ronco, G.** (2019). You are in Charge: Finding Career Interests and Building a Resume. *Wyoming Developmental Disabilities Conference*, Casper, WY.

Jarman, M., Singh, R., Peter, S., and Clement, K. (contributions from Thompson-Ebanks, V. and Boggs, C.) (November, 2019). Faculty Learning Community for Inclusive Pedagogy. Accessing Higher Ground. Westminster, CO.

Jarman, M. (September, 2019). UW Teaching Innovations. Access initiative: Implementing UDL and Inclusive Pedagogy. *Association of Public and Land-Grant Universities (APLU) Conference*, Fort Collins, CO. Invited speaker.

Kappler, S. (May, 2020). AEM Service Delivery, Consideration, and Referral. Beitel & Linford Elementary, Laramie, WY.

Kappler, S., Simpson, C., Wofford, T. (July, 2020). The Critical Role of Assistive Technology in Education. University of Wyoming, College of Education, Laramie, WY. Recorded podium presentation. Invited speaker.

Kappler, S., Simpson, C., Wofford, T. (June, 2020). The Critical Role of Assistive Technology in Education. University of Wyoming, College of Education, Laramie, WY. Recorded podium presentation. Invited speaker.

Kappler, S., Rausch, R., Wofford, T. (April, 2020). Supports for Remote Learning. University of Wyoming ECHO Network in Assistive Technology, Laramie, WY. Podium presentation. Invited speaker.

Kappler, S., Rausch, R. (March, 2020). The Critical Role of Assistive Technology in Education. University of Wyoming, Laramie, WY.

Kappler, S. (February, 2020). WY-TOPP Accessibility. Laramie Middle School, Laramie, WY.

Kappler, S. (February, 2020). How to Create Accessible Documents. Laramie High School, Laramie, WY.

Kappler, S. (December, 2019). Bookshare. Laramie, WY. Webinar.

Kappler, S. (December, 2019). Learning Ally. Laramie, WY. Webinar.

- Kappler, S.** (November, 2019). Accessible Educational Materials to Support Transitions. Laramie, WY. Poster presentation.
- Kappler, S.** (October, 2019). AEM Service Delivery, Consideration, and Referral. University of Wyoming ECHO in Assistive Technology Network, Laramie, WY.
- Kappler, S.** (August, 2019). Assistive Technology User's Guide to Transitioning to College. *Wyoming Native American Education Conference*, Riverton, WY.
- Kappler, S.** (July, 2019). Accessible Education Materials Demonstration Room. *Week of Academic Vision and Excellence Conference*, Laramie, WY.
- Rausch, R.** (June, 2020). iCanConnect. Wyoming Department of Education: Vision Outreach Services. Podium presentation.
- Rausch, R., & Wofford, T.** (April, 2020). Visual Schedules and Organizers for Students with ASD. University of Wyoming ECHO in Assistive Technology, Laramie, WY. Podium presentation.
- Rausch, R.** (March, 2020). Assistive Technology for the Home. Casper College Occupational Therapy Assistant Program, Casper, WY. Podium presentation.
- Rausch, R.** (February, 2020). Assistive Technology: Assistive Technology Showcase. University of North Dakota Occupational Therapy Program at Casper College, Casper, WY. Podium presentation.
- Rausch, R.** (February, 2020). iCanConnect. Casper College Occupational Therapy Assistant Program, Casper, WY. Podium presentation.
- Rausch, R.** (October, 2019). Assistive technology: Supporting People with Mental Health Conditions. Casper College Occupational Therapy Assistant Program, Casper, WY. Podium presentation.
- Rausch, R.** (August, 2019). Assistive Technology for Pediatrics. Casper College Occupational Therapy Assistant Program, Casper, WY. Podium presentation.
- Rausch, R., Slider, T., Wofford, T.** (September, 2019). Libraries, Assistive Technology and Autism. Laramie, WY. Podium presentation. Invited speaker.
- Sturges, H. A.** (April, 2019). Developmental Disabilities in Adult Defendants: Is there a Baseline for Juror Leniency in Sentencing? *Rocky Mountain Psychological Association Conference*, Denver, CO. Paper presentation.
- Wofford, T.** (March, 2020). Report Writing: Tips & Tools for Funding of the Speech Generating Device. Oregon Technology Access Program ECHO Voices, Laramie, WY. Podium presentation. Invited speaker.
- Wofford, T.** (February, 2020). Using the AssistiveWare Core Word Classroom Resources. University of Wyoming ECHO Network in Assistive Technology, Laramie WY. Podium presentation. Invited speaker.
- Wofford, T.** (December, 2019). Using the AAC Evaluation Genie App: A Tool for Assessment. Oregon Technology Access Program ECHO Voices, Laramie, WY. Podium presentation. Invited speaker.
- Wofford, T.** (November, 2019). Addressing Complex Communication Needs Using 3D in the Makerspace. University of Wyoming Poke Bot, Laramie, WY. Podium presentation. Invited speaker.

Direct Clinical and Other Service Activities

- Rausch, R.** (June, 2020) Assistive Technology Assessments hosted by the Division of Vocational Rehabilitation. Weekly care, 8 hours, virtual care.
- Rausch, R.** (February, 2020) Assistive Technology Assessments hosted by the Wyoming Department of Education. Buffalo, WY. Weekly care, 8 hours.
- Rausch, R.** (December, 2020) Assistive Technology Assessments hosted by the Wyoming Department of Education. Torrington, WY. Weekly care, 8 hours.

Rausch, R. (December, 2020) Assistive Technology Assessments hosted by the Wyoming Department of Education. Shoshoni, WY. Weekly care, 8 hours.

Rausch, R. (October, 2019) Assistive Technology Assessments at the Next Steps Clinic, Riverton, WY. Weekly care, 16 hours.

Wofford, T. (2019-2020) Clinical assessment for augmentative and alternative communication and assistive technology. 4 students.

Wofford, T. (October, 2019) Assistive Technology Assessments at the Next Steps Clinic, Riverton, WY. 4 students.

International, National, State, Community Service and Memberships

Albany County Transportation Committee Member, **Baker, T.**

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

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

American Hippotherapy Association, **Wofford, T.**

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

American Psychology-Law Society, Campus Representative, **Sturges, H.**

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

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

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

Association of University Centers on Disabilities, **Dahl, E.**

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 Director's Council Member, **Hardesty, C.**

Association of University Centers on Disabilities Conference Reviewer, **Zlatkovic, S.**

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

Association of University Centers on Disabilities Rural Area Code Caucus, **Dahl, E.**

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

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

Boy Scouts of America Committee Chair, **Heath, D.**

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

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

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

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

Christopher and Dana Reeve Foundation Paralysis Resource Center Quality of Life, Direct Effect and High Priority Impact 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, **Hardesty, C., Root-Elledge, S., Warren, W.**
 Frontiers Psychology Guest Editor, **Moody, E.**
 Governors Health Task Force- Wyoming Telehealth Network/ECHO, **Hardesty, C.**
 Grant Professional Association Member, **Baker, T.**
 Group Process & Intergroup Relations Reviewer, **Dahl, E.**
 International Society for Autism Research, **Moody, E.**
 Iverson Memorial Hospital Community Needs Assessment Steering Committee Member, **Baker, T.**
 Journal of Gambling Studies Reviewer, **Dahl, E.**
 Journal of Political Psychology Reviewer, **Dahl, E.**
 Laramie Main Street Alliance, Organization Committee Member, **Baker, T.**
 Laramie Special Olympics Volunteer Coach, **Rieser, A.**
 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.**
 Personality and Social Psychology Bulletin, **Dahl, E.**
 Pi Delta Phi French Honors Society Member, **Sturges, H.**
 Psi Chi Psychology Honors Society Member, **Sturges, H.**
 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, **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, Healthcare Financing, Rate Rebasing Steering Committee 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 Department of Health, Wyoming Alternate Assessment for Students with Significant Cognitive Disabilities (WY-ALT) Standard Setting Reviewer, **Rausch, R.**
 Wyoming Department of Transportation, Transportation Alternatives Program Advisory Committee Member and Grant Reviewer, **Root-Elledge, S.**
 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., Root-Elledge, S.**
University of Wyoming, Alpha Chapter, Phi Beta Kappa Member, **Root-Elledge, S., Bress, B.**
University of Wyoming, Research Advisory Committee, **Moody, E.**
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,
Hardesty, C.
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 Education Committee Member,
Hardesty, C.
University of Wyoming, College of Health Sciences, Research Committee, **Dahl, E., Sturges, H.**
University of Wyoming, College of Health Sciences, Representative, Honors College Advisory Board,
Jarman, M.
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, Student Affairs Committee Co-Chair, **Root-Elledge,
S.**
University of Wyoming, College of Health Sciences, Tenure and Promotion Committee, **Jarman, M.**
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 ECHO Superhub,
Director, **Root-Elledge, S.**
University of Wyoming, College of Health Sciences, Wyoming Institute for Disabilities Keith A. Miller
Award Committee Member, **Ronco, G., Warren, W., Chesebro, C.**
University of Wyoming, College of Health Sciences, Wyoming Institute for Disabilities Leadership
Team, **Hardesty, C., Jarman, M.**
University of Wyoming, College of Health Sciences, Wyoming Institute for Disabilities, Search
Committee, **Dahl, E.**
University of Wyoming, Community Engagement Council Member, **Root-Elledge, S.**
University of Wyoming, Community Engagement Council Steering Committee Member, **Root-Elledge,
S.**
University of Wyoming, COVID-19 Business Continuity Leads Member, **Root-Elledge, S.**
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 HIPAA Privacy Officer, **Hardesty, C.**
University of Wyoming, Marvin Millgate Award Review Committee Member, **Root-Elledge, S.**
University of Wyoming, No More Committee Member, **Rieser, A.**
University of Wyoming President Directive on Harassment, Hostile Environment and
Retaliation Trainer, **Root-Elledge, S.**
University of Wyoming School of Culture, Gender and Social Justice Committee Member, **Quaggin
Harkin, A.**
University of Wyoming, Wyoming Center on Aging, Enhancing Dementia-Capable Care
Advisory Council Member, **Root-Elledge, S.**

Awards

Dahl, E. 2020 Association of University Centers on Disabilities Emerging Leader

Dahl, E. 2019 University of Wyoming, College of Health Sciences, Meritorious Service Award

Jarman, M. 2019 Mortar Board “Top Prof,” University of Wyoming

Sturges, H. 2020 University of Wyoming Arts & Sciences Board of Visitors Endowment Award

Sturges, H. 2019 University of Wyoming Lillian G. Portenier Psychology Scholarship Recipient