THE UNIVERSITY OF NEW MEXICO
HEALTH SCIENCES CENTER

The Center for Development and Disability

ANNUAL REPORT 2003

A University Center for Excellence in Developmental Disabilities Education, Research and Service

The Center for Development and Disability

The Center for Development and Disability (CDD) is New Mexico's University Center for Excellence in Developmental Disability Education, Research and Service (previously known as UAP). These centers are authorized by the Developmental Disabilities Assistance and Bill of Rights Act to build the capacities of states and communities to respond to the needs of individuals with developmental disabilities and their families, and are given core funding by the Administration on Developmental Disabilities (ADD). Funding for other programs and projects is obtained through state contracts, federal grants, and private funding. There are 61 centers located in every state and territory, which function as a national network of programs.
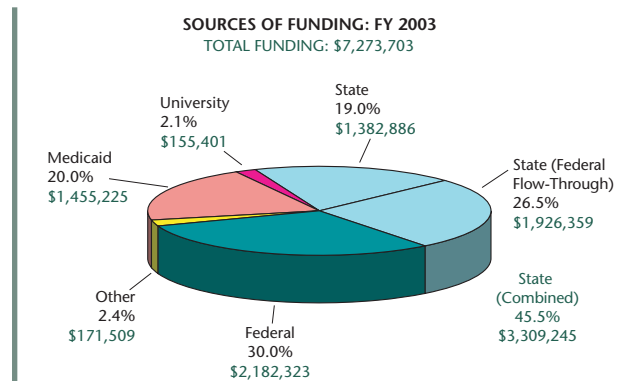
The mission of the CDD is the full inclusion of people with disabilities and their families in their community by: engaging individuals in making life choices; partnering with communities to build resources; and improving systems of care.

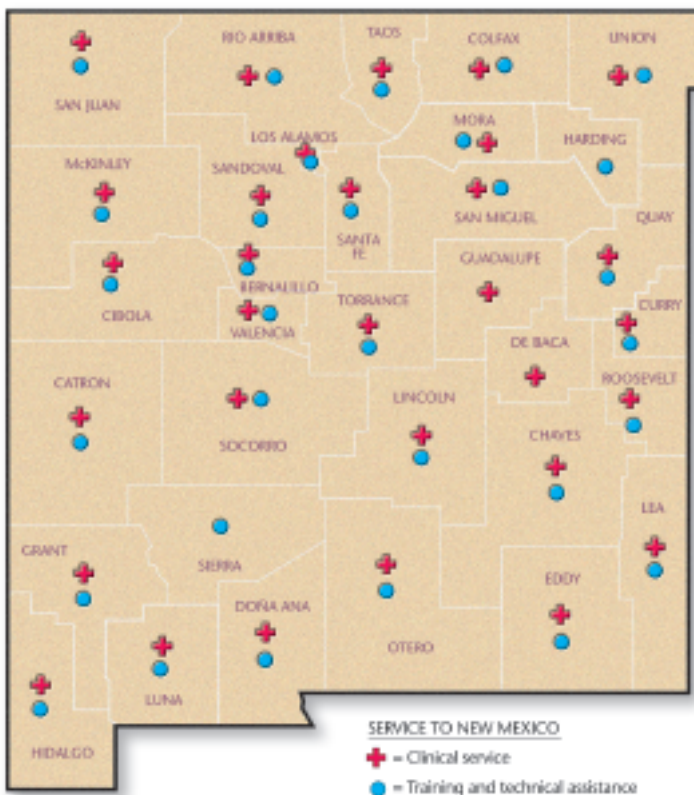The CDD accomplishes this mission through innovative:

- Interdisciplinary training
- Dissemination of information
- Provision of exemplary direct service and technical assistance
- Applied research

The following values direct the work of the CDD and its programs:

- Cultural and linguistic diversity
- Inclusion and accessibility for all individuals
- Partnerships and collaboration that encourage capacity building within communities
- Innovative, interdisciplinary & research-based practice

SOURCES OF FUNDING: FY 2003
TOTAL FUNDING: $7,273,703

University
2.1%
$155,401

State
19.0%
$1,382,886

Medicaid
20.0%
$1,455,225

State (Federal
Flow-Through)
26.5%
$1,926,359

State
(Combined)
45.5%
$3,309,245

Other
2.4%
$171,509

Federal
30.0%
$2,182,323

The Center's Impact in New Mexico

SERVICE TO NEW MEXICO
+ = Clinical service
● = Training and technical assistance

OUR VISION

Guided by individuals with disabilities and their families who help design, provide, and evaluate our efforts, the Center for Development and Disability:

- Identifies, develops and strengthens opportunities and choices for all persons with disabilities and their families throughout their lives so that they are included in all aspects of society;

- Participates in collaborations to enhance resources and maximize opportunities for all persons with disabilities, their families and those who support them;

- Responds to the most important interests and concerns of all persons with disabilities and their families through leadership in education, research and service; and

- Influences policies to reflect what is known about the variety of strengths and needs of all persons with disabilities and their families, while recognizing and integrating the diverse values of individuals, families and communities.

CDD Programs and Projects

The Center for Development and Disability consists of numerous programs funded by a variety of different state and federal agencies. All CDD programs are committed to the mission of the CDD and to providing services and supports to individuals with disabilities and their families throughout New Mexico. CDD programs support the mission of the University of New Mexico Health Sciences Center as follows:

Innovative, Collaborative Interdisciplinary Education

Access to Electronic Health trains library & information providers in senior centers on accessing health information on disabilities & related issues & facilitates partnerships among existing consumer health information networks in New Mexico.

The Autism Summer Institute, a four day intensive training in applied behavioral analysis for teachers, therapists & family members.

The **CDD Partnership Initiative** developed a series of recommendations for recruitment & training of advisory board members & a system of co-worker supports.

Disability Determination Services/LEND Collaborative is a technical assistance grant to create programmatic relationships in order to improve the speed and accuracy of determining eligibility for children's Supplemental Security Income (SSI).

The **Early Childhood Evaluation Program** offers training & technical assistance to community providers, local healthcare providers, students from multiple disciplines, & others serving young children with suspected disabilities or special health care needs.

Early Childhood Network provides collaborative & responsive training, consultation & technical assistance to groups & individuals working with infants & toddlers with developmental delays or risk conditions, & with their families statewide.

Early Success Through Inclusion: A Video Project, funded by the New Mexico State Department of Education, will feature successful inclusion education programs for young children with disabilities throughout the state.

The **Family and Community Education** in ASD is a statewide family support, technical assistance & training network that employs trained regional parent coordinators to provide training & support in their communities.

Family Support Project is a systems change project that is working with families of adolescents and young adults with developmental disabilities & the NM Department of Health to develop a model of family directed support.

Improving Communities of Practice is developing a comprehensive system of personnel development for eighty-three Bureau of Indian Affairs schools across the Navajo nation in Arizona, Utah, & New Mexico.

The **Medically Fragile Case Management Program** trains undergraduate & graduate nurses in RN case management.

National Native American Early Childhood Meeting was a national effort of the Bureau of Indian Affairs to provide guidance & support to individual tribal programs serving young children (0-5) with disabilities & their families.

NM LEND Program is a graduate & post-graduate leadership training program in neurodevelopmental disabilities covering specific areas such as clinical skills, public policy, leadership skills, genetics, ethics, & family centered care.

NO Walls is a community technology center, which collaborates with the Albuquerque Public Library to increase the capacity of persons with disabilities, their families, service providers, teachers, & advocates in the Albuquerque metropolitan area to use computer technology to access information.

Parents with Disabilities training was developed & provided in collaboration with New Mexico State University to Children Youth & Families workers.

The **Preschool Network** provides training, technical assistance, & evaluation support to those working with young children 3-5 years old with developmental delays, or special education needs in New Mexico.

Project Na'nitin developed training to maximize the knowledge & skills of Navajo paraprofessionals & parents to work more effectively with children with special needs.

Interdisciplinary Education (continued)

Project SET offers training & technical assistance to community teams, including parents, who work with young children with Autism Spectrum Disorder.

An annual **Public Policy Institute** provides training for graduate students, family members, & pediatric residents on the legislative process & how to positively impact public policy.

The **Santa Fe Transition Alliance** provided training & technical assistance on individual & family-centered transition planning.

The **SSI Training Project** is a collaborative project with AUCD & SSA to provide training for case adjudicators determining SSI disability eligibility.

Summer Institute for Special Education, a national training institute for school teams from Bureau of Indian Affairs schools nationwide, was held in the summer of 2002 in partnership with the Bureau of Indian Affairs.

Distance Learning and Web-based Courses

Assessment and Interventions: Case Studies in Deafblindness, an online web course, was developed to encourage participants to discuss assessment & intervention strategies through problem based learning & case analysis on a variety of children & youth who are deafblind.

Autism Spectrum Disorder is an online web-course & was developed to train interdisciplinary teams with the overall goal of increasing the participants' skills in the development of individualized educational programs for children with pervasive developmental disorder/autism.

Early and Emergent Literacy is an online web course developed by the Preschool Network & available for three college credit hours through New Mexico State University or a Certificate of Completion.

Functional Behavior and Positive Supports, an online web course on functional behavioral analysis (assessment) & positive behavior supports for children in public schools.

Overview of Deafblindness with an Emphasis in Communication is an online web course sponsored by the CDD & the New Mexico State University & is designed for families, individuals, or educational teams working with an individual who is deafblind.

Project SET (Specialized Early Teaching for Young Children with Autism Spectrum Disorders) is offering a series of region-based, online discussions designed for individuals interested in young children, up to 5 years of age, with confirmation of Autism Spectrum Disorder diagnosis.

