



THE UNIVERSITY OF  
**MAINE**

**Center for Community Inclusion  
and Disability Studies**

*University Center for Excellence in Developmental Disabilities*

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**CCIDS 2013-2018 Goals and Objectives  
Year Four (2016-2017) Progress Report  
July 1, 2016 – June 30, 2017**

*Selected Highlights — Prepared for the CCIDS Community Advisory Committee*

**CCIDS' Major Accomplishments During Fiscal Year 2017 (FY 2017):**

- Successfully met all interdisciplinary teaching, research, community engagement, and information dissemination requirements as Maine's University Center for Excellence in Developmental Disabilities (UCEDD). FY 2017 represented our **25<sup>th</sup> year of continuous federal competitive core funding**.
- Awarded **\$1,779,835** in extramural funding.
- Administered more than **11 projects and initiatives**.
- Provided **competitive scholarships to six graduate students** from four academic disciplines training to be leaders in the area of maternal and child health and neurodevelopmental disabilities, including autism spectrum disorder.
- Supported teaching, research and community engagement activities for an **interdisciplinary team of 14 faculty and staff** through a diverse portfolio of grants and contracts.
- Enrolled **79 undergraduate** and **20 graduate students** representing 14 academic disciplines in interdisciplinary disability-related courses.
- [Note: Although FY 2017 data are not yet complete for other activities, the following FY 2016 data are a reliable estimate for FY 2017.] Conducted community-engaged research, professional development, consultation, and technical assistance for at least **2,708 participants** and disseminated scholarly and community resources and information to more than **20,548 people**, including individuals with disabilities and their families, and the practitioners, professionals and communities that serve them in Maine and beyond.

## Goal 1: Interdisciplinary Education

### 1.1 Provide University of Maine faculty with information and resources.

**CCIDS Website and Social Media Platforms:** CCIDS regularly shares resources and information about its work via the [CCIDS website](#) and social media platforms ([Facebook](#) and [Twitter](#)).

[CCIDS published a company page on LinkedIn](#), to help build awareness of the organization on a social media platform geared to business and nonprofits.

[CCIDS created an Instagram page](#) to increase outreach to a younger audience (18-29 year-olds) and share images or short videos “live” from events and conferences (and) compelling images from CCIDS projects and initiatives.

[CCIDS online collection in DigitalCommons@UMaine](#). DigitalCommons is a digital repository administered through UMaine’s Fogler Library. It provides online access to the scholarly, educational, and creative works of the UMaine community and increases discoverability in Google web searches. During Year 4, Digital Commons recorded a total of **412 downloads** (distributed **among 39 CCIDS publications**). International downloads were recorded from Canada, France, Spain, United Kingdom, Ireland, Japan and Malaysia, among others.

**Interdisciplinary Disability Studies Course Recruitment.** During FY 2017, information about the [Graduate Certificate in Interdisciplinary Disability Studies](#) and course recruitment flyers for DIS 530 (Fall 2016), DIS 520 (Spring 2017) and DIS 500 (Summer 2017) respectively, were sent directly to 60 UMaine graduate coordinators across several academic disciplines.

[NH-ME LEND Trainee Recruitment for 2017-2018](#): During Q3, CCIDS created and launched a NH-ME LEND trainee recruiting campaign via Constant Contact. Recruitment materials were also distributed to contacts in numerous UMaine Departments (Social Work, Communication Sciences and Disorders, Psychology, Graduate School, Student Life and Psychology).

### 1.2 Continue to offer undergraduate and graduate courses in Disability Studies.

Course enrollments for **Fall 2016**: DIS 300 = 19; DIS 400 = 20; and DIS 530 = 10.  
Course enrollments for **Spring 2017**: DIS 300 = 21; DIS 450 = 23; and DIS 520 = 9.  
Course enrollments for **Summer 2017**: DIS 300 = 16; and DIS 500 = 15.

