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| **GOAL 1:** Prepare up to 200 interdisciplinary students over five years with knowledge and skills to improve the education and postsecondary outcomes for children, youth, and adults with disabilities, and to respond to the needs and preferences of people with disabilities and their families. |
| **Core Function: Interdisciplinary Pre-service Preparation and Continuing Education****Area of Emphasis:** Education and Early Intervention, Child Care, Quality Assurance, Health, Employment, and other- Quality of Life and Assistive Technology |
| **Type of Activity:** Capacity Building |
| **Objectives (Annual Measures)** | **Major Accomplishments** | **FY 2015 Annual Progress Data** |
| **Obj. 1.1** Provide Masters and Doctoral programs with emphasis in Autism and other Neurodevelopmental Disabilities enrolling at least three additional students annually. | The graduate programs are supported by the CDHD and the College of Education. Each program is designed to prepare prospective university faculty and educational leaders to teach, conduct and disseminate research, and secure funding for research in the area of autism spectrum disorder and other neurodevelopmental disorders (ASD/RD). **Five students** are currently enrolled in the Ph.D. program and **two students** will start the Masters program in fall 2015. | 🞎 Fully achieved**🗹 Partially achieved**🞏 Not initiated yet |
| **Obj. 1.2** Recruit and train at least 50 long-term interdisciplinary trainees over five years to gain practical experience and training in the areas of early intervention, inclusive and post-secondary education, assistive technology and universal design, direct support, self-advocacy, disability studies and policy, employment, and health and well-being. Approximately 3-5 trainees per year will participate in Utah Regional LEND. | A total of **six** 2-hour trainings were provided in the 2014-2015 academic year with **12 long-term** undergraduate, interdisciplinary trainees. The training titles included: 1) CDHD and DD Network Orientation, 2) Self-Advocacy, 3) About the DD Council; 4) History of DD, 5) Fostering Healthy Communication between Professionals and Parents, and 6) Deinstitutionalization. Each trainee met with the Training Coordinator six times throughout the year to create and review individual training plans and progress. In addition, trainees participated with the Self-Advocacy Leadership Network (SALN) film festival; a local art project directed by a trainee called “artAbility”; a parent-based advocacy group in Boise, Idaho (DAD), the annual state transition “Tools for Life” conference; and visited a Boise based interdisciplinary clinic “Northwest Neurobehavioral Health” and the Idaho State School and Hospital. Each Doctoral and Masters level student participating with CDHD faculty as major professors are also considered full-time trainees. Their individual program of study plans follow the required course sequence for each program. In total there were **32 long-term trainees** in FY 2015. Thus, cumulatively over four years we have met the objective of serving 50 trainees in five years. Dr. Gwen Mitchell is the Idaho Site Coordinator for the URLEND program. She attends URLEND trainings, and trains trainees from each of five states represented in the URLEND network regarding expectations, syllabi, clinical visits, and research. She also supervises research, clinical, and didactic activities for trainees. There are **40 URLEND trainees** of which **5 are from Idaho**. | 🗹 Fully achieved🞏 **Partially achieved**🞏 Not initiated yet |
| **Obj. 1.3** Offer at least 10 ongoing pre-service education courses and practica for 150 students annually that embed one or more areas of need including early intervention, inclusive and post-secondary education, assistive technology and universal design, direct support, self-advocacy, disability studies and policy, employment, and health and well-being. | 1. A total of **27 preservice** **courses** were taught by CDHD faculty in fiscal year 2015, with a total of **410** **students**. Examples of course titles include: Literacy Assessment and Intervention, Educating for Exceptionalities, Research in Special Education, Disability Policy & Law, Evidence Based Practice in Special Education, Assistive Technology & UDL PK12, Principles of Leadership in Interdisciplinary Education, Behavioral Analysis for Children and Youth, Special Education Curriculum, Disorders of Childhood and Adolescence, Literacy Assessment and Intervention, Collaboration, Autism Spectrum, Doctoral Research, Immersion Practicum, Culture and Communication.
2. Faculty and staff from the CDHD participated in preservice course delivery through guest lectures at UI and at other campuses (i.e., LCSC, ISU). A total of **154 students** participated in **eight course sessions.** Titles include: How to Support Adults with Disabilities in Art Workshops, IATP’s Role in Supporting Students and Teachers with AT Devices and Services, Plethora of AT to Support Struggling Students, Assistive Technology Commonly Used in Work Environments by Persons with Existing or Acquired Disabilities, AT in an Ed Tech course, and SPED, Assistive Technology for Young Learners-AT Toy Library.
 | **🗹 Fully achieved**🞏 Partially achieved🞏 Not initiated yet**Goal 1 Overall: Fully Achieved****597 participating students in FY 2015; exceeds five year goal.** |