Self Study Course in Autism is a web-based course designed for personnel serving adults with autism.

Applied Research and Policy Analysis

Accessible Transportation was a collaborative effort with NM P & A and DDPC, that conducted qualitative research on the bus system in Albuquerque & its ability to provide transportation services for individuals with a variety of disabilities.

Annual Research Symposium on Disability and Health in New Mexico is held in collaboration with the NM Department of Health.

Barriers to Employment documented the barriers to employment for people with severe disabilities & created a guide with information and strategies.

A **Comparison of the Scores of Two Motor Tests,** the Motor Scale of the Bayley Scales of Infant Development II & the Peabody Developmental Motor Scales, is being conducted.

Diversability conducted public hearings to gather input from people with disabilities about the services received through the One Stop Career Centers, & provided training to One Stop Career Centers serving customers with disabilities.

Emergency Preparedness is funded by the Department of Health to assist in emergency preparedness planning for individuals with disabilities.

Emotion-Related Learning and Affective Identification in Children with Autism is an interdisciplinary pilot project investigating the abilities of children with autism to change their behavior by using information in the environment.

Health Care Systems and Persons with ASD in New Mexico is developing a action plan with the Medicaid Managed Care Organizations in New Mexico to serve the needs of children with Autism Spectrum Disorder.

Health Promotion and Disease Prevention for People with Disabilities in collaboration with the Office of Disability and Health, will implement and compare two health promotion interventions for people with disabilities; collect, analyze, & disseminate disability data; & provide capacity building efforts within the Department of Health to promote the health of people with disabilities.

Health Promotion for People who are Paralyzed is a grant from the Christopher and Dana Reeve Foundation to test & evaluate the health intervention, The Take Charge Challenge, with people who are paralyzed.

Long Term Services Division Database oversees the collection & analysis of data around staff training & turnover of personnel in community agencies.

Quarterly meetings of the MCHB Collaborative, consisting of representatives from MCHB funded programs in New Mexico, are held to discuss future directions.

Preschool Practices and Professional Development Priorities in New Mexico's Preschool Programs is a survey of teachers, paraprofessionals, evaluators, therapists, & administrators in New Mexico public preschool programs, assessing professional development & preschool practices.

Project Mealtime is investigating the feeding behavior of young children with Autism Spectrum Disorder.

Technical Assistance Document for Early Childhood Assessment Report Writing is being developed collaboratively with the New Mexico State University & from the New Mexico Guidelines for Early Childhood Assessment Reports recently completed.

Interdisciplinary Healthcare

Autism Diagnostic Clinic sees children ages 3 through 21 to confirm or rule out the diagnosis of autism.

Early Childhood Evaluation Program provides statewide diagnostic development evaluation services for children birth to three years of age in their communities. On-going training and technical assistance to providers & supports to families are offered through on-site or distance communication, including UNM's Telehealth facilities.

Indian Children's Program provides supplemental services to Native American children birth through 21 years old who have developmental disabilities and special needs.

Medically Fragile Case Management Program provides nurse case management services to medically fragile individuals & their families throughout New Mexico through nine community based satellites.

Project SET provides consultative services for young children with Autism Spectrum Disorder to assist early intervention programs & schools in developing effective intervention plans.

Supports and Assessment for Feeding and Eating (SAFE) Clinic is a lifespan feeding & aspiration prevention clinic for individuals with developmental disabilities.

Dissemination of Information

Bilingual Services for the CDD Information Services was supported by the State Department of Education. With this additional funding, information & referral for Spanish-language calls can be made. Funding also supported the purchase of Spanish-language materials.

CDD Library and Information Network for the Community (LINC) has a web-based catalogue of comprehensive resources, consisting of books, video cassettes, audio cassettes, training manuals, & periodicals, that address the information needs of individuals with disabilities, their families, providers, & advocates.

CDD Website features CDD programs, projects, & links to local, state, & national resources: http://cdd.unm.edu.

Color My World is a newsletter produced jointly with the New Mexico Autism Society to provide information to families & professionals about autism & is disseminated statewide.

Early Childhood UPDATES is a monthly newsletter produced & disseminated by the Early Childhood Division with a focus on services for children 0-3 years old & their families. It is also available online.

Information Center for NM with Disabilities and Babynet is an information & referral center.

Internet Access to Digital Libraries is connectivity grant, providing computers for satellite CDD personnel, & training to health professionals on accessing health information through the NLM databases.

Dissemination of Information (continued)

NETWORK NEWS is a bi-monthly newsletter produced & disseminated by the Preschool Network, for those serving children with special needs in New Mexico preschool settings. It is also available online.

Satellite Resource Collections for Early Childhood are being established at three sites across the state through the Preschool Network for wider access to early childhood professional journals, videos, books, & other resources.

Touch Points is a newsletter for families & providers for children who have dual sensory impairments & is produced & disseminated by the Project for New Mexico Children & Youth who are Deaf/Blind.