During Year 4, [17 undergraduate students from 6 academic disciplines completed the 24-credit minor in Interdisciplinary Studies](#). Fourteen additional students are currently enrolled in the minor. One graduate student completed the requirements for the [Graduate Specialization in Interdisciplinary Disability Studies](#) in conjunction with the requirements for a Master of Arts in Interdisciplinary Studies.

### 1.3 Continue to provide interdisciplinary Leadership Education in Neurodevelopmental Disabilities (LEND) graduate study for NH-ME LEND.

[Six University of Maine trainees](#) and 17 University of New Hampshire trainees (for a total cohort of 23) completed the 2016-2017 [NH-ME LEND Program](#) in May 2017. The UMaine trainees represented four academic disciplines: Communication Sciences and Disorders (2); Social Work (2); Psychology (1); and Education (1).

[NH-ME LEND Seminar on History of Disability](#): During Q1, CCIDS Community Advisory Committee Members (Preble and Olmstead) were invited to speak about their lived history of disability with UMaine trainees and faculty in the New Hampshire-Maine Leadership Education in Neurodevelopmental and Related Disabilities (NH-ME LEND).

During Q3, the NH-ME LEND trainees developed a policy brief on the implications of block grants or per capita caps on Medicaid; [participated in the 2017 Disability Policy Seminar in Washington, DC](#); and presented the policy brief to the congressional delegations in Maine and NH. UMaine trainees and faculty (Kurtz and Russell) met with legislative staff from Senators Collins and King, Congresswoman Pingree, and Congressman Poliquin.

During Q4, the [six UMaine trainees presented their capstone posters at the University of Maine 2017 Student Symposium: Research and Creative Activity](#) at the Cross Insurance Center in Bangor.

[The NH-ME LEND Program was selected to participate in the 2017 Diversity & Health Equity Peer Learning Collaborative](#), supported by the Maternal and Child Health (MCH) Bureau, Division of MCH Workforce Development. Through participation in the 2017 Collaborative, the NH-ME LEND will develop and implement new recruitment strategies to increase the numbers of racially and ethnically diverse long-term LEND trainees at the University of New Hampshire (UNH) and the University of Maine (UMaine). Core members of the NH-ME LEND team include Betsy Humphreys, Susan Russell, and Alan Kurtz.

[Recruitment for 6 trainees from Maine for the 2017-2018 cohort](#) is well underway. Three graduate students from Communications Sciences and Disorders have been interviewed and accepted. We expect to have the cohort finalized and accepted by July 1, 2017.

#### **1.4 Develop and implement educational opportunities for Maine physicians and related community health providers.**

A NH-ME LEND trainee, under the supervision of Alan Kurtz, collaborated with the Maine Developmental Disabilities Council on a leadership placement to identify needs of pediatricians related to the transition of children with special healthcare needs from pediatric to adult healthcare.

The NH-ME LEND Program was a co-sponsor for a two-day conference on [Positive Behavioral Interventions and Supports \(PBIS\) for Children and Youth with Neurodevelopmental Disabilities](#) on May 15, 2017. The one-day conference included two keynote presentations by [George Sugai, PhD](#). Sugai is currently co-director of the National Center on Positive Behavioral Interventions and Supports.

#### **1.5 Expand postsecondary opportunities for individuals with disabilities.**

## Goal 2: Community Outreach

### 2.1 Provide leadership development and support to self-advocates in ME.

[National Voter Registration Social Media Campaign](#). During Q1, AUCD and UCEDD/LEND members of the AUCD Communications SIG (of which CCIDS is a member) developed and executed a national non-partisan social media campaign to drive voter registration among individuals with disabilities. Social media posts used the hashtag [#pwdreg2vote](#) which generated 1,213 tweets by 239 contributors resulting in nearly 6 million timeline deliveries.

**North East Advocates Together (NEAT) Peer-to-Peer Connections TA Project Webinars.** During Q1, NEAT [hosted a series of three webinars](#) with Andy Robinson, a consultant, author and trainer in community-based fundraising for nonprofits. Federal funding for the 3-year NEAT project ended on September 30, 2016. This 6-state coalition of self-advocacy organizations (ME, MA, NH, NY, RI and VT) pre-dates (by two decades) the recently concluded AIDD-funded project of the same name and continues to meet monthly by videoconference. Additionally during Q1, Self-Advocates Becoming Empowered (SABE) was [awarded funding from the Administration for Community Living](#) to establish the first National Resource Center for Self Advocacy (NRCSA).

