TABLE OF CONTENTS

From the Director ................................................................. 3
Funding Information ............................................................. 4
Consumer Advisory Council .................................................. 4
Awards .................................................................................. 5
Appointments/Editorial Boards .............................................. 6
Student Support ................................................................. 7
Publications .......................................................................... 8
Direct Services ....................................................................... 10
Professional Presentations ..................................................... 11
Training/Technical Assistance ............................................... 14
Project Directory .................................................................. 15

Our Child Care Nutrition Program trains licensed Utah day care providers in standards of quality day care and nutrition, as well as administering reimbursements for meals and snacks. Providers are encouraged to promote positive eating habits by introducing children to new foods, encouraging favorable attitudes toward food and encouraging children to eat a variety of foods.

CPD Guiding Values

WE INNOVATE:
We lead by developing dynamic, sustainable, forward-thinking programs and services.

WE INCLUDE:
We demonstrate how to effectively work toward inclusive communities in our planning, programs, and services. We celebrate diversity in ability, race, ethnicity, culture, language, gender, sexual orientation, politics, and religion.

WE COLLABORATE:
We forge partnerships. Working together makes us more responsive to the current needs of our clients and communities.

WE CARE:
We do what we do because we care. We are making the world a better place for people with disabilities and their families.

On the cover:
Amy Henningsen, an occupational therapist in the Up to 3 Early Intervention Program works with a toddler during a home visit.
2017 MARKS THE 45TH ANNIVERSARY of the founding of the Center for Persons with Disabilities (CPD) at Utah State University. The CPD was the first UCEDD in the nation to be housed within a College of Education. We are proud to be Utah’s federally designated University Center for Excellence in Developmental Disabilities (UCEDD), and our faculty and staff continue to demonstrate excellence and innovation in all that they do. Over its 45 years of history, the CPD has grown into one of the largest UCEDD programs in the nation and is recognized as a pioneer in education, research, training, and services for people with disabilities and their families.

This has been a year of growth at the USU Center for Persons with Disabilities (CPD). It was my privilege to join the CPD in January 2017 to serve as the new Executive Director. Coming to the CPD was a dream job for me, and I am genuinely honored to work with the talented faculty, staff, and students who continue to make the CPD a national leader in the field of disability and special education. Just one glance at our numbers and projects shows that we continue to be a catalyst for positive change for people with disabilities and their families.

Over the past year we have engaged in a statewide strategic planning process to identify our areas of focus for the next 5 years. Through this process we have identified healthcare, mental health, employment, transition, personnel development, and accessibility as key areas where we will be focusing our efforts. We will also be engaging in an aggressive program of growth and development to capitalize upon our strengths and adapt our operations to be more responsive to the demands of families and people with disabilities and the 21st century economy.

I look forward to building on the CPD’s legacy of excellence as we continue to work towards our vision of becoming an international leader in creating inclusive communities and improving the quality of life for people with disabilities and their families.

Matthew Wappett,
CPD Executive Director
FISCAL YEAR 2017 BUDGET – $16,826,454

The CPD generated approximately $8 in external support for every dollar of University support received in Fiscal Year 2017.

CPD Sources of Funding

State 48%
Federal 29%
University 11%
Fees 7%
Other 5%

CPD CONSUMER ADVISORY COUNCIL

Family and Self Advocates
Marissa Bell
Sara Doutre
Michelle Hoggan
Kelly Holt
Cindy Ann Jones
Mary V. Kava
Kayci Lynam
Crystal Pyne
Eric Stoker
Teresa Turner

Agency Representatives
Adina Zahradnikova, Disability Law Center
Claire Mantonya, Utah Developmental Disabilities Council
Stephanie Mathis, Director, Sego Lily
Wendi Hassan, Cache Valley Center for the Arts
Everette Bacon, Division of Services for the Blind & Hearing Impaired

Ex Officio Members
Matthew Wappett, CPD Director
Gordon Richins, CPD Consumer Liaison
Jeff Sheen, CPD Policy Specialist
Awards

**LINDA ALSOP** received the Exemplary Advocate Award from The Council for Exceptional Children’s Division on Visual Impairments and Deafblindness, recognizing her more than 20 years of service to the Deafblind community.

**JUDITH HOLT** received an award of appreciation from the South Africa Medical Student Association in Pretoria where she gave an invited presentation discussing disabilities and society.

**LESTHER PAPA** received the Dedication Award from the Utah State University Student Association. The award recognizes students who have shown exemplary dedication to multiple areas such as academics, research, and community service.

**SHERRY JOY** was honored by the Northern Utah Down Syndrome Foundation. The award marked her 20 years as an advocate starting when she co-founded an organization for parents that grew into the current Cache/Box Elder community group of the Utah Down Syndrome Foundation.

**THE UP TO 3 EARLY INTERVENTION PROGRAM** received a Special Recognition Award from Utah State University Department of Special Education and Rehabilitation for their support of USU students.
**Appointments**

Linda Alsop, **Utah Deafblind Advisory Committee**.

Alma J. Burgess, President, **Options for Independence Board**; Chair, **Chrysalis Human Rights Committee**; **Utah Center for Assistive Technology Committee**.

John Copenhaver: Advisory Boards, The Utah Professional Development Network Advisory Board, TASK-12 Advisory Board for the Assessment of Sign Language Interpreters. Faculty appointment, Faculty member for the orientation of new State Directors of Special Education, **National Association of State Directors of Special Education**.

Barbara Fiechtl, **State Leadership Team for the Reaching practices through recommended practices (RP2) early childhood initiative from the Utah State Board of Education**; Advisory Board, Utah Interagency Coordinating Council.

David Forbush, **Utah Multi-Tiered System of Support Committee**.

Marilyn Hammond, Advisory Boards, **AgrAbility of Utah**; **National Task Force on Violence and Abuse of People with Disabilities**.

Mark Innocenti, Secretary, **Council on Research and Evaluation, Association of University Centers on Disabilities**; **Utah School Readiness Board**.

Marla Nef, **State Leadership Team for the Reaching practices through recommended practices (RP2) early childhood initiative from the Utah State Board of Education**.

Eduardo Ortiz, **Association of University Centers on Disabilities Project Advisory Committee**.

Janel Preston, **Utah Act Early Ambassador**.

Sachin Pavithran, **Architectural and Transportation Barriers Compliance Board (U.S. Access Board)**; **Assistive Technology Act Programs National Board**; **National Federation of the Blind, Research & Development Committee**; **National Federation of the Blind, Utah State Affiliate Board Member**.

Gordon Richins, **Utah Rural Specialized Transportation Association Board**; **Association of University Centers on Disability Council on Consumer Advocacy; Association of Programs for Rural Independent Living**; **National Council on Independent Living; OPTIONS for Independence**.

Mathew Wappett, **Utah Developmental Disabilities Council**; **Board of Trustees, Disability Law Center**.

Cyndi Rowland, **United Nations Educational, Scientific and Cultural Organization (UNESCO) Web Accessibility Standards for Distance Education Planning Committee**; **Google/The ARC Technology Development for Individuals with Intellectual Disabilities**; IT Accessibility Risk Committee, Educause.

Jeff Sheen, Chair, **Senator Orrin Hatch’s Disability Advisory Committee**; Secretary, **Utah Statewide Independent Living Council Board**, Legislative Council for People with Disabilities Executive Board.

**Editorial Boards**

Anthony R. Torres, Reviewer, **Autism Research and Treatment; Brain, Behavior and Immunity; Neuroscience**.

David Forbush, Editorial Boards, **Rural Special Education Quarterly; Journal of Positive Behavioral Interventions; Journal of Early Intervention**.

Marilyn Hammond, Editorial Board, **Review of Disability Studies**.

Barbara Fiechtl, Editorial Board, **Young Exceptional Children**.

Mark Innocenti, Editorial Boards, **Journal of Early Intervention; Topics in Early Childhood Special Education**. Invited reviewer, **Journal of Educational Psychology; Infant Mental Health Journal; Infant Behavior and Development; Developmental Psychology**.

Cyndi Rowland, Invited Reviewer, **International Journal of Information and Learning Technology**.

Matthew Wappett, Editorial Boards, **Review of Disability Studies Journal; Palgrave-MacMillan Publishers**.
Student Support

**USU COURSES TAUGHT BY CPD STAFF**

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<th>Course</th>
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<td>Communicative Disorders</td>
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<tr>
<td>Physical Education/Physical Therapy</td>
<td>2</td>
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<tr>
<td>Special Education &amp; Rehabilitation</td>
<td>22</td>
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<tr>
<td>Teacher Education &amp; Leadership (TEAL)</td>
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<td><strong>TOTAL STUDENTS</strong></td>
<td><strong>642</strong></td>
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**PROJECT SUPPORT**

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<td>Interdisciplinary Disability Awareness &amp; Service Learning</td>
<td>9</td>
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<tr>
<td>Practicum Students/Clinical trainees/Interns</td>
<td>36</td>
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<tr>
<td>PEER Trainees</td>
<td>11</td>
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<td>URLEND Trainees</td>
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**GRADUATE STUDENT ADVISEMENT**

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<tr>
<td>Doctoral Committees</td>
<td>6</td>
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<tr>
<td>Masters Committees</td>
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**OTHER**

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<th>Type</th>
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<td>Graduate Assistantships</td>
<td>3</td>
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<tr>
<td>Student Employees</td>
<td>54</td>
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FY 2017 financial support to USU students through stipends, assistantships, internships, and employment totalled $205,087.
**Publications**

**BOOK CHAPTERS**


**PEER-REVIEWED PUBLICATIONS IN SCHOLARLY JOURNALS**


**REPORTS AND MONOGRAPHS**

Fiechtl, B. & Olsen, S. (2016). A Project to Provide Early Intervention Services Using VoIP in Rural Utah. In Ludlow, B.L. and Collins, B.C. (Eds.), *Online in real time: Using Web 2.0 for Distance Education in Rural Special Education*. American Council on Rural Special Education.


* An additional book, one chapter, and 24 additional journal articles were published by URLEND staff members affiliated with other USU departments and the University of Utah.

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*PICCOLO (Parenting Interactions with Children: Checklist of Observations Linked to Outcomes), a tool that measures parent-child interactions, was developed at the CPD and literally moved on to the world. Currently translated into 8 languages, PICCOLO is being used in at least 16 countries. Mark Innocenti and Lori Roggman, two of the developers of the tool, were invited speakers in Barcelona, Spain, in 2017 to discuss the tool’s use in early intervention and how it can support parenting interactions that lead to positive child outcomes from infancy through preschool.*
Students in the Postsecondary Education, Employment and Research (PEER) program for young adults with developmental disabilities aged 18-21 receive instruction and mentorship in social, recreational, and employment opportunities with their age peers. PEER also offers opportunities for researchers to study transition issues such as ways to teach employment, social, recreation, and leisure skills to young adults with disabilities.

Direct Services

NUMBER OF INDIVIDUALS SERVED 2016-2017

Behavioral Health Clinic ................................................. 1,488
Developmental Skills Laboratory .................................. 32
PEER Classroom ............................................................... 13
Southeast Early Intervention ........................................ 252
TOP Sports ................................................................. 87
Up to 3 Early Intervention ............................................ 916
Utah Assistive Technology Foundation loans/grants ...... 211
UATP/AT Labs/CReATE .................................................. 1,126

CPD programs served 4,125 Utahns with disabilities and their families during FY 2017.
Professional Presentations


Brady, A. [2016]. Evaluating seclusion and restraint acceptability in public schools. Southwest Conference on Disability, Albuquerque, NM.


Brady, A. [2017]. Using pictures depicting app icons to conduct an MSWO assessment on a tablet device. Association for Behavior Analysis International, Denver, CO.


Bowe, M. [2016]. Incorporating online modules to support the training needs of busy educators. Utah Rural School Conference, Cedar City, UT.

Buchanan, L. & Sitton, J. [2016]. Conducting a student gap analysis to focus instruction. Utah Rural School Conference, Cedar City, UT.


Fiechtl, B. [2016]. Strengthening recommended practices: Providing visual and quantitative feedback to preservice students [Poster]. Division for Early Childhood Conference, Louisville, KY.


An important function of the CPD is to make quality information about disability issues available to broad audiences. This dissemination effort takes many forms including websites, electronic newsletters, refereed articles, presentations at professional conferences, publications, press communications, fact sheets, and brochures. Some highlights of Fiscal Year 2017 include:

- Over 40,000 individual users accessed the CPD website;
- CPD/URLEND staff presented at 109 professional conferences;
- Ninety-four blog articles were posted by various CPD projects, totalling over 10,000 views;
- The online WAVE tool created accessibility evaluations for 2,094,277 web pages; and
- Fourteen articles were published in peer-reviewed journals by CPD staff members, with an additional 24 articles published by URLEND-affiliated staff.


Jump, V. & Innocenti, M.S. (2016). Attachment really is what it is cracked up to be. Zero to Three National Training Institute, Washington DC.


Rowland, C. & Whiting, J. (2017). Web accessibility testing and the nontechnical individual. CSUN International Assistive Technology Conference (CSUN 2017); San Diego, CA.
Simonsmeier, V. (2016). *Take a walk with me: Shared experiences of parents and siblings of individuals with autism.* Critical Issues Facing Children and Adolescents, Salt Lake City, UT.


Smith, S. (2016). *Different approaches to working with LEAs on MOE.* CIFR IDEA Fiscal Forum, Denver, CO.


Smith, S. (2016). *Working with OSEP and TA centers to address LEA MOE and excess cost findings.* CIFR IDEA Fiscal Forum, Denver, CO.


Steinke, A. (2016). *Differentiation for all students in the mathematics classroom.* Utah Rural School Conference, Cedar City, UT.


Whiting, J. (2016). *Four things you should know before testing with VoiceOver.* ICT Accessibility Testing Symposium, Baltimore, MD.

*The Center for Technical Assistance for Excellence in Special Education (TAESE) provided training and support to the Virgin Islands Special Education Advisory Panel, in the form of a two-day training in April 2017. Norm Ames, TAESE Associate Director, is almost pictured with the group during a selfie attempt.*
With other community collaborators, the CPD sponsored a local job fair aimed at veterans and people with disabilities. Over 70 job seekers attended the event, and 26 employers attended training and provided employment opportunities.

Training/Technical Assistance

**COMMUNITY TRAINING/ TA PROVIDED BY CPD STAFF**

**NUMBER OF INDIVIDUALS**

- Students* .......................................................... 776
- Professionals and Paraprofessionals ...................... 21,340
- Family Members/Caregivers .................................. 2,314
- Adults with Disabilities** ..................................... 617
- Children/Adolescents with Disabilities** ................. 252
- Legislators/Policy Makers .................................. 116
- General Public..................................................... 391

**TOTAL NUMBER OF PARTICIPANTS .................. 25,806**

* Includes students trained who are neither formally enrolled CPD trainees nor in USU courses taught by CPD staff.

** This category includes individuals who are receiving training and are not reported as receiving direct services.

CPD staff provided technical assistance to 81 local, state, national, and international agencies, organizations, and private businesses during FY 2017.
Administrative Support Services.................................................................................................................. Matthew Wappett
Aging and Disability Research Center Evaluation.......................................................................................... Judith Holt
Arizona Recruitment and Retention.............................................................................................................. John Copenhaver
Arizona State Personnel Development Grant ................................................................................................. John Copenhaver
Arizona Technical Assistance......................................................................................................................... John Copenhaver
Arizona Web Project....................................................................................................................................... John Copenhaver
Arkansas Special Education Advisory Panel Training.................................................................................... John Copenhaver
Asset Based Community Development ......................................................................................................... Juan Carlos Vazquez
Behavioral Health Clinic .............................................................................................................................. Sue Olsen
Bureau of Indian Education, Chemawa School............................................................................................... John Copenhaver
Bureau of Indian Education, Crown Point Community School................................................................... John Copenhaver
Bureau of Indian Education, Standing Rock................................................................................................. John Copenhaver
Center for IDEA Fiscal Reporting (CIFR)......................................................................................................... Shauna Crane
Center for Technical Assistance for Excellence in Special Education (TAESE) ................................................ John Copenhaver
Center for the Integration of IDEA Data (CIID) .............................................................................................. John Copenhaver
Child Care Nutrition Program....................................................................................................................... Michael Diehl
Colorado Special Education Program Evaluation............................................................................................ John Copenhaver
Deafblind Project/Resource Center.............................................................................................................. Linda Alsop
Developmental Skills Laboratory.................................................................................................................. Susan Olsen
Dispute Resolution in Special Education Consortium 2016-17 .................................................................... John Copenhaver
Diversity Efforts Investing in People........................................................................................................... Eduardo Ortiz
Early Childhood Alternative Teacher Preparation Program [EC-ATP] ............................................................ Barbara Fiechtl
Environmental Influences on Child Health Outcomes.................................................................................. Mark Innocenti
Georgia Special Education Advisory Panel..................................................................................................... John Copenhaver
Georgia Special Education Advisory Panel Training.................................................................................... John Copenhaver
Health Needs of Utahns in Rural Areas ......................................................................................................... Matthew Wappett
High Quality School Readiness Evaluation (School/RDY) ............................................................................. Mark Innocenti
iCanConnect Project....................................................................................................................................... Linda Alsop
Idaho Indicator 14 Project .............................................................................................................................. John Copenhaver
Idaho Indicator 8 Project............................................................................................................................... John Copenhaver
IL-NET Technical Assistance and Training................................................................................................... Judith Holt
Increasing Employment Awareness and Opportunities Project....................................................................... Sue Olsen
Increasing Safety, Empowerment and Accessible Services to Prevent Abuse ........................................... Marilyn Hammond
Integrated Community Systems for Children with Special Health Care Needs ........................................ Judith Holt
Interagency Outreach Training Initiative......................................................................................................... Susan Olsen
Interdisciplinary Disability Awareness and Service Learning (IDASL) ............................................................... Judith Holt
Iowa Law Conference......................................................................................................................................... John Copenhaver
Iowa Special Education Advisory Panel......................................................................................................... John Copenhaver
Kansas Statewide Technical Assistance Services Network (TASN) ............................................................. John Copenhaver
Kansas Technical Assistance........................................................................................................................... John Copenhaver
Montana Technical Assistance....................................................................................................................... John Copenhaver
Multi-University Consortium Teacher Training Program Sensory Impairments [VISEP] .......................... Judith Holt
<table>
<thead>
<tr>
<th>Organization</th>
<th>Contact Person</th>
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<tbody>
<tr>
<td>National Center on Disability and Access to Education</td>
<td>Cynthia Rowland</td>
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<tr>
<td>Nebraska Technical Assistance</td>
<td>John Copenhaver</td>
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<tr>
<td>Nebraska Web - Teach in Nebraska Website</td>
<td>John Copenhaver</td>
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<td>New Mexico Technical Assistance</td>
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<td>North Carolina Special Education Advisory Panel</td>
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<td>Oklahoma Special Education Advisory Panel</td>
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<td>Oregon Interagency Coordinating Council Training</td>
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<td>Oregon Technical Assistance</td>
<td>John Copenhaver</td>
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<tr>
<td>Prenatal and Neonatal Biological Markers for Autism</td>
<td>Anthony Torres</td>
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<tr>
<td>Program Development and Administration</td>
<td>Matthew Wappett</td>
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<tr>
<td>Project PEER: Postsecondary Education, Employment and Research</td>
<td>Jefferson Sheen</td>
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<td>Reducing Trauma Through a Family-Focused Evaluation Lens (TFP)</td>
<td>Vonda Jump</td>
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<td>Self-Advocacy Speakers Network</td>
<td>Sue Olsen</td>
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<td>SILC T &amp; TA</td>
<td>Marilyn Hammond</td>
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<td>South Dakota Multi-Tiered System of Supports Evaluation</td>
<td>John Copenhaver</td>
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<td>South Dakota Technical Assistance and Data Drill Down</td>
<td>John Copenhaver</td>
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<tr>
<td>South East Early Intervention Program</td>
<td>Susan Olsen</td>
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<td>Southwest ADA Center (Region VI)</td>
<td>Judith Holt</td>
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<tr>
<td>TASK12 - Training and Assessment Systems for K-12 Educational Interpreters</td>
<td>John Copenhaver</td>
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<td>The Children’s Center Project Evaluation</td>
<td>Vonda Jump</td>
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<td>The relationship between HLA genes, mid-gestational immune activation and intelligence in autism</td>
<td>Anthony Torres</td>
</tr>
<tr>
<td>TOP Sports Activities</td>
<td>Susan Olsen</td>
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<tr>
<td>Training Military Staff to Promote Servicemember Well-being through Infant Massage</td>
<td>Vonda Jump</td>
</tr>
<tr>
<td>Up To 3 Early Intervention</td>
<td>Susan Olsen</td>
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<tr>
<td>Utah Assistive Technology Lab, Roosevelt Branch - Reeve Foundation</td>
<td>Alma Burgess</td>
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<td>Utah Assistive Technology Program</td>
<td>Sachin Pavithran</td>
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<td>Utah Disability and Health Program</td>
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<td>Utah Indicator 14, Post Secondary Outcomes</td>
<td>John Copenhaver</td>
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<td>Utah Law Conference</td>
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<td>Utah Professional Development Network</td>
<td>John Copenhaver</td>
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<tr>
<td>Utah Regional Leadership Education in Neurodevelopmental Disabilities Program (URLEND)</td>
<td>Judith Holt</td>
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<td>Utah Salt Lake City File Review</td>
<td>John Copenhaver</td>
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<td>Utah School to Work Interagency Transition Initiative</td>
<td>Jefferson Sheen</td>
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<td>Utah Technical Assistance</td>
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<td>Virgin Islands Special Education Advisory Panel</td>
<td>John Copenhaver</td>
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<td>WebAIM Services</td>
<td>Cynthia Rowland</td>
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<td>Wyoming IEP Facilitation</td>
<td>John Copenhaver</td>
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Our Mission Statement

We are working together to create inclusive communities and improve the lives of people with disabilities of all ages through sustainable innovation, collaborative research, responsive service, and interdisciplinary training and education.