

Report on the AUCD Network Autism, Adult Services, MR/DD Agency Survey

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AUCD is a national, 501(c)3 non-profit organization representing a number of national networks of interdisciplinary, university-based Centers dedicated to research, education, training, policy development, and direct service for people with disabilities. AUCD has at least one member Center in every US state and territory. AUCD's largest member network is the University Centers for Excellence in Developmental Disabilities Education, Research, and Service (UCEDDs), and its second largest member network is the Leadership Education in Neurodevelopmental and Related Disabilities (LEND) programs.

Directors of the 67 UCEDDs and 34 LENDs were sent a link to an online survey to collect information on the work of the network in three key areas: autism, adult services, and their work with state agencies responsible for mental retardation/developmental disabilities (MR/DD) services. To address accessibility issues, the survey questions were also made available in an alternate format, provided as text within the body of an email. The link remained open for approximately four weeks, closing in late August 2007.

Respondents were asked to provide their names and the names of their Centers in the event that follow-up contact was required. Representatives of 52 Centers responded: 51 used the online survey, one responded via email. Because of the co-location of some UCEDDs and LENDs, the respondents represented 78% of the UCEDDs (48 Centers) and 71% of the LENDs (24). The following information reflects the responses received to each question. Not all respondents addressed each question in the survey; all responses are included in the analysis.

Potential responders were informed of the following three intended uses of the information that would be gleaned from the survey responses. AUCD intends to:

- create a fact sheet on the type and breadth of the network's **autism** activities to inform legislators, autism advocacy groups and federal agency administrators;
- compile a summary of the type and breadth of **adult services** the network engages in to (a) inform the network itself, (b) suggest areas that could be leveraged, and (c) to inform other disability organizations and Hill staff; and
- compile a description of the nature and extent of work that Centers are doing with their **state MR/DD agencies** services to (a) inform the network itself and (b) help build an exchange of information and possible collaborations with the National Association of State Directors of Developmental Disabilities Services and its individual state members.

This report provides the brief results of the survey along with necessary contextual information. Three appendices follow—one for each topical area—that provide details on the work of the Centers.

Results

Nine questions elicited quantitative data about the types of products recently produced by Centers, the target audiences for and types of activities the Centers are currently engaged in, and the activities of the MR/DD agency in their states. Four questions elicited qualitative data about the current work of Centers in autism and adult services and with their state MR/DD agencies.

Center Work in Autism

Centers in the AUCD network are undertaking nationally-recognized work in autism under **Autism Centers of Excellence (ACE)** grants from the National Institutes of Health (NIH):

- 4 Centers have been designated by the National Institute of Mental Health for research funding in the Studies to Advance Autism Research and Treatment (STAART) program. One-half of the 8 STAART programs are located at UCEDDs.
- 3 Centers have been designated by the National Institute of Child Health and Human Development for research funding in the Collaborative Programs of Excellence in Autism (CPEA) program. One-third of all CPEA sites are located at UCEDDs.

More than half of Centers (59.6% or 31) reported that they currently provide autism-specific direct, demonstration, and/or consult services. An equal number of Centers also reported providing direct services that, while not autism-specific, are provided to individuals with autism. Centers most often reported that the services that they provide consist of clinical evaluation services, early intervention services, behavior management and positive behavioral supports training for families and providers, family support services, transition supports to adult services, and employment supports for people with autism.

Centers reported that they currently provide training and technical assistance on autism-specific issues to community-based professionals working with children (67.3% or 35) and adults (36.5% or 19). Centers most often reported that they provide training and technical assistance on autism-specific issues to school-based teams, community-based service providers, and families. A number of Centers reported special expertise in working with families of minority communities and their multi-lingual capacities.

Additionally, 30.8% of Centers (16) reported that they currently provide community-based training for adults with autism. Centers most often reported that such training is related to employment goals and behavior management.

All Centers (100%) reported that their current pre-service training programs provides content on a range of developmental disabilities, including autism, but approximately half of Centers (46.2% or 24) reported providing additional curriculum content on autism. Centers are uniquely prepared to translate research into practice through immediate communication to students of research findings and promising practices published in the academic literature.