During Q1, Janet May provided technical assistance to a former NH LEND trainee on the design and implementation of a community-based horticulture/small business project for elder master gardeners/teachers and youth/young adults with intellectual and developmental disabilities in the Waterville area.

[Speaking Up for Us](#). During Q1, CCIDS contributed financial support for the September 2016 SUFU Statewide Conference.

### 2.2 Support a leadership institute for self-advocates, including youth and family members.

### 2.3 Establish a Disability Leadership Academy for state policymakers and community and state agency professionals.

### 2.4 Provide technical assistance and training to increase the availability of high quality, inclusive early care and education including childcare.

Linda Labas, Jennifer Maeverde and Marnie Morneault delivered the following core knowledge trainings online as part of the [Maine Inclusion Credential](#):

**Foundations of Inclusion – Relevant Laws – Featuring the ADA** (6 hrs.)  
July 2016 – 15 participants. November 2016 – 13 participants.

**Foundations of Universal Design and Individualizing** (12 hrs.)  
November 2016 – 16 participants.

**Positive Supports and Challenging Behaviors** (15 hrs.)  
September 2016 - 16 participants. November 2016 – 15 participants.

**Collaborating with Families and Professionals (12 hrs.)**

October 2016 – 12 participants.

**Inclusive Child Care Curriculum (30 hrs.)**

December 2016 – 13 participants.

**Creating Inclusive Youth Development Settings (30 hrs.)**

September 2016 – 14 participants.

**Positive Supports and Challenging Behaviors (15 hrs.)**

January-February 2017– 15 participants.

During this period, the [Maine Inclusion Credential curricula](#) was revised by CCIDS staff based on the credential and training evaluations and the need to align competencies. Because of the high demand for Positive Supports, plans are underway to offer this training monthly.

Linda Labas, Marnie Morneault and Jennifer Maeverde continued to provide ongoing technical assistance (TA) to the [Maine Roads to Quality \(MRTQ\) Professional Development Network \(PDN\)](#) contracted consultants and Community of Practice (CoP) facilitators by posting current resources, PDN updates and facilitating peer-to-peer exchange through the newly created Technical Assistance Hub on a Moodle [open source learning] platform.

Linda Labas is revising and updating the expanded *Foundations of Relationship-Based Technical Assistance (RBTA)* training, incorporating current research and best practice and the new technical assistance competencies for Maine's early childhood workforce. The RBTA training will be completed by June 2017.

[Maine Inclusion Credential](#): Four professionals (applicants) are nearing completion of this new credential designed to help practitioners build skills, knowledge, resources, and attitudes to promote quality, inclusive practices in their programs. Marnie Morneault and Jennifer Maeverde provide technical assistance to the credential applicants and have the lead roles in organizing/assigning the credential process activities. Linda Labas served as the lead for the onsite observations and portfolio review process.

[Maine Inclusion Warm Line](#): Linda Labas served as the coordinator for the development and implementation of the Maine Inclusion Warm Line. The Inclusion Warm Line team consists of Marnie Morneault, Jennifer Maeverde, the MRTQ TA Manager and MRTQ Health Coordinator as back-up resource people. During Year 4, the Inclusion Warm Line team responded to 33 requests:

- (14) from Center-based child care providers, (14) from family child care providers, (2) from parents, (2) from Head Start, and (1) from a Project Coordinator at Maine Medical Center.
- (11) were email requests; (20) telephonic; and (2) in-person/office visits.
- (13) requests generated a referral for a higher level of technical assistance (TA).
- Average staff time spent on individual requests = 44 minutes

Under contract with Maine DHHS, CCIDS operates the [www.childcarechoices.me](http://www.childcarechoices.me) search tool for Maine parents to find childcare and assess its quality. In the 12 months ending 5/15/2017, 16,839 unique users accessed the website a total of 27,513 times. 70% of sessions with childcarechoices.me were located in Maine. The system is integrated with Maine's childcare quality rating and improvement system, which CCIDS also operates under contract with Maine DHHS.