Publications and Resources developed by CDD staff and faculty

Baker-McCue, T. and Albuquerque Family Council (2003). *Backroads guide to community resources.* Center for Development and Disability, Albuquerque, NM.

Baker-McCue, T. (2002). *Patient and family faculty programs.* The Institute for Family-Centered Care, Bethesda, MD.

Burtner, P. A., McMain, M. P., & **Crowe, T. K.** (2002). Use of pediatric assessments by school-based occupational therapists in the southwestern United States. *Physical and Occupational Therapy in Pediatrics*, 22, 25-39.

Cahill, A., et. al.(2002). Final report to the New Mexico state legislature regarding senate joint memorial eight on disability and health information.

Cahill, A. and Overman, B. A. (2003). *Determinants of Health Status Among People with Disabilities: An Empirical Analysis.* Center for Development and Disability, Albuquerque, NM.

Cahill, A., Campbell, V. and Honey, W. (2003). *Disparities for People with Disabilities: What Do We Know, What Don't We Know, and What Should We Do About It?* Center for Development and Disability, Albuquerque, NM.

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Crowe, T. K. (2002, October). Meet me in Malaysia in 2006, International Perspective, *Advance*.

Crowe, T. K. (2002, September)., What in the world is WFOT?, International Perspective, *Advance*.

Crowe, T. K., & Montoya, J.R. (2002, June). *Preparing students to be change agents for occupational therapy and people with disabilities.* Education Special Interest Section Quarterly, 12, 3-4.

Developmental Disabilities Planning Council, **Center for Development and Disability**, NM Protection & Advocacy "Recruitment and Retention of Direct Support Staff in Programs Serving People with Developmental Disabilities in New Mexico," a policy briefing.

Hamilton, D.A., **Kodituwakku, P. W.**, Sutherland, R.J., & Savage, D. (2003). Children with fetal alcohol syndrome are impaired at place learning but not cued-navigation in virtual Morris water task. *Behavioral Brain Research*, 143, 85-94.

Helitzer, D. L., Cunningham-Sabo, L. D., VanLeit, B., and **Crowe, T. K.** (2002). Changes in self perception and coping strategies of mothers of children with disabilities. *OTJR: Occupation, Participation and Health*, 22 (1), 25-33.

Kodituwakku, P.W. (2003). Piyadasa Kodituwakku comments on Sandra and Joseph Jacobson and Susan Astley on FAS/FAE. In R. E. Tremblay, R.G. Barr, & RdeV. Peters (Eds.). *Encyclopedia on early child development [on line]* (pp. 1-5). Center of Excellence for Early Childhood Development. Montreal, Quebec.

Richardson, C. H., Hiranaka, C., Ball, A., Hohlstein, R., Lopez, R., Meaney, F. J., Parrish, R., & Wilson, L. (2002). *Assessment of organizational cultural competence.a*

Riley, E.P., Mattson, S.N., Li, T.K., Jacobson, S.W., Coles, C.D., **Kodituwakku, P.W.**, Adnams, C.M., & Korman, M.I. (2003). Neurobehavioral consequences of prenatal alcohol exposure: an international perspective. *Alcoholism: Clinical and Experimental Research*, 27, 362-373.

Stevens, J. (2003). *Tips for Assisting Women with Developmental Disabilities Against Violence*, Center for Development and Disability, Albuquerque, NM.

Stevens, J. and Ibanez, B. (2003). *Reducing Barriers to Employment for People with Significant Disabilities, a Best Practice Guide*, Center for Development and Disability, Albuquerque, NM.

Stevens, J., Ibanez, B. and Cahill, A. (2002). *2002 Report of the Infrastructure Study: Recruitment and Retention of Direct Service Professionals*, Center for Development and Disability, Albuquerque, NM.

Van Horn, J. and Segel, P. (2003). Talk to your baby: honoring diversity while practicing from an evidence base. *Zero to Three*, May, 33-35.

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National & International Presentations

Adnams, C.M., Kodituwakku, P.W., Hay, A., & Hendricks, L. (2003, June). *Caregiver and teacher perceptions of behavior and temperament in children with fetal alcohol syndrome*. Paper presented at the RSA meeting, Fort Lauderdale, FL.

Baker-McCue, T. (2002, September). *Family centered care*. Keynote Address, The Fall Symposium, Cross-Disciplinary Pre-Service Preparation for Early Childhood Providers, Lubbock, TX.

Baker-McCue, T. (2003, March). *Family support: Delivering on the promise*. A Presentation by the Administration on Developmental Disabilities Family Support Project Sites, Washington DC.

Baker-McCue, T. (2002, October). *Family panel presentation*. Natural Allies Institute with Frank Porter Graham Child Development Center at Chapel Hill, Asheville, NC.

Baker-McCue, T. (2002, October). *Supporting the involvement of family members and individuals with disabilities pre-service preparation*. Natural Allies Institute with Frank Porter Graham Child Development Center at Chapel Hill, Asheville, NC.

Baker-McCue, T. (2002, October) *Developing family practica*. Natural Allies Institute with Frank Porter Graham Child Development Center at Chapel Hill, Asheville, NC.

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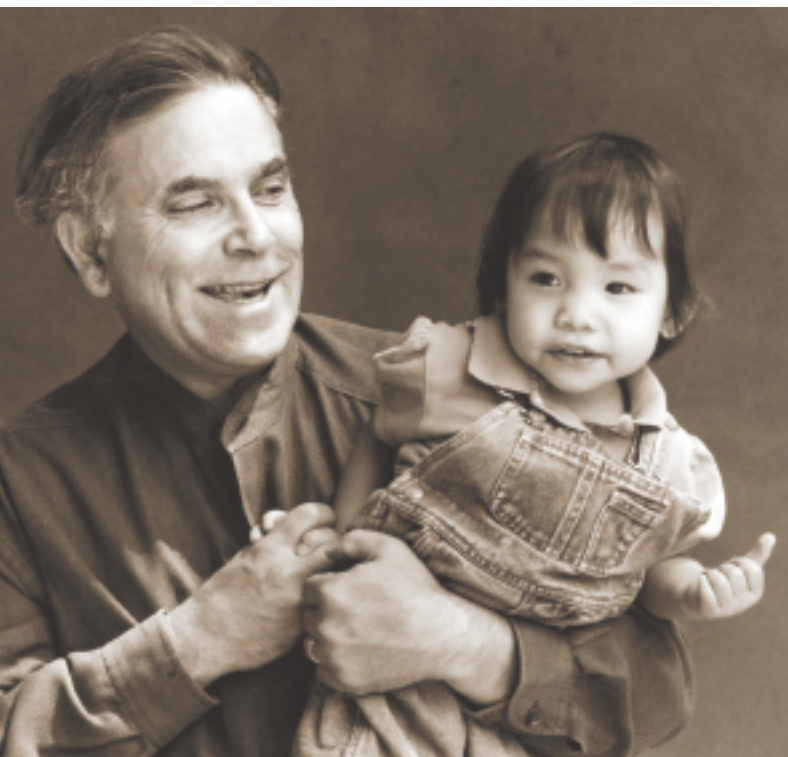
Cahill, A. and Stevens, J. (2002, November). 2002 *Infrastructure Study*. American Association of University Centers for Disability, Bethesda, MD.

Deiana, L., Coriale, G., Kodituwakku, P.W., Fiorentino, D., Sibilia, L., Romeo, M., Ceccanti, M. (2003, June). *The effects of self-monitoring on maintenance of therapeutic gains in alcoholic patients: The AGATA Project.* Presented at the RSA meeting, Fort Lauderdale, FL.

Finlayson, G. (2002, October). *Building parent professional partnerships*. Presented at the MCHB/CMS Region VI Meeting, New Orleans, LA.

Fiorentino, D., Kodituwakku, P.W., Balducci, G., Attalia, M.L., Berretta, F., Romeo, M., Sebastiani, G., & Ceccanti, M. (2003, June). *Knowledge of alcohol related problems and patterns of alcohol consumption among Italian young people*. Paper presented at the RSA meeting, Fort Lauderdale, FL.

Hamilton, D.A., Petropoulos, H., Kodituwakku, P.W., Tesche, C., Sutherland, R.J., & Savage, D. (2003, June). *Functional, morphological, and NMR-spectroscopic measurement of the hippocampus in subjects with fetal alcohol syndrome*. Paper presented at the RSA meeting, Fort Lauderdale, FL.

National & International Presentations (continued)

Heimerl, S., Segel, P., Collier, L., Scott, F., Brandon, N. (2002, October). *Early childhood assessment tools (info market place).* Paper presented at the National Native American Early Childhood Meeting, Albuquerque, NM.

Kodituwakku, P.W., Fiorentino, D., Piccione, M.G., Coriale, G., Deiana, L., Furano, S., Sabelli, V., Ceccanti, M. (2003, June). *Quantity and frequency of drinking during pregnancy in a sample of Italian women.* Paper presented at the RSA meeting, Fort Lauderdale, FL.

Kodituwakku, P.W., Kalberg, W., May, P., Robinson, L., Hoyme, H.E., Buckley, D., Trujillo, P. (2003, June). *Resistance to extinction as a primary mechanism underlying behavioral problems in children exposed to alcohol prenatally.* Paper presented at the RSA meeting, Fort Lauderdale, FL.

Kodituwakku, P. W. (2003, June). *Is there is a behavioral phenotype associated with fetal alcohol syndrome spectrum disorders?* University of Rome, Rome, Italy.

Ledman, J. (2003, November). *Building capacity with medical providers.* Paper presented at the AUCD Conference, Washington, DC.

Liddell, J. (2002, November). *New directions in family support in New Mexico.* American Association of University Centers for Disability, Bethesda, MD.