A substantial number of Centers (42.3% or 22) reported that they are currently engaged in autism-specific research or evaluation. Additionally, nearly half of Centers (46.1% or 24) reported that

they are currently engaged in research or evaluation that, while not autism-specific, includes individuals with autism. Centers reported that the primary sources of funding for their autism-specific research are the NIH and the Centers for Disease Control (CDC). Projects currently underway include

- a longitudinal study of children with autism to characterize changes in autism presentation over time;
- an examination of childhood autism risk from genetics and environment;
- an examination of markers of autism risk in babies;
- research on utilizing brain imaging of children with autism;
- autism surveillance;
- epidemiology of autism;
- an examination of potential diagnostic differences based on race, ethnicity and socioeconomic status;
- a review of data related to autism diagnoses; and
- research on social emotional processing and autism.

Centers reported producing 447 different autism-specific publications/products over the past two years, including 171 peer-reviewed journal articles, 32 book chapters, 16 doctoral dissertations or master's theses, and 6 books. Other autism-specific publications/products developed at Centers over the past two years included various reports, educational modules, articles in periodicals, and public awareness materials.

Additionally, Centers reported developing 544 different publications/products over the past two years that, while not autism-specific, specifically addressed autism among other developmental disability diagnoses. Such publications included 177 peer-reviewed journal articles, 54 book chapters, 18 books, and 18 doctoral dissertations or master's theses.

Center Work in Adult Services

Centers in the AUCD network are undertaking nationally-recognized work in service to adults with developmental disabilities. Centers have been awarded grants to operate a number of national **Rehabilitation Research and Training Centers** (RRTCs) that address the needs of adults* with developmental disabilities—funded by the US Department of Education, Institute on Disability and Rehabilitation Research (NIDRR)—to conduct research to improve rehabilitation methods and services, to teach, and to disseminate and promote the utilization of research findings:

- RRTC on Health and Wellness in Long Term Disability (Oregon Health and Sciences University)
- RRTC on Aging with Developmental Disabilities (University of Illinois Chicago)
- RRTC on Disability in Rural Communities (University of Montana)
- RRTC on Community Living (University of Minnesota)
- RRTC on Measurement and Interdependence in Community Living (University of Kansas)
- RRTC on Children and Young Adults with Disabilities and Special Health Care Needs (University of Massachusetts Boston/Boston Children's Hospital)
- RRTC on Vocational Rehabilitation Research (University of Massachusetts Boston)

*Centers also operate RRTCs in the arena of children with disabilities.

Other notable national projects addressing adult issues operated by AUCD network members include

- the National Center on Workforce and Disability (NCWD-Adult), the only training and technical assistance center sponsored by the US Department of Labor addressing the employment of individuals with disabilities;
- the National Center for Physical Activity and Disability (NCPAD), an information center concerned with physical activity and disability promoting substantial health benefits that can be gained from participating in regular physical activity; and
- the New England Rehabilitation and Continuing Education Center (NERCEP), a collaboration of a number of Centers and other partners to create the capacity to gather and disseminate the most current evidence-based practices that support the achievement of economic self-sufficiency and independent living for individuals with disabilities.

More than half of Centers (59.6% or 31) reported that their current training programs for *pre-service trainees* provide substantial content on working with adults 21 years of age and older. Centers reported that graduates of their training programs—which primarily draw students working toward graduate certificates and degrees—find jobs in medicine, social services, academia, governmental agencies, and international advocacy. Such training programs are interdisciplinary, so graduates include those who go on to practice in medical and allied health fields, behavioral health, and rehabilitation. Also notable is a Center that operates the only accredited clinical pastoral education program that trains clergy and seminarians to support adults with disabilities and their family members.

A majority of Centers (71.2% or 37) reported that their current *community-based training and technical assistance* efforts focus on professionals who work with adults with disabilities. Centers reported most commonly that they offer certificate programs for community-based employment specialists and direct support professionals. Many Centers also reported that they advise their university on disability issues related to students and staff, provide technical assistance to the university's student support services, or actually administer the university's student disability services. Finally, many Centers reported projects addressing abuse prevention, abuse identification and reporting, and training for law enforcement and criminal justice personnel.

More than half of Centers (59.6% or 31) reported providing training to adults with disabilities. Centers reported most commonly that they are working in the post-secondary arena, either in supporting students with disabilities who attend college (returning veterans, students with physical or learning disabilities) or in developing opportunities for post-secondary experiences for students with intellectual disabilities. Many Centers also reported providing vocational and computer literacy training and training to support and improve self-advocacy skills in adults with developmental disabilities.

More than half of Centers (55.8% or 29) reported that their current *direct, demonstration, and/or consult services* target adults with disabilities. Centers reported that their adult-oriented community-based direct service work most commonly related to employment (employment supports, job placement, customized employment, self-employment, career development, and employment-related assistive technology) and volunteerism for people with disabilities. Centers

reported that their direct service clinical work for adults with disabilities included specialized health care, behavioral health, health promotion, assistive technology for communication, and reproductive health care.

More than half of Centers (51.0% or 26) reported that their current *research and evaluation* projects target adults with disabilities. Centers reported that their research projects in the adult arena related primarily to exploring issues related to community living for people with developmental disabilities. One notable project evaluated the effects of a rate increase for direct support workers on staff turnover; another is documenting the effectiveness of particular services to young adults transitioning into adult independent living.

Center Work with State MR/DD Agencies

Nearly all Centers reported that their staff members **serve on advisory committees** and subcommittees for their state MR/DD agencies, including many positions that are gubernatorial appointments. Centers most commonly reported that their staff served on

- the advisory council for the state MR/DD agency itself;
- state MR/DD Interagency Coordinating Councils;
- Standing Committees for Human Rights, Quality Assurance, Residential Oversight, Mortality Review, and Behavioral Supports;
- Advisory Panels for Waivers, Olmstead, Family Supports, Training Cooperatives, Early Intervention, and CMS Real Choice Systems Change and Medicaid Infrastructure Grants; and
- Task Forces on Mental Health, Service Delivery Reform, Community Participation, and Employment.

All Centers (100%) indicated that the MR/DD agency in their state administers programs for adults, but most indicated that their MR/DD agency also administers programs for children (73.1% or 38) and youth in transition (69.2% or 36).

A substantial percentage of Centers reported having contracts or grants with their state MR/DD agency to provide training (67.3% or 35) and technical assistance (65.4% or 34). Centers reported that they were awarded grants or contracts to provide training and technical assistance to state employees, Part C providers, and providers of adult services primarily in the areas of person-centered planning, positive behavioral supports, employment supports, family support, communication, and abuse/neglect.

Nearly half of Centers (48.1% or 25) reported having contracts or grants with their state MR/DD agency to provide research/evaluation. Centers most often reported that they were awarded grants or contracts to perform studies on consumer satisfaction (of waiver services and for National Core Indicators), employment outcomes, and service quality, and to conduct program evaluations. Other research projects mentioned included an evaluation of the effects of a rate increase for direct support workers on staff turnover, an outcome study related to adults with dual diagnoses, and a legislatively mandated study regarding services to people with intellectual disabilities.

Nearly half of Centers (48.1% or 25) reported having contracts or grants with their state MR/DD agency to provide policy development/analysis. Centers reported most commonly that they have been awarded grants or contracts to assist in developing language for policies, grants, and contracts to expand opportunities for people with disabilities and to provide support for their family members. Centers also reported being contracted to assist self advocates to fully participate on advisory committees or to otherwise provide input on draft policies. Finally, Centers also noted that their state MR/DD agencies relied on them to provide public commentary in non-contractual areas.

Approximately half of Centers (46.2% or 24) reported having contracts or grants with their state MR/DD agency to provide direct services. Centers most often reported that they were awarded grants or contracts to provide diagnostic services, early childhood evaluations, nutrition and feeding assessments, occupational therapy and physical therapy services. Centers also reported providing medically fragile case management, mental health services, and geriatric risk assessment for adults with developmental disabilities under grants or contracts.

Most Centers (84.6% or 44) reported that the MR/DD agency in their state administers at least one MR/DD Medicaid waiver. Regardless of who administers the MR/DD Medicaid waiver(s): 14 Centers reported performing direct services for children that are reimbursed under a waiver, 12 Centers reported performing services for adults, and 6 reported performing services for youth in transition that are reimbursed under a waiver. Centers most commonly reported that they performed eligibility assessments; provided clinical, behavioral, and communication-related services; and supplied assistive technology equipment and supports under such waivers.

Conclusion

This summary provides a broad outline of the work of the AUCD network in autism, adult services, and work with state MR/DD agencies. It should be noted that this summary is likely to under-represent the breadth and depth of their work in these areas, as (a) approximately 25% of Centers did not respond to the survey, (b) those that did respond may not have provided a complete picture of their Centers' efforts.



