

UCEDD 2014 TA Institute
Marketing & Branding your UCEDD

Sandy Root-Elledge, Associate UCED Director, Wyoming Institute for Disabilities, Wyoming
Elise McMillan, UCEDD Co-Director, Vanderbilt Kennedy Center for Excellence in Developmental Disabilities, Tennessee

- Essence of branding
 - Simply convey organization, product; statement; look, tone and feel
 - Represents value, aspirations
 - Develop over time, various media
- Familiarity with an organization

“Just do it”

- Knowledge about what an organization does



- View, opinion about what an organization does

“Fair and Balanced”



- Reaction, emotional **response**



“The Greatest Mother in the World”

- Successful slogans
 - *9 out of 10 dentists recommend . . .*
 - *¼ cleansing cream*
 - *We try harder . . .*

Wyoming Institute for Disabilities, project brochures prior to 2004



Wyoming Institute for Disabilities branding and 10th anniversary, 2004

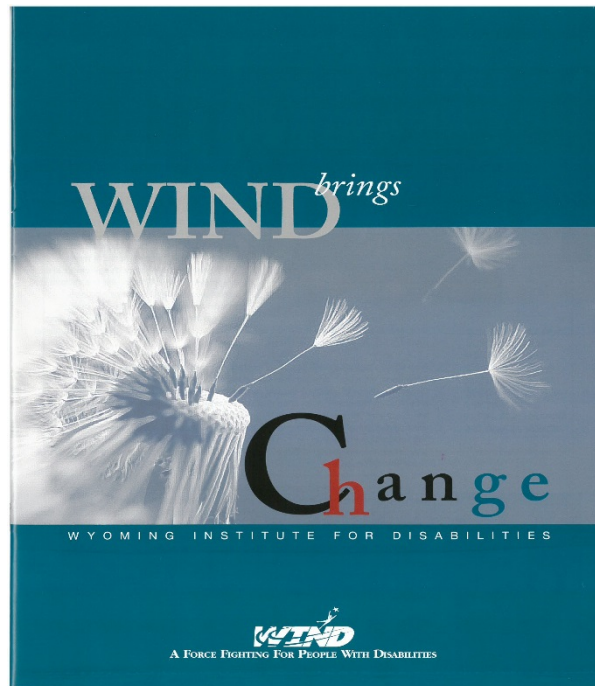


TEN YEARS, TEN IMPORTANT ACHIEVEMENTS

- Learning the truth from those who matter most.**
 WIND conducts face-to-face interviews with individuals who have developmental disabilities to determine their satisfaction with services. The results, along with other information, are used to improve existing statewide service structures.
- A visionary program for children.**
 Using a combination of public and private funds, the Wyoming Lions Early Childhood Vision Project has screened 12,456 children for amblyopia. Of those 7% were referred on for comprehensive examinations by professional eye-care providers and 83 children have been diagnosed with this condition that can result in blindness.
- The last word on breast health for women with disabilities.**
 The Women First project helps WIND raise awareness of breast health among women with disabilities, health care providers and related individuals. Three thousand copies of a breast health guide are being disseminated to health care providers, disability-related organizations and libraries across Wyoming and the nation.
- Greater access, more opportunity for recreation.**
 WIND's Sports and Outdoor Assistive Recreation (SOAR) program worked with many Wyoming towns and businesses to enhance their abilities to offer recreational experiences for children and adults with disabilities.
- Assistive technology programs that inform, train, even provide financing options.**
 WIND's Wyoming New Options in Technology (WYNOT) Program has been providing assistive technology training and information to consumers, families, providers, educators, agencies and others for nine years. This program also helps to provide assistive technology assessments for Wyoming's Native American children with disabilities and collaborates with a bank and other agencies to offer no-interest assistive technology loans.
- An employment video so effective, it will help Iraq rebuild.**
 A WIND employment video, "The Payback: A Commitment to Service," was selected by the U.S. Department of Health and Social Services to be sent to Iraq as an aid for the country's rebuilding. This video encourages employers to provide supported employment opportunities for people with disabilities.
- A coloring book about disabilities to heighten awareness in children.**
 The WIND Consumer Protection Advisory Committee developed and printed a coloring book that received accolades for raising disability awareness among those who can affect statewide, long-term systems change, the children of Wyoming. A second book is now being developed.
- The most comprehensive collection of disability resources in the state.**
 The WIND Resource Library provides access to over 2,000 disability-related materials, with a special focus on developmental disabilities. An on-line catalogue offers resources for lending to any Wyoming citizen, free of charge.
- Providing residents access to the only database of disability resources in Wyoming.**
 WIND's CONNECT Wyoming serves as the primary gateway to human services resources in Wyoming. CONNECT Wyoming contains listings for over 3,400 Wyoming services, making it the most complete database of human services available in the state. It also provides a newsletter, calendar of events and allows users to search in a variety of ways.
- Educating university students through the Disability Studies Program.**
 WIND, through its Disabilities Studies undergraduate minor program and trainee program, facilitates academic and professional development of UW students and professionals. Both programs use an interdisciplinary approach to examine issues related to the interplay of an individual's experience of disability and social expectations and cultural definitions of disability.