Lopez, B. R. and **Segel, P.** (2003, April). Assessing behaviors in a social context and strategies for managing aggressive and non aggressive behaviors. Symposium presented at Developing the Whole Child Conference, Gallup, NM.

Matthews, E. (2002, October). Medical factors in early childhood development (info market place). Paper presented at the National Native American Early Childhood Meeting, Albuquerque, NM.

McNabb, J. (2002, October). *Emergent literacy.* Paper presented at the National Native American Early Childhood Meeting, Albuquerque, NM.

McNabb, J. and Hardin, D. (2002, October). *Building the IFSP/IEP.* Paper presented at the National Native American Early Childhood Meeting, Albuquerque, NM.

Morse, J., **Marquez, I.** and **McClain, C.** (2003, June) Innovative Strategies in Tribal Communities: The Indian Children's Program. Building Partnerships, National IHS, SAMHSA, CSAT, CSAP Conference, San Diego, CA.

Pedersen, M. (2002, November). *Building inclusive childcare.* Paper presented at the National DDPC Conference, Point Clear, AL.

Pedersen, M. (2003, July). *Creating a comprehensive system of personnel development with BIA-funded schools.* Paper presented at the Department of Interior, Office of Indian Education Programs – Strategic Planning Meeting, Washington, DC.

Pedersen, M. and **Thompson, D.** (2003, July). *Planning for service supports.* Paper presented at the OIEP, National Special Education Institute, Albuquerque, NM.

Pedersen, M. and **Thompson, D.** (2003, September). *Creating a comprehensive system of personnel development.* Paper presented at the OIEP, National Special Education Institute, Albuquerque, NM.

Segel, P. (2002, October). *Managing Difficult Behaviors.* Paper presented at the National Native American Early Childhood Meeting, Albuquerque, NM.

Stevens, J. and **Liddell, J.** (2003, February). *Professional Workforce: Recruitment and Retention of Direct Support Staff in New Mexico.* Administration on Developmental Disabilities Commissioner's Forum, Washington DC.

Stevens, J. and **Peterson, J.** (2003, May). *From tokenism to expertise: Partnerships with self-advocates.* American Association on Mental Retardation.

Stevens, J. and **Peterson, J.** (2003, February). *Moving mountains: National alliance for direct support professionals.* Administration on Developmental Disabilities Commissioner's Forum, Washington DC.

Stevens, J. and **Peterson, J.** (2003, February). *Supporting diverse customers to employment success.* Administration on Developmental Disabilities Commissioner's Forum, Washington DC.

Trumbull, K. (2002, October). *Sharing difficult information with families.* Paper presented at the National Native American Early Childhood Meeting, Albuquerque, NM.

Van Horn, J. (2002, October). *The art of home visiting.* Paper presented at the National Native American Early Childhood Meeting, Albuquerque, NM.