In collaboration with [Disability Rights Maine](#), Marnie Morneault continued to provide technical assistance to schools in the areas of inclusive education, special education rights, positive supports and accessing school and community resources. During Year 4, Morneault provided technical assistance to 8 individual programs (some involving multiple classrooms).

Through a contract with the [Kennebec Valley Community Action Program](#) (KVCAP), Linda Labas served as lead editor for the development of two publications: *Technical Assistance Competencies for Maine's Early Childhood Workforce* (2017); and *Technical Assistance Competencies for Maine's Early Childhood Workforce – Self-Assessment Checklist* (2017). These competencies were created in collaboration with KVCAP, [Educare Central Maine](#), and [Maine Roads to Quality Professional Development Network](#) (MRTQ PDN). Other key stakeholders were the Maine Department of Education, Child Development Services and Head Start. A formal rollout of both publications for over 100 stakeholders is scheduled for June 22, 2017.

Linda Labas, Alan Cobo-Lewis and Jennifer Maeverde attended the Maine Children's Growth Council Social and Emotional Learning and Development (SELD) ad hoc committee meetings and provided feedback on the Maine SELD Policy Brief and final SELDS Policy Recommendations to the Education Committee of Maine Legislature.

## **2.5 Provide technical assistance to improve home and community-based (HCBS) waiver services and supports, family/person-centered planning, and reduce or eliminate wait lists.**

A NH-ME LEND trainee, under the supervision of Alan Kurtz, collaborated with DHHS Office of Aging and Disability Services on a leadership placement to develop training for Clinical Review Teams for Section 21 Home and Community Based Waiver.

A NH-ME LEND trainee, under the supervision of Alan Kurtz, collaborated with CCIDS on a leadership placement to develop and pilot test an instrument for assessing the quality of person-centered planning in Maine. Results will be used to develop training for case managers of persons with developmental disabilities.

Janet May continued to participate in the [Piscataquis Thriving in Place \(TiP\)](#) project, including efforts to introduce the use of person-centered planning to senior citizens involved in the project. The current work is focused on sustainability as this is the third and final year of this [Maine Health Access Foundation](#) (MEHAF) funded project.

In Q2, discussions began with a Downeast area family-led community organization about developing a plan to assess the quality of person-centered planning and overall quality of life for individuals they support.



## **2.6 Provide training and technical assistance on health and wellness.**

**Volunteer Scribes/Legacy Storytellers:** During Q1 and Q2, CCIDS collaborated with the Maine Chapter of the Alzheimer's Association and the Eastern Area Agency on Aging to bring the [Volunteer Scribes Program to the University of Maine](#). Volunteer Scribes interview individuals with early stage Alzheimer's or related dementias and write their life stories, helping to preserve cherished memories for generations to come. University of Maine students who serve as Volunteer Scribes perform an important service for those living with dementia and also gain invaluable insight into Alzheimer's disease, especially in the early stages of this diagnosis. Near the end of Q2, the Volunteer Scribes program [name changed to Legacy Storytellers and the program is being incorporated into UMaine's CHF 434: Adult Development and Aging class offered each spring with Ian Cameron](#). During Q3 and Q4, 11 undergraduate student volunteers received course credit for their work with individuals living with dementia or Alzheimer's disease residing at Orono Commons. Bonnie Robinson continued in her role as a session facilitator.

During Q4, CCIDS was a vendor at the [inaugural SAGE Maine \(LGBT\) Symposium on Aging](#) and featured resources about [the Afari™ adaptive mobility and fitness device](#) and [inclusive congregational and spiritual supports](#).

Linda Labas continued to serve as a member of the [Let's Go!](#) childhood obesity prevention program at the Barbara Bush Children's Hospital at Maine Medical Center, providing technical assistance to the Project Director related to the expansion of the [new I/DD Toolkit](#), and consulting about the training of regional coordinators.

The [MRTQ PDN Inclusion Warm Line](#) responds to requests for information and resources related to special health care needs and inclusion; medication management; nutrition; physical activity and inclusion (see additional information in 2.4).

## **2.7 Provide training and technical assistance on best practices in the areas of education, person/family-centered planning, positive supports, autism, housing and employment.**

During Q1, CCIDS became one of eight remote sites (via Zoom) for the [Maine Coalition for Housing and Quality Services](#) monthly meetings.

Janet May is a member of [Employment First Maine](#) (EFM) coalition and co-chair of transition work group. Activities over the summer included finalization of work group recommendations in preparation for development of the [EFM Coalition Final Report](#).

Through a collaboration with [Mount Desert Island Biological Lab](#) and [Maine EPSCOR](#), Janet May developed a summer work-based internship, The Green Crab Project. Middle and high school students from coastal towns in Hancock County were recruited to participate in scientific survey work for the study of the invasive green crab. Students received training and participated in the survey work on five Saturdays between June and September. As student interns, they received a stipend for their work at the end of the summer through Maine EPSCOR's workforce development initiative.

Janet is also working on the following collaborations:

- with [SEANET](#) to create a summer program to engage students with disabilities in aspects of aquaculture.
- with the Island Institute, the Friends of Penobscot Bay and SEANET to develop a project to study the effects of micro plastics on marine life.

[Summer Work for ME](#). Janet May coordinated Year 2 of this career exploration/work development project for six Maine high school students. The project is a collaboration among CCIDS, the Maine Developmental Disabilities Council, MDOL- Vocational Rehabilitation, KFI and Eastern Maine Community College. Students participated in a 6-week paid career exploration/work experience, working Monday through Thursday from 8am-noon with a skill-building workshop from 8:30-11:30am on Fridays. A Summer Work for ME project for Year 3 (Summer 2017) will involve six area high school students from three Bangor area high schools.

Janet May continued to serve on the [Board of the Maine Association of People Supporting Employment First](#) (APSE) and participate in monthly meetings.

Janet May is participating on the DHHS Interagency Youth in Transition (YIT) group that meets monthly in Augusta.

Janet May, Susan Russell and Alan Cobo-Lewis met with Chris Delenick, Independent Living Specialist, Alpha One, to share information and discuss opportunities for collaboration.

Janet May and Bonnie Robinson are serving as disability representatives in the [Maine Department of Transportation Crosswalks and Sidewalks](#) pedestrian safety-training program.

Alan Kurtz provided training on person-centered planning to the [Wyoming Institute for Disabilities/UCEDD](#).

CCIDS participates actively as a member of [Maine's Developmental Disabilities Network](#) (DD Network), composed of [CCIDS](#), [Disability Rights Maine](#), and the [Maine Developmental Disabilities Council](#)—all three organizations funded and authorized by the DD Act. Focal activities of the DD Network during FY 2017 were (1) use of restraint and seclusion in schools and psychiatric units and (2) supported decision-making.

[Maine Developmental Disabilities Council Inclusion Awards](#): During **Q3**, CCIDS was again invited to serve on a review panel for the MDDC annual essay contest for Maine high school students in the 11<sup>th</sup> or 12<sup>th</sup> grade on the topic of “full inclusion of individuals with developmental disabilities in all aspects of community life.” The monetary awards recognize schools, teachers and students who demonstrate an exceptional concept of a world in which all people are valued members of the community.

Diane Jackson, Ed.D. (UMaine Special Education) incorporated two Kurtz, May, et al., research articles, [Outcomes of a Family-Centered Transition Process for Students with Autism Spectrum Disorders](#), and [Person-Centered Planning for Transition-Aged Youth with Autism Spectrum Disorders](#), into her online classes.



**2.8 Provide technical assistance in the use of universally designed and assistive technology.**

[Maine CITE Assistive Technology \(AT\) Consortia](#) - As a member of the AT Consortia, CCIDS is committed to helping Maine citizens with disabilities increase access to and acquisition of AT when needed to participate in education, community living, employment and information technology/telecommunications. Members of the AT Consortia met quarterly. During Q3, Ryan Beaumont of Mobility Technologies conducted [a hands-on demonstration of Afari™](#) an adaptive mobility and fitness device, for members of the AT Consortia.

During Q3, Janet May shared resources about universal design at a statewide Department of Labor Listening Session for Career Center staff.

During Q4, Marnie Morneault and Jennifer Maeverde will deliver two sessions of their workshop, *Universal Design: A Method for Inclusion of All Children*, at the New England Early Intervention Conference in Portland, ME.

**2.9 Provide training for self-advocates in the areas of literacy, computer literacy and social networking.**

**North East Advocates Together (NEAT) Peer-to-Peer TA Project** has compiled an [online repository of resources](#) for self-advocates in the areas of advocacy/sharing your story; blogging; social media; and videos on their website.

Ann Zielinski provided computer and technology support to CAC Co-chair Maryann Preble.

**2.10 Provide technical assistance and resources to clergy, laity, congregations and service providers on inclusive spiritual supports.**

[Collaborative on Faith and Disability](#): CCIDS is one of 19 UCEDDs serving as partners in this Collaborative. Activities include developing and providing coordinated training, technical assistance, research, and product development in the area of inclusive spiritual and congregational supports to people with disabilities and their families, local seminaries and divinity schools, university programs, clergy, congregations and service providers. During Q1, Collaborative members shared resources through the AUCD Spirituality and Faith SIG and the Religion and Spirituality Division of AAIDD. During the AUCD Annual Conference in Q2, the Collaborative planned for a series of webinars for 2017, and the publication of at least one white paper. CCIDS and the Vanderbilt Kennedy Center will take the lead on the white paper on a topic to be determined. During Q3 and Q4 CCIDS disseminated hard copies of [Putting Faith to Work](#) (Kessler Foundation funded demonstration model for congregations and communities to connect job seekers with disabilities to meaningful employment).

CCIDS routinely includes quality UCEDD network resources on inclusive congregational and spiritual supports as part of its dissemination plan.

### Goal 3: Research, Evaluation and Policy Analysis

#### 3.1 Develop applied research agendas in the areas of early childhood, health/wellness, inclusion, and autism.

Alan Kurtz submitted 2 grant proposals: (1) A collaboration with a faculty member at the [Virtual Environment and Multimodal Interaction \(VEMI\) Laboratory](#) on a University of Maine seed grant to examine the use of virtual reality and other digital technologies as a means to enhance the lives of individuals with intellectual and developmental disabilities. The goal of the proposed research is to study the effects of using digitally-designed characters whose behavior is temporally synchronized with that of a child with autism spectrum disorder (ASD) on the child's engagement and imitation. (2) A National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) proposal to test the effectiveness of a pilot program designed to promote community inclusion by providing instruction and support related to [Supported Decision-Making](#).

CCIDS faculty (Dr. Cobo-Lewis) serve as local evaluator for [Educare Central Maine](#), a high-quality program for children birth until kindergarten who are at risk for later school failure. Educare Central Maine also serves as the public pre-school for the Waterville school district (AOS 92). Dr. Cobo-Lewis is also engaged with several public schools in Maine in a study following Educare graduates into elementary school and is engaged in Somerset County in evaluating a program expanding the data-driven Educare model "beyond the walls" into other child care programs.

CCIDS faculty (Dr. Liz DePoy and Dr. Stephen Gilson), in collaboration with Dr. Vince Caccese (Mechanical Engineering) and Dr. Ryan Beaumont of the R.M. Beaumont Corporation in Brunswick, received funding from Maine Technology Institute to plan for submission of a Phase 2 Small Business Technology Transfer (STTR) grant to the National Institutes of Health (NIH) to support research and continued development and commercialization planning for a state of the art, three-wheeled ambulatory device for people who want or need balance to safely participate in outdoor walking, jