

CDD DATA FOR FY04

- Clinical, training, and/or technical assistance activities occurred in every county in New Mexico.
- The CDD provided 515 trainings to more than 12,996 participants on a variety of different disability-related topics.
- CDD faculty and staff responded to 1,621 technical assistance requests from agencies throughout New Mexico, and more than 10,500 individuals participated.
- Through the various clinical programs in the CDD, there were 27,000 clinical visits, and approximately 980 clients received clinical services.
- The CDD library staff responded to 2,445 requests for information from family members, students, self advocates, providers, and state agencies.
- The CDD provided information and referral services in response to more than 2,490 requests from individuals and organizations throughout New Mexico.
- CDD faculty and staff participated in more than 5,000 teaching contacts with university students from medicine, education, nursing, physical therapy, occupational therapy, speech therapy, social work, psychology, nutrition, and health administration.



CDD CONSUMER ADVISORY BOARD 2004

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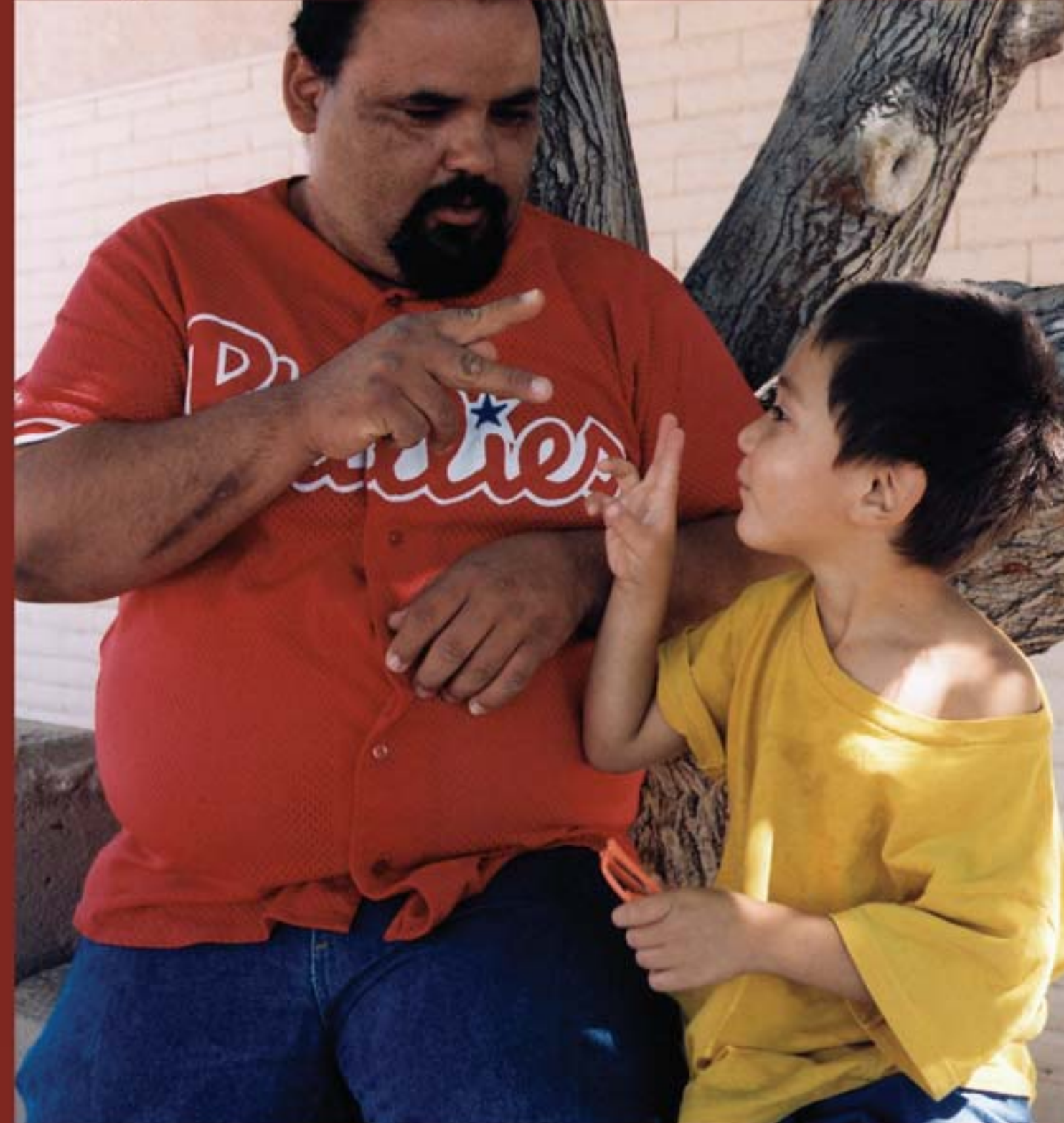


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The Center for Development and Disability

ANNUAL REPORT 2004



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, authorized by the Developmental Disabilities Assistance and Bill of Rights Act, build the capacities of states and communities to respond to the needs of individuals with developmental disabilities and their families. The centers receive core funding from the Administration on Developmental Disabilities (ADD) and obtain funding for other programs and projects through state contracts, federal grants, and private agencies. Together, the 61 centers, located in every state and territory, function as a national network of programs.

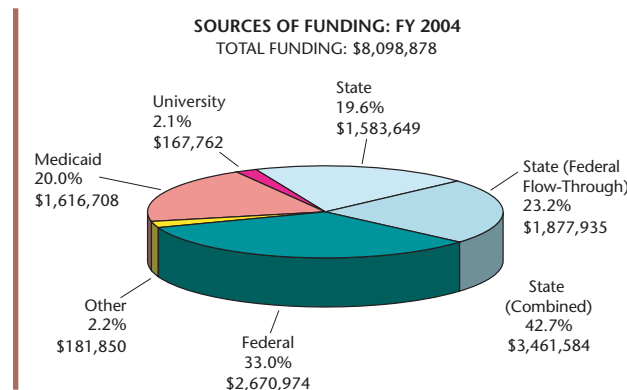
The mission of the CDD is the full inclusion of people with disabilities and their families in their community by engaging individuals in making life choices, partnering with communities to build resources, and improving systems of care.

The CDD accomplishes this mission through innovative:

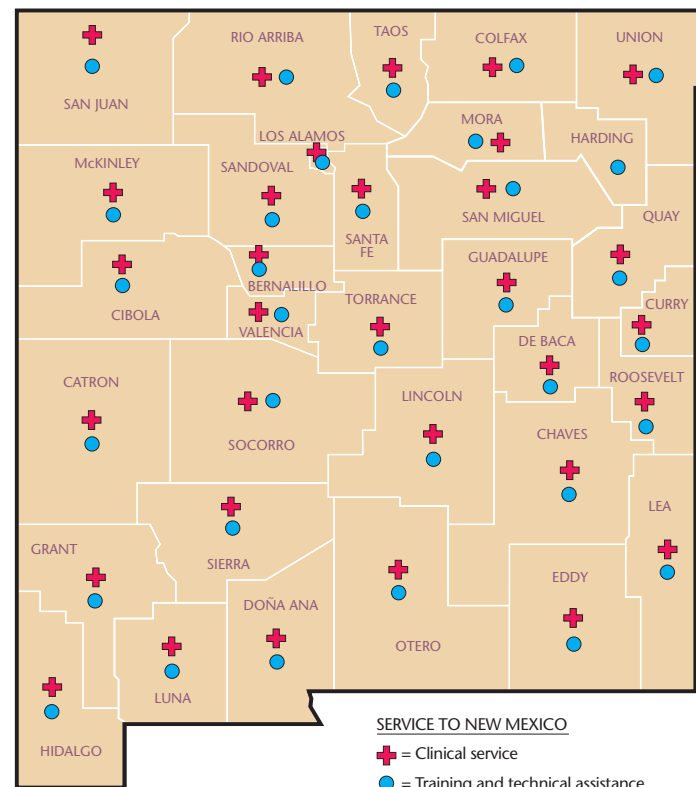
- Interdisciplinary training
- Dissemination of information
- Provision of exemplary direct service and technical assistance
- Applied research

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, and research-based practice



The Center's Impact in New Mexico



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

The **Albuquerque Public Schools Inclusion Institute** for pre-school staff, including teachers, therapists, and other community members, developed strategies and approaches for inclusive educational practices.

Through a contract with the SouthWest Autism Network (SWAN), **Albuquerque Public Schools Training and Consultation** was conducted to address autism-specific training needs and student-specific consultation.

Capacity Building for Early Intervention with New Mexico Health Care Providers provided training and technical assistance to New Mexico health care providers and early intervention agencies to promote communication and mutual knowledge of the two systems.

Closing the Gap, a project funded by the National Libraries of Medicine, is a collaborative project with the Continuum of Care that will provide site-specific training and technical assistance to enable clinical personnel at clinics across the state that serve individuals with developmental disabilities to access reliable information on the Internet to assist with patient care.

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 and technical assistance to community providers, local health care providers, students from multiple disciplines, and others serving young children with suspected disabilities or special health care needs.

Early Childhood Network provides collaborative and responsive training, consultation, and technical assistance to groups and individuals working with infants and toddlers with developmental delays or risk conditions, and 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, and training program in the SouthWest Autism Network (SWAN) that employs trained regional parent coordinators to provide training and support in their communities.

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, and New Mexico.

Information Outreach, a collaborative project with Parents Reaching Out and Parents of Behaviorally Different Children, provides training and technical assistance to the Division of Children Youth and Families staff. The NM Public Education Department funds this project.

Leadership Education Excellence in Maternal and Child Health Nutrition Program (NM LEEP) is a partnership between the UNM Nutrition Program and the NM LEND Program to train graduate students to become leaders in pediatric nutrition.

Making Forward Progress, a four-year on-site project, provides training and technical assistance to BIA-funded schools in corrective action on the Navajo Nation.

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

Native American Early Childhood Projects include the Office of Indian Education Programs' National Early Childhood Conference and development and piloting of two professional courses with college credit for Native American early childhood professionals in New Mexico and on the Navajo Nation.

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





Interdisciplinary Education (continued)

OIEP Summer Institute for Special Education supported acquisition of skills among Native American educators across the country working with children who have low-incidence disabilities and with students preparing to transition from the school setting to adulthood.

The **Preschool Network** provides training, technical assistance, and evaluation support to those working with young children ages three to five years with developmental delays or special education needs in New Mexico.

Project Pueblo Connections is a one-year collaborative planning project between the CDD and Five Sandoval Indian Pueblos, Inc. that will generate a plan to implement a Family Support Center in each of the five Pueblos; the centers will provide a comprehensive array of culturally appropriate services and supports for families who have a child with a disability.

Project SET offers training and technical assistance to community teams, including parents, who work with young children with Autism Spectrum Disorder; this project is part of the SouthWest Autism Network (SWAN).

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

Self-Directed Family Support Project partners with families and individuals with disabilities statewide to develop their Individual Service Plan for the Self-Directed Support Program of the Long Term Services Division, Department of Health, based on their choices and preferences.

Supporting Diverse Customers to Employment Success, a project funded by the U.S. Department of Labor to build One Stop disability expertise and capacity through the development of a Navigator System and mentoring process, aims to increase employment outcomes for people with disabilities and develop and implement of an ongoing external quality assurance process.

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 and intervention strategies through problem-based learning and case analysis on a variety of children and youth who are deafblind.

Early and Emergent Literacy, an online Web course developed by the Preschool Network, covers research-based principles and practices for providing children birth to age five a strong foundation in early literacy in a developmentally appropriate framework.

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

On-Line Self-Study Computer Training Tutorials for People with Disabilities teaches computer basics and keyboarding skills, e.g. Windows, Word, searching the Internet, and e-mail.

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

Rural and Early Access for Children's Health (REACH), a three-year telehealth project, provides direct specialty care to young children with disabilities and their families; this project also offers training, technical assistance, and resources to families and programs statewide.

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

SELF (Support for Early Learning Foundations) Outreach Project provides training on exemplary practice for infants and toddlers and addressing the complex nature of self-regulation; the course is available online and as a correspondence course.

Applied Research and Policy Analysis

Direct Support Retention Project is investigating the impact on staff retention of providing a health insurance savings plan for the direct support workforce in developmental disabilities.

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

Health Care Systems and Persons with Autism Spectrum Disorders (ASD) in New Mexico developed state action plan to meet the intensive service needs of children with ASD and their families.

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, and disseminate disability data; and 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 and evaluate a health intervention, The Take Charge Challenge,

with people who are paralyzed.

Long Term Services Division Database oversees the collection and analysis of data around staff training and 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.

Parent Focus Group Report targets parents' concerns regarding health care systems and the provision of services for children with autism in New Mexico.

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

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

Quality Childcare Task Force developed recommendations for inclusive childcare throughout New Mexico, supporting access to childcare for all families, including families of children with special needs.

Interdisciplinary Healthcare and Client Services

Through SWAN, the **Albuquerque Public Schools Friendship Group** is conducted for students with high functioning autism/Asperger's Disorder.

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 age three in their communities. The program offers ongoing training and technical assistance to providers and supports to families 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 and 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 and schools in developing effective intervention plans.

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

Dissemination of Information

Bilingual Services for the CDD Information Services supports information and referral for Spanish-language calls and the purchase of Spanish-language materials.

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

CDD Web Site features CDD programs and projects, as well as links to local, state, and national resources: <http://cdd.unm.edu>.

Color My World, a newsletter produced jointly with the New Mexico Autism Society and disseminated statewide, provides information to families and professionals about autism.

Early Childhood UPDATES, a monthly newsletter produced and disseminated by the Early Childhood Division and available online, focuses on services for children birth to age three and their families.

The **Improving Communities of Practice** Web site features a Navajo language parents' rights video and a Navajo language glossary of early childhood terminology developed through Project Na'nitin.



Dissemination of Information (continued)

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

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

Navajo Network News is a bi-monthly newsletter disseminated to Navajo educators and others working with students in Bureau of Indian Affairs-funded schools on the Navajo Nation in Arizona, New Mexico, and Utah.

NETWORK NEWS, a bi-monthly newsletter produced and disseminated by the Preschool Network and available online, provides information to those serving children with special needs in New Mexico preschool settings.

The annual **Regional Southwest Conference on Disability** focuses on creating common ground between people with disabilities and researchers.

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

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

Publications and Resources developed by CDD staff and faculty

Baker-McCue, T. and the Albuquerque Self-Directed Family Support Council (2004). *Psst.... did you know? A resource guide for parents by parents*, Center for Development and Disability, Albuquerque, NM.

Cahill, A. (2003). *Evaluating health promotion strategies for people with disabilities*, Center for Development and Disability, Albuquerque, NM.

Cahill, A. (2004). *Building partnerships to advance a public health plan for paralysis and mobility limitations*, Center for Development and Disability, Albuquerque, NM.

Cahill, A. & Davis, M. (2003). *Including the needs and priorities of people with disabilities in emergency preparedness and response in New Mexico*, Center for Development and Disability, Albuquerque, NM.

Cahill, A. & Davis, M. (2003). *Tip sheets on people with disabilities for first responders*, Center for Development and Disability, Albuquerque, NM.

Cahill, A. & Gray, S. (2004). *Health inequality in New Mexico: The case of disability*, Center for Development and Disability, Albuquerque, NM.

Crowe, T.K., Picchiarini, M.R., & Proffenroth, T. (2004). Community participation: Challenges for people with disabilities living in Oaxaca, Mexico and New Mexico, United States. *OTJR: Occupation, Participation and Health*, 24,72-80.

Crowe, T.K., VanLeit, B. & Berghmans, K.K. (2003). Mothers' perceptions of child care assistance: The impact of a child's disability. In C.B. Royeen (Ed.), *A Compendium of Leading Scholarship: Pediatric Issues in Occupational Therapy*, Bethesda, MD: AOTA Press.

Crowe, T.K. (2003). Outcomes of an occupational therapy program for mothers of children with disabilities: Impact on satisfaction with time use and occupational performance. In C.B. Royeen (Ed.), *A Compendium of Leading Scholarship: Pediatric Issues in Occupational Therapy*. Bethesda, MD: AOTA Press.

Derer, K., Hill, J., & **Pedersen, M.** (2003). *Technical assistance document for early childhood assessment report writing*, Preschool Network, Albuquerque, NM.

Hamilton, D.A., **Kodituwakku, P.**, 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.

Horowitz, J., Vessey, J., Carlson, K., & **Bradley, J.** (2003). Conducting school-based focus groups: Lessons learned from the CATS project. *Public Health Nursing* 10,(2), 78-88.

Liddell, J., McClain, C., Putnam, P., & Jackson, J. (2004). *Transition for youth with disabilities ages 14 - 22: Supporting a seamless transition from secondary educational programs to a success adult life for youth in New Mexico*, policy brief. The New Mexico Developmental Disabilities Network.

McGuire, B., **Crowe, T.K.,** Law, M., & VanLeit, B. (2004). Mothers of children with disabilities: Occupational concerns and solutions. *OTJR: Occupation, Participation and Health*, 24, 54-63.



McNulty, T.M., **Crowe, T.K.,** VanLeit, B. (2004). Promoting professional reflection through problem-based learning evaluation activities. *Occupational Therapy in Healthcare. Special*

Topic: Best Practices in Occupational Therapy Education 8, 71-82.

Osborn, P. & Scott, J.F. (2004). *Recommended practices in the intervention of young children with autism spectrum disorder for the State of New Mexico*. Center for Development and Disability, Albuquerque, NM.

Peebles, P. (2003) *Health care systems & persons with autism in New Mexico, Parent Focus Groups Report*, Center for Development and Disability, Albuquerque, NM.

Peebles, P. & Scott, A. (2004). *Health care systems & persons with autism in New Mexico, Health Care Providers Survey Report*, Center for Development and Disability, Albuquerque, NM.

Provost, B., Heimerl, S., McClain, C., Kim, N. H., Lopez, B., Kodituwakku, P. (2004). Concurrent validity of the Bayley Scales of Infant Development II Motor Scale and the Peabody Developmental Motor Scales-2 in children with developmental delays. *Pediatric Physical Therapy*, 16(3),149-156.

Richardson, C., Kim, N.H., & Garcia, Y. (2004). *Your family's resource guide to SSI in New Mexico*, Center for Development and Disability, Albuquerque, NM.

Stevens, J. & Ibanez, B. (2004). *A process for training to success*, Center for Development and Disability, Albuquerque, NM.

Stevens, J. & Ibanez, B. (2004). *Beyond tokenism: Partnering with people with diverse abilities on consumer advisory boards*, *Best Practice Guide*, Center for Development and Disability, Albuquerque, NM.

Stevens, J. & Ibanez, B. (2003). *Supporting co-workers with diverse abilities to employment success: Best Practice Guide*, Center for Development and Disability, Albuquerque, NM.

National and International Presentations

Adnams, C.M., Lavies, D., **Kodituwakku, P.W.,** Kitching, A., Viljoen, D., & May, P.A. (2003, July). *Cognitive and behavioral function in consecutive cohorts of children with fetal alcohol syndrome in a high-risk region in South Africa*. Poster, Research Society on Alcoholism, Vancouver, Canada.

Baker-McCue, T. (2003, November). *Family support and systems change*, Association of University Centers on Disabilities Annual Meeting, Bethesda, MD.

Baker-McCue, T. (2004, June). *Family support principles and practices*, Georgia Family Support Institute, Atlanta, GA.

Baker-McCue, T. (2003, July). *Family Symbols Family Panel*, Natural Allies Conference, Chapel Hill, NC.

Baker-McCue, T. (2003, July). *Increasing involvement of families and individuals with disabilities*, Natural Allies Conference, Chapel Hill, NC.



Baker-McCue, T. (2003, July). *Laboratories to living rooms; Strategies for effective family practica experiences*, Natural Allies Conference, Chapel Hill, NC.

Baker-McCue, T. (2004, April). *Project pueblo connection; Supporting families in pueblo communities*, "Family Support 360" ADD State Grantee Meeting, Washington, DC.

Cahill, A. (2003, August). *Building partnerships to advance a public health plan for paralysis and mobility limitations*, National Paralysis Task Force, Washington, DC.

Cahill, A. (2003, August). *Emergency preparedness and people with disabilities: A community-based approach*, Annual Meeting of CDC State Grantees, Atlanta, GA.

Cahill, A. (2003, November). *Evaluating health promotion interventions for people with disabilities: From process to outcome*, American Public Health Association, San Francisco, CA.

Cahill, A. (2003, August). *Health promotion curricula for people with disabilities: What works, what doesn't and why?* CDC Health Promotion State Grantees Meeting, Atlanta, GA.

Cahill, A. (2003, November). *Including the needs and priorities of people with disabilities in emergency preparedness and response in New Mexico*, Association of University Centers on Disabilities Annual Meeting, Bethesda, MD.

Cahill, A. (2003, August). *Including the needs and priorities of people with disabilities in state-level emergency planning*, Annual Meeting of CDC State Grantees, Atlanta, GA.

Coriale, G., D'Arista, F., Deiana, L., Fiorentino, D., **Kodituwakku, P.W.,** Scamporrino, M.C., & Ceccanti, M. (2003, June). *Dissemination: Children with fetal alcohol syndrome are impaired at place learning but not cued-navigation in virtual Morris water task*. Poster, Research Society on Alcoholism, Vancouver, Canada.

National and International Presentations (continued)

Hamilton, D.A., **Kodituwakku, P.W.**, & Sutherland, R.J. (2003). *A combined MEG and fMRI neuroimaging study in children with fetal alcohol syndrome*, Poster, Research Society on Alcoholism, Vancouver, Canada.

Kodituwakku, P. W., Cassell, C., **McClain, C.**, & **Osborn, P.** (2004, July). *A comparison of executive dysfunction in children with autism and fetal alcohol spectrum disorders*, Poster, Research Society on Alcoholism, Vancouver, Canada.

Kodituwakku, P.W. (2003, September). *Is there a unique behavioral profile in children with fetal alcohol spectrum disorders?* Fetal Alcohol Syndrome Symposium, Great Falls, MN.

Kodituwakku, P.W. (2003, July). *Effects of age, education, and IQ on the performance of chronic alcoholics on the complex figure*, Poster, Research Society on Alcoholism, Vancouver, Canada.

Kodituwakku, P.W., Serna, P., Wagner, N., & Farme. (2003, October). *Developmental trends in cognitive planning ability*, Poster, Cognitive Developmental Society, Park City, UT.

Kodituwakku, P.W. (2003, August). *Developmental progression in planning ability in children Ages 3 through 7*, Eleventh Annual California McNair Scholars' Symposium, Berkeley, CA.

Liddell, J. (2003, November). *One person's delight in the difference New Mexico's adaptation of the take charge challenge made in her life*, American Public Health Association International Conference, San Francisco, CA.

Liddell, J. (2003, August). *Creating real partnerships with people with cognitive disabilities*, Annual Meeting of CDC State Grantees, Baltimore, MD.

McClain, C. (2003, September). *Working with our partners*, Panel presentation at AUCD Directors Meeting, Washington, DC.

McClain, C., Fifield, M., & Carol, R. 2003, November). *Celebrating collaboration and diversity: The Indian children's program, a collaboration of 3 UCEDDs*, Association of University Centers on Disabilities Annual Meeting, Bethesda, MD.

McClain, C. & **Kodituwakku, P.W.** (2004, June). *Indian children's program: Cross cultural lessons learned about FASD*, IHS/SAMHSA and the National Behavioral Health Conference, San Diego, CA.

McClain, C. & Lenz, D. (2003, November). *Improving communities of practice: Innovation in training and technical assistance with BIA funded schools on the Navajo Nation*, Association of University Centers on Disabilities Annual Meeting, Bethesda, MD.

McLaughlin, M. (2004, April). *Dealing with emerging sexuality in our children with special needs*, National Conference on Community and School Awareness for the Deaf, Hard of Hearing, and Deafblind, Albuquerque, NM.

McNabb, J. & **Bertrand, S.** (2003, October). *New Mexico's efforts on systematically facilitating smooth and effective transitions through teaming and collaboration*, Poster, DEC International Conference on Young Children with Special Needs and Their Families, Washington, DC.

Osborn, P. (2004, March). *Positive behavior supports for individuals with autism spectrum disorder*, SouthWest Speech-Language Conference, Albuquerque, NM.

Pedersen, M. (2003, September). *Addressing personnel development needs in compliance with IDEA*, BIA National Special Education Conference, "Creating a Comprehensive System of Personnel Development (CSPD)", Albuquerque, NM.

Rasch, N. (2004, January). *Integrated treatment approaches using sensory integrative techniques*, Kasturba Medical College, Mangalore, India.

Rasch, N. (2004, January). *Integrated treatment of the multiple-handicapped child using neurodevelopmental and myofacial techniques*, University Medical College, Mangalore, India.

Richardson, C. (2003, September). *Moving toward organizational cultural competency*, Leadership Education in Adolescent Health (LEAH) Conference, Houston, TX.

Sanchez-Wilkinson, E. & **Baker-McCue, T.** (2003, September). *Advancing family centered care in a health sciences center through a families as partners council*, Poster, First Annual International Conference on Family Centered Care, Boston, MA.

Sanchez-Wilkinson, E. (2003, October). *National families association for the deaf-blind*, National Deaf-Blind Project Directors Meeting, Washington, DC.

Skaar, S. (2004, May). *Bridging the resources and community together: Riding the waves into the future*, 2004 Conference - Alliance of Information and Referral Systems, Norfolk, VA.

Stevens, J. & **Petersen, J.** (2003, July). *Creating quality through partnerships with self-advocates*, Reinventing Quality Conference, NASDDDS, MN.

Thompson, D. & **Pedersen, M.** (2003, November). *Comprehensive system of personnel development*, 2003 Office of Indian Education Programs Conference, Denver, CO.



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