CENTER STAFF

Alvin Aragon	Admin. Asst. 2, Long Term Services Division Database
Virginia Archuleta	Coord. Outreach Clinic, Early Childhood Evaluation Program
Frank Baca	General Office Helper, Center Administration
Julie Bachechi, BUS	Coord. Outreach Clinic, Early Childhood Evaluation Program
Christy Barden, RN, BSN	Division Director, Case Management Initiatives Division
Melanie Barnhart, BA	Admin. Asst. 2, Preschool Network
Joan Bradley, RN, MSN	Nursing Core Faculty, NM LEND Program
Nancy Brandon, MA	Sr. Program Therapist, Early Childhood Evaluation Program
Michael Brumbaugh, MA	Admin. Asst. 3, Early Childhood Evaluation Program
Tony Cahill, PhD	HS Senior Scientist, Disability & Health Policies Resources Unit
Vito Capobianco	User Support Analyst 3, Computer Services
Tony Carrillo	General Office Helper, NM LEND Program
Jessica L. Cave	Admin. Asst. 3, SouthWest Autism Network
Elizabeth Ceysens, CDE, LN, RD	Program Manager, Nutrition Core Faculty, SAFE Feeding Clinic, NM LEND Program
Lucy Collier, MEd	Sr. Program Therapist, Early Childhood Evaluation Program
Terry Crowe, PhD, OTR	Occupational Therapy Core Faculty, NM LEND Program
Valerie A. Darensburg	Office Manager, Center Administration
Joe Davis, MBA	Business Manager, Center Administration
Araceli Domingo, MLS	Manager of Library Operations, Library & Information Network for the Community/NO Walls
Nati Fabela	General Office Helper, Center Administration
Cathy Faulkner, RN, MSN	Nurse Case Manager, Medically Fragile Case Mgmt. Program
Cindy Feliz	Supervisor Admin. Support, Center Administration
Jonathan Fernandez	Work Study, Center Administration
Gay Finlayson, MA	Health Education Consultant, SouthWest Autism Network
Val Ford, PhD	Leadership Core Faculty, LEND Program
Heidi Fredine, MPH	HS Assoc. Scientist 1, Disability & Health Policies Resources Unit
Harrie Freedman, RN, MS	Program Manager, Early Childhood Network
Karin Fulford, BA	Admin. Asst. 2, Community Support Alliance
Marilyn Fuller	Family Specialist, Family Support Systems Change Project
Arabella Gallegos, RN, BSN	Nurse Case Manager, Medically Fragile Case Mgmt. Program
Brian Gallegos	Admin. Asst. 3, CSA/NO Walls/LINC
Rudolph Gallegos, MBA	Program Coordinator, Disability & Health Policies Resources Unit
Evangeline Garcia	Work Study, Early Childhood Network
Janell Garcia	Admin. Asst. 3, Center Administration
Viola Garcia	Coord. Outreach Clinic, Early Childhood Evaluation Program
Nancy Givens, RN, MSN	Nurse Case Manager, Medically Fragile Case Mgmt. Program
Patricia Gray, RN, BSN	Nurse Case Manager, Medically Fragile Case Mgmt. Program
Bettie Green, RN, MSN	Nurse Case Manager, Medically Fragile Case Mgmt. Program
Ricky Greenfeld	General Office Helper, Library & Information Network for the Community
Garry Hallford, BS	User Support Analyst 2, Computer Services
Alice Hanson, AA	Supervisor Admin. Support, Medically Fragile Case Mgmt. Program
Maru Hartman	Supervisor Admin. Support, PROJECT SET
Sandy Heimerl, MS, PT	Manager Clinic. Therapy Pgms., Early Childhood Evaluation Program
Betty Hinojos	Admin. Asst. 3, Early Childhood Network
Barbara Ibañez, MS	Training & Development Consultant, Community Support Alliance
Wendy Kalberg, MA	Program Manager, PROJECT SET
Jennifer Kavka, BA	Program Manger, Library & Information Network for the Community
Peggy Keilman, PhD	Sr. Program Therapist, Indian Children's Program
Piyadasa Kodituwakku, PhD	Psychology Core Faculty, NM LEND Program/SouthWest Autism Network
Judy Ledman, MD	Pediatrician, Early Childhood Evaluation Program
Anita Lewis, RN, BSN	Nurse Case Manager, Medically Fragile Case Mgmt. Program
Judith Liddell, MBA	Associate Director, Division Director, CDD, Family & Community Partnerships Division
Joe Lobato, MA, CCC-A, FAAA	Audiology Core Faculty, NM LEND Program
Brian Lopez, PhD	Manager Clinic. Therapy Pgms., Early Childhood Evaluation Program
Flora Lupe	Office Asst., Center Administration
Ileen Y. Marquez, AA	Supervisor Admin. Support, Indian Children's Program
Patricia Marquez	Admin. Asst. 2, Information Center for New Mexicans with Disabilities/Babynet
Tara Massarsky	Library Info. Spec. 1, Library & Information Network for the Community
Matthews, Elizabeth MD, NBME	Pediatrician, Early Childhood Evaluation Program
Cate McClain, MD, PT, FAAP	Director, Center for Development & Disability/NM LEND Program

Tanya Baker-McCue, MEd	Program Manager, Family Support Systems Change Project
Barbara McKee, AA	User Support Analyst 2, Computer Services
Molly McLaughlin, OT	Program Manager, Project for NM Children & Youth Who Are Deafblind
Jeanie McNabb, MA	Program Manager, Preschool Network
Peggy McNeil, RN, AA	Nurse Case Manager, Medically Fragile Case Mgmt. Program
Laurie McPherson, MS	Manager Computer Services, Computer Services
Jane Merrill, MS, PT	Physical Therapy Core Faculty, NM LEND Program
Alejandro Moralez, MSW, LISW	CORE Faculty/Health Ed., Social Work Core Faculty, NM LEND Program
Kimberly Moya, RN	Nurse Case Manager, Medically Fragile Case Mgmt. Program
Mary Ann Nelin, MD	Physician, Early Childhood Evaluation Program
Carole Nez, BA	Public Relations, Information Center for New Mexicans with Disabilities/Babynet
Alison Noble, BA	Program Coordinator, Early Childhood Evaluation Program
Diana Ortiz, MPA	Program Manager, Indian Children's Program
Pat Osbourn, MA, SLP/CCC, CED	Div. Director, Speech Language Core Faculty, Neurodevelopmental Services Division, NM LEND Pgm.
Sharon Pecha, BSN	Program Manager, Early Childhood Evaluation Program
Mette Pedersen, MA, MEd	Division Director, Early Childhood & Specialized Personnel Development Division
Patricia Peebles, PhD	HS Assoc. Scientist 1, Family & Community Partnerships Division
Max Pohl	Program Coordinator, NM LEND Program
Marianne Potts, RN, MS	Nurse Case Manager, Medically Fragile Case Mgmt. Program
Beth Provost, PhD, PT	Sr. Program Therapist, Early Childhood Evaluation Program
Toni Ramirez, RN, MSN	Nurse Case Manager, Medically Fragile Case Mgmt. Program
Helen Rancher, RN, BSN	Nurse Case Manager, Medically Fragile Case Mgmt. Program
Samantha Reid	Editorial Tech, Center Administration
Zane Reeves, PhD	Public Administration Core Faculty, NM LEND Program
Carolyn Richardson, EdD	Division Director, Training Director, NM LEND Program
Cathy Rode, RN	Nurse Case Manager, Medically Fragile Case Mgmt. Program
Jessica Romero	Work Study, Early Childhood Evaluation Program
Belinda Rosas, BA	Coordinator Database, Long Term Services Division Database
Julie Sainz, MA	Manager Clinic. Therapy Pgms., Early Childhood Evaluation Program
Nancy Sammons, MS	Health Education Consultant, SouthWest Autism Network
James F. Scott, MA	Sr. Program Therapist, Early Childhood Evaluation Program/Project SET
Pam Segel, EdS	Manager Clinic. Therapy Pgms., Early Childhood Evaluation Program
Ann Sims, RN, BSN	Operations Manager, Medically Fragile Case Mgmt. Program
Mary Ann Sloan, RN, MSN	Nurse Case Manager, Medically Fragile Case Mgmt. Program
Melody Smith, MPA	Division Director, Administrative Division
Tamara Smylie, RN, BS	Nurse Case Manager, Medically Fragile Case Mgmt. Program
Mary Sorenson, MS	Accountant 1, Center Administration
Kenric Speed	User Support Analyst 2, Computer Services
Judy Stevens, MEd	Program Manager, Community Support Alliance
Paula Straw, RN, BSN	Nurse Case Manager, Medically Fragile Case Mgmt. Program
Cynthia Suniga, MLIS	Library Info. Spec. 3, Library & Information Network for the Community
Martha Swinney, RN	Nurse Case Manager, Medically Fragile Case Mgmt. Program
Kathy "Mo" Taylor, BS, OT	Sr. Program Therapist, SouthWest Autism Network
Daisy Thompson, MA, EdS	Education & Development Mgr., Improving Communities of Practice
Karen Tobey	Admin. Asst. 3, Project for NM Children & Youth Who Are Deafblind
Kathleen Trumbull, MEd	Training & Development Consultant, Preschool Network
Lanette Turner, RN, BSN	Nurse Case Manager, Medically Fragile Case Mgmt. Program
Debbie Vallejos	Admin. Asst. 2, Medically Fragile Case Mgmt. Program
Jacqui Van Horn, MPH	Program Manager, Early Childhood Network
Lizette Vannest, RN, BSN	Nurse Case Manager, Medically Fragile Case Mgmt. Program
Chris Vining, MS, SLP	Sr. Program Therapist, Early Childhood Evaluation Program
Theresa Walton	Admin. Asst. 3, Center Administration
Susan Weiss, BUS	Admin. Asst. 3, Preschool Network
Todd Weissenberger	Web Designer, Early Childhood & Specialized Personnel Development Division
Anne Wiest, RN	Nurse Case Manager, Medically Fragile Case Mgmt. Program
Elisa Wilkinson-Sanchez, AA	Family Specialist, Project for NM Children & Youth Who Are Deafblind
Mareth Williams, MD	Physician, Early Childhood Evaluation Program
Karen "Cal" Wright, MS	Health Education Manager, SouthWest Autism Network
Somer Wright	Admin. Asst. 1, Center Administration
Mary Zaremba, MA	Training & Development Consultant, Early Childhood Network

CDD DATA FOR FY03

- The CDD provided **365 trainings** to more than **12,643 participants** covering a wide variety of topics in the filed of developmental disabilities.

- Technical assistance was provided by the different CDD programs to numerous agencies throughout the state; greater than **616 technical assistance requests** were responded to and more than **7,000 individuals** participated.

- Through the various clinical programs in the CDD, **983 clients** received clinical service, many several times throughout the year (**20,290 visits**).

- The CDD Library and Information Network for the Community (LINC) responded to **1,026** requests for information from family members, self advocates, providers and state agencies.

- The Information Center for New Mexicans with Disabilities and Babynet, provided information and referral services to **1,928** callers from throughout New Mexico.

- Clinical, training and/or technical assistance activities were conducted by CDD programs in **every county** in New Mexico.

- Approximately **300** healthcare professional students from several different disciplines (medicine, nursing, physical therapy, occupational therapy, speech therapy, audiology, social work, nutrition, psychology, and health administration) received training on developmental disabilities from CDD faculty and staff.

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Center for Development and Disability

2300 Menaul NE
Albuquerque, NM 87107
Phone: 505-272-3000
Fax: 505-272-5280
Web site: http://cdd.unm.edu
E-mail: cdd@unm.edu