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APPENDIX A

Network Highlights in Autism Services

In **California**, the M.I.N.D. Institute at the University of California-Davis operates in partnership with the community to increase both clinical services and collaborative, translational research on the causes, treatments, and prevention of autism. Basic and clinical researchers at the Institute are conducting several NIH funded studies in genetics, environment, longitudinal observation to comprehensively characterize the clinical, biological and neurostructural phenotypes of children with autism. Additionally, the Institute has completed a needs assessment of tele-health and distance learning strategies for autism diagnosis and intervention and is implementing a training curriculum for early autism intervention at sites throughout northern California.

In **Illinois**, the Institute on Disability and Human Development at the University of Illinois-Chicago has special expertise in working with minority families of children with autism, providing them training and support to help children with autism. Projects include a train the trainer approach to provide Chicago Hispanic families the best practices for managing behavioral challenges of children with autism and the sponsorship of a support group for family members. Another program provides touch-screen laptop stations, educational software, and integrative behavioral approaches in an after-school learning setting specifically designed for Hispanic children with autism. These culturally sensitive bilingual programs are filling a service gap for Hispanic children and families.

In **Oregon**, the Center on Human Development at the University of Oregon provides educational services, consultation, training and support to children with autism aged birth to five years who are eligible under the Individuals with Disabilities Education Act. The Center provides these services in partnership with the public school district, in homes, child care settings, preschools and Head Start, and special education classrooms. The Center is also the regional training site for professionals working with young children with autism.

In **New Jersey**, the Elizabeth M. Boggs Center at the University of Medicine and Dentistry of New Jersey-Robert Wood Johnson Medical School is collaborating with the New Jersey Autism Network in the area of faith and autism, working on three objectives: development of a resource guide for congregations and families to support inclusive congregational supports, sponsorship of one or more conferences for religious educators and clergy, and providing training and technical assistance to specific congregations on request.

In **New York**, the Rose F. Kennedy Center at Albert Einstein College of Medicine at Yeshiva University conducts the innovative RELATE Program: Rehabilitation, Evaluation, and Learning for Autistic Infants and Toddlers at Einstein. Through an in-depth, multidisciplinary diagnostic evaluation, and treatment approach, children with autism, birth to preschool, receive a comprehensive intervention plan with specific recommendations for school and therapeutic services.

In **Tennessee**, the Vanderbilt Kennedy Center for Excellence in Developmental Disabilities provides clinical evaluation and diagnostic services for children with autism, including clinics for medication management and behavior management of children with autism.

Training New Professionals

- 24 Centers currently provide substantial interdisciplinary training content on autism and in the past two years network trainees have produced 34 doctoral dissertations or master's theses on the topic of autism.
- 447 different autism-specific publications and products have been produced by the AUCD network in the last two years, including 171 refereed journal articles, 6 books, 32 book chapters, and over 200 other multimedia and public awareness materials specifically on autism. Additionally, the network has produced 544 products and publications that aren't autism-specific but address autism among other developmental disabilities diagnoses.

APPENDIX B

Network Highlights in Adult Services

In **Alabama**, the University of Alabama–Birmingham Sparks Center has developed the Lifelong Coordination Clinic, which provides independent living and employment supports for adults desiring to live as independently as possible in the community. The supports provided include financial consultation and money management, transportation, housekeeping and shopping assistance, and opportunities for increased social activities and personal relationship building, as well as educational opportunities and a comprehensive job placement program as a vocational vendor of the Alabama Department of Rehabilitation Services.

In **California**, the University of Southern California UCEDD provides training to adults with disabilities in “recognizing and reporting crimes,” “preventing victimization,” and “voting” and collaborates with People First of California to young adults with disabilities from communities of color to engage in self-advocacy activities. The Center is partnering with the Transition Unit of the Los Angeles Unified School District to increase the number of students with disabilities entering STEM (Science, Technology, Engineering, and Math) professions, by building a bridge to higher education opportunities. The Center organizes and convenes virtual town hall meetings for consumers who cannot easily travel to speak to legislators and policymakers by phone or videoconferencing. The Center is a statewide resource on issues related to end of life care for individuals with developmental disabilities and health care decision-making for this population.

In **Illinois**, the Institute on Disability and Human Development at the University of Illinois-Chicago is the site of the National Center for Physical Activity and Disability (NCPAD) and provides technical assistance, referral, and information dissemination related to physical activity and health promotion issues. Physical activity is an issue of growing interest for adults with disabilities and prioritized in the US Surgeon General’s 2005 Call to Action to Improve the Wellness of Americans with Disabilities. The Institute is also the site of the national Rehabilitation Research and Training Center on Aging with Developmental Disabilities and has conducted trainings for professionals across the country to establish exercise and nutrition programs for adults with developmental disabilities.

In **Massachusetts**, the Institute for Community Inclusion at University of Massachusetts-Boston is the host site of the National Center on Workforce and Disability, the only training and technical assistance center sponsored by the Office of Disability Employment Policy (ODEP) in the US Department of Labor. It hosts the National Service Inclusion Project addressing volunteer opportunities for young adults and adults with developmental and related disabilities. It is the New England Regional Training and Technical Assistance Resource for the Rehabilitation Services Administration in the US Department of Education for community rehabilitation providers in the region. The Institute also supports five websites addressing adult issues and has numerous publications addressing benefits, evidence based practices in employment, and strategies to support job seekers with disabilities. The Institute partners with eight high schools and eight community colleges in the development of postsecondary opportunities for students with intellectual disabilities.

In **New York**, the Westchester Institute for Human Development at New York Medical College operates a specialized outpatient diagnostic and treatment center serving over 3,000 adults with developmental and other chronic disabilities each year. Health care services include primary care, neurology, cardiology, podiatry, gynecology, endocrinology, psychiatry, and dental services.

In **Pennsylvania**, the Institute on Disabilities at Temple University provides leadership development training so adults with developmental disabilities can be effective policy makers, supports students with intellectual disabilities in attending and participating in college life, and provides access to needed assistive technologies with a special focus on communication technologies.

APPENDIX C

UCEDDs and State MR/DD Agencies Collaboration

In **Alabama**, the Sparks Center at the University of Alabama-Birmingham participates in a variety of partnerships with the Alabama Department of Mental Health/Mental Retardation (DMH/MR). The Center provides occupational and physical therapy services to individuals residing at Partlow Developmental Center, a DMH/MR residential facility in Tuscaloosa, Alabama. The Center conducts various early intervention collaborative activities with DMH/MR and is collaborating in efforts to pursue a broad community initiative focusing on the transition needs and challenges for youth and adults with a range of disabilities.

In **Alaska**, the Center for Human Development at the University of Alaska-Anchorage has conducted participant experience interviews for the state MR/DD agency as part of their QA program for the home and community-based waivers. The Center also provides clinical services funded by the MR/DD agency through a grant waiver program.

In **Arizona**, the Institute for Human Development at Northern Arizona University contracts with the state MR/DD agency to bring to fruition the Real Choice Systems Change grant which the Institute wrote with the state agency. The Institute is also contracted to provide services for the agency in the areas of early intervention, assistive technology, and positive behavioral supports and is the agency's primary provider of training in person-centered planning. The Institute also provides community-based training and conducts program evaluations for the agency.

In **California**, three UCEDDs partner extensively with the California Department of Developmental Services (DDS):

- The University of Southern California Center for Excellence in Developmental Disabilities connects with the DDS Regional Centers using video teleconference technology to provide continuing education to health care professionals as well as parent training and networking opportunities through the California Family Resource Centers.
- The Tarjan Center at the University of California-Los Angeles contracts with DDA to conduct mental health services, an outcome study related to adults with dual diagnoses followed through the Center, and a geriatric health risk assessment of people with Developmental Disabilities. Center staff serve on DDS advisory panels, such as the State Employment Leadership Network and Mental Health Task Force, and DDS staff participate on the Center's Consortium for Postsecondary Education Options for People with Developmental Disabilities.
- The University of California-Davis Center of Excellence in Developmental Disabilities at the M.I.N.D. Institute provides policy consultation and training resources to DDS. The Center is also contracted with the DDS Regional Centers to provide diagnostic services to children with developmental disabilities regarding eligibility for services.

In **Delaware**, the Center for Disabilities Studies at the University of Delaware has had a training and technical assistance contract with their state MR/DD agency for over ten years. The Center

provides training to all new direct support professionals working through the DD funded agencies.

In the **District of Columbia**, faculty from the Georgetown University Center for Child and Human Development faculty sit on several Developmental Disabilities Services advisory committees, such as Quality Assurance/Basic Assurance, Human Rights Committee, Restrictive Control Techniques Committee, Training Committee and the Mortality Review Committee.

In **Florida**, the Florida Center for Inclusive Communities at the University of South Florida Louis de la Parte Florida Mental Health Institute conducts two employment projects, Start-up Florida and the Micro-Enterprise Training, with collaborative funding from the state MR/DD agency, the state DD council and the Florida Agency for Workforce Innovation. The goals of the projects are to implement and evaluate self-employment training and technical assistance resources.

In **Georgia**, the Institute on Human Development and Disability at the University of Georgia is working with the state MR/DD agency to design a regional system of positive behavior support for the state and to expand customized employment supports for people with disabilities. Through the Children's Freedom Initiative, the Institute is working with the state MR/DD agency and other partners to support children and youth with disabilities to move from institutions to families in the community. The Institute also supports self-advocates to participate as trainers in in-service training programs fielded by the state MR/DD agency.

In **Iowa**, the Center for Disabilities and Development at the University of Iowa has an exceedingly productive partnership with the Iowa Department of Human Services, its MR/DD division and its Medicaid Division. The Center partners on numerous systems improvement grants such as Real Choice Systems Change, Money Follows the Person, and Robert Wood Johnson Cash and Counseling. Center staff sit on advisory committees and personnel recruitment teams for the MR/DD division. The Center also operates several sole source contracts, such as statewide information and referral.

In **Idaho**, the Center on Disabilities and Human Development at the University of Idaho operates numerous programs under partnership with the Idaho Department of Health and Welfare, including providing the training, technical assistance and certification for all developmental specialists and intensive behavioral interventionists working with children with disabilities and their families in the state. The Center provides a number of other training programs for the state MR/DD agency, including support broker training, through a Medicaid Independence Plus Grant, and the Finding and Keeping a Job training.

In **Illinois**, the Institute on Disability and Human Development at the University of Illinois-Chicago operates its family clinic with funding from the state MR/DD agency. This clinic provides family-focused interdisciplinary assessments and services for children at risk in Chicago's most economically depressed areas. The Institute's Assistive Technology Unit (ATU) provides AT services to state agency clients in the areas of activities of daily living, adaptive equipment, augmentative communication, computer access, environmental control, home modification, seating and wheeled mobility, and worksite modification. AT services are delivered through the ATU's 5000 square foot in-house evaluation and fabrication facility and through the AT Mobile Units, the largest mobile AT program in the country.

In **Maine**, the University of Maine Center for Community Inclusion and Disability Studies has a long-standing relationship with the state MR/DD agency, including work in the areas of person centered planning, employment, self-advocacy, community living, substance abuse and other health risks, universal design and access, and children's services. The state MR/DD agency is represented on the Center's Community Advisory Council and Center staff sit on committees and workgroups of the state MR/DD agency.

In **Massachusetts**, two UCEDDs partner extensively with the Massachusetts Department of Mental Retardation (DMR):

- The Institute for Community Inclusion at the University of Massachusetts-Boston operates a number of contracts with the state MR/DD agency to provide training in person centered planning and benefits counseling, and a number of projects addressing employment and employment supports. The Institute has worked closely with the state MR/DD system in the implementation of the Family Support 360 project that the Institute wrote and jointly implemented with the state. The Institute works with the state agency in the defining of the Medicaid waivers and assists in the development of training for service coordinators, provider staff and senior staff in the state agency.
- The Eunice Kennedy Shriver Center at the University of Massachusetts Medical School partners with Massachusetts Department of Mental Retardation (DMR) through the Center for Developmental Disabilities Evaluation and Research (CDDER) to provide research, evaluation and consulting services to DMR for enhancing its systems of community-based health care. The goal of the collaborative relationship is to develop a more systemic and comprehensive approach to identifying and addressing the health and behavioral needs of individuals served by DMR and to develop quality assurance mechanisms to assist DMR in monitoring the health, safety and welfare of the community-based population.

In **Minnesota**, the Institute on Community Integration at the University of Minnesota operates the National Direct Service Workforce Resource Center which supports efforts to improve recruitment and retention of direct service workers who help people with disabilities and older adults to live independently. The program also provides Medicaid agencies, policymakers, employers, consumers, direct service professionals, and other state-level government agencies and organizations easy access to information and resources they may need about the direct service workforce.

In **Montana**, the University of Montana Rural Institute works directly with the state MR/DD agency in early intervention, adult services, and in relation to Montana's Disability and Health Program, Medicaid Infrastructure Grant, and AT Project. The Institute and the state agency are together sponsoring a statewide conference on self directed funding in 2007.

In **New Hampshire**, the Institute on Disability at the University of New Hampshire receives core funding from the state MR/DD agency to conduct professional development and technical assistance in a number of areas, including autism spectrum disorders and employment leadership development. Institute staff sit on a variety of state agency advisory panels including Waiting List

and Autism Infrastructure.

In **New Jersey**, Elizabeth M. Boggs Center on Developmental Disabilities at the University of Medicine & Dentistry of New Jersey-Robert Wood Johnson Medical School provides extensive services to the New Jersey Division of Developmental Disabilities to promote practices that will result in higher quality of life for persons with intellectual and developmental disabilities. Major services involve training, technical assistance, and consultation on policy and service provision. Activities in adult services and autism are conducted in collaboration with state agency task forces on aging and workforce development. A major area of collaboration with the Division is the work of The Boggs Center in providing training and technical assistance in self directed services and supports, including training in person centered thinking and essential lifestyle planning.

In **New Mexico**, the Center for Development and Disability at the University of New Mexico has had several long-standing contracts with the state Developmental Disabilities Support Division in projects addressing early childhood evaluation, medically fragile case management, early childhood training, direct support retention, family and community education in autism, self directed family supports, and a feeding and eating clinic.

In **New York**, two UCEDDs partner extensively with the New York Office of Mental Retardation and Developmental Disabilities:

- The Westchester Institute for Human Development at New York Medical College provides training and technical assistance to the state Office of Mental Retardation and Developmental Disabilities on positive behavioral supports, employment, person-centered transition planning, self-advocacy, and Medicaid Service Coordination.
- The Rose F. Kennedy University Center for Excellence in Developmental Disabilities at the Albert Einstein College of Medicine partners with the state Office on Mental Retardation and Developmental Disabilities on the Developmental Disability Network and co-sponsors two statewide conferences a year on the topics of aging and developmental disabilities and family support for adults with developmental disabilities. Additionally, the Parent, Consumer and Professional Partnership Project has biannually produced the three-time award winning *Directory of Health Services for Bronx Residents with Developmental Disabilities*.

In **Oregon**, the Center on Human Development at the University of Oregon closely collaborates with the state MR/DD agency to meet the needs of children and families, includes representatives from the state agency on their advisory, and has staff members serving on the Oregon Developmental Disabilities Council (ODDC) and other advisory groups. The Center provides education services for birth to school age children with developmental disabilities under IDEA.

In **Tennessee**, the Boling Center for Developmental Disabilities at the University of Tennessee provides occupational and physical therapy services, developmental medicine, and nutrition services for the state's MR/DD agency. Center staff members lead the state agency's Human Rights committee which reviews behavioral and pharmacologic interventions in individuals with severe disability.

In **Utah**, the Center for Persons with Disabilities at Utah State University is leading efforts to improve the state's supported self employment waiver and provides technical assistance to the state agency to improve respire services. Center staff members sit on a statewide coordinating council providing an advisory function to the state MR/DD agency, as well as on two agency advisory panels on autism policy and services and direct service worker policy and training.

In **Virginia**, the Partnership for People with Disabilities at Virginia Commonwealth University and the state Office on Mental Retardation collaborate extensively. Partnership staff sit on the state office Advisory Council, participate in multiple interdisciplinary groups promoting individual supports through waiver services, provide training and mentoring in PBS, jointly co-sponsor person-centered planning and thinking trainings, jointly support self-advocates in participating in state-level meetings, and participate in a legislatively-mandated study in services to individuals with intellectual disabilities.

In **Wyoming**, staff of the Wyoming Institute for Disabilities at the University of Wyoming sit on the state Developmental Disabilities Division Advisory Council and the state IDEA Part C Interagency Coordinating Council. The Institute conducts interviews for the ICAP, which is part of the eligibility for HCB Waivers for adults and children with developmental disabilities and persons with acquired brain injuries, as well as consumer satisfaction interviews for Wyoming's participation in the National Core Indicators Project.