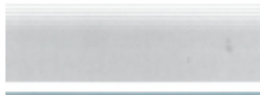


Wyoming Institute for Disabilities, 2009

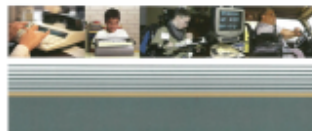
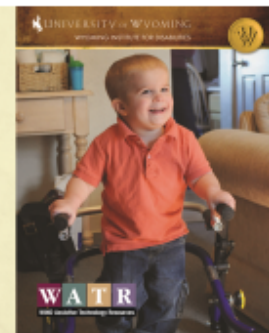


Wyoming Institute for Disabilities' AT Act project brochures after 2004

WYOMING INSTITUTE FOR DISABILITIES



WYOMING INSTITUTE FOR DISABILITIES



Wyoming Institute for Disabilities branding, 2010 – 2014



Wyoming Institute for Disabilities, 2014 – 20th Anniversary




Vanderbilt Kennedy Center, project brochure 1988

RESEARCH PROGRESS

John F. Kennedy Center

*for Research on Education and Human Development
George Peabody College, Vanderbilt University
August 1988*



The New Morbidity and the Prevention of Mental Retardation

The "new morbidity" encompasses an array of behavioral, health, and school problems affecting a growing number of the nation's children and is strongly influenced by environmental and social factors, especially poverty. It is a focal concern of Kennedy Center Director Alfred A. Baumeister*, who has addressed this topic in numerous academic and public policy forums, including testimony before the Congress and the President's Committee on Mental Retardation. The new morbidity was the subject of Dr. Baumeister's January 1988 presentation in the Kennedy Center's Research Colloquia on Human Development; portions of those remarks follow.

Much of my effort has been devoted to research and treatment of children and adults affected by various types of handicaps, particularly mental retardation. The range of scientific, clinical, social, and conceptual problems thus encountered has been enormous—an experience shared by many. The complexity of these problems complicates our efforts to address them and necessitate a comprehensive approach to the problem of developmental disabilities. Ultimately, we must view the future in terms of prevention, not cure.

As one testifies before Congress over the years, consults with federal and state policy makers, and observes firsthand the enduring disabilities that people experience, one comes to understand that science and technology are embedded in an overriding constellation of factors that generate and moderate public policies. As a scientific

culture, we purport to seek truth, but revelation of truth depends ultimately on moral, not scientific tests, emerging from confrontation of values. Those who wish to change the course of events must be cognizant of these values.

While prevention of mental retardation is not new, there has been more rhetoric than action. The President's Committee on Mental Retardation set a national goal to reduce incidence in half by the year 2000. A second objective is to reduce the incidence of mental retardation associated with "social disadvantage" to the lowest possible level by the end of the century. Several commentators have questioned whether these goals are realistic, due to lack of scientific and technical knowledge, vague understanding of incidence and prevalence, and scarcity of resources to implement effective public policies. While these observations may be valid, more fundamental moral issues lie at the heart of our collective social inability to respond to the call for prevention. The history of mental retardation in the U. S. reveals that progress, scientific and social, has pursued a wavelike, erratic course, rather than a continuous linear course of accumulation of knowledge. Public policies are driven primarily by prevailing social, political, and economic climates and values. Progress has been made in some areas while ground has been lost in others. In a recent review of state developmental disabilities plans for prevention initiatives, I found that budget cuts have forced many states to reduce services and to become crisis-oriented with respect to implementing services. Money and planning for large-scale prevention efforts are not available, a fact reflected in practically every state developmental disability plan. Less than 2% of our

*Professor of Psychology and Special Education, Vanderbilt University.

Vanderbilt Kennedy Center, 1996 – 30th Anniversary (annual report)





Solving the Mysteries of Development

John F. Kennedy Center for
Research on Human Development
Peabody College, Vanderbilt University

1965 – 1996

Three decades of discovering solutions to the challenges of disability

Vanderbilt Kennedy Center for Excellence in Developmental Disabilities branding, 2011 – 2014



VANDERBILT KENNEDY CENTER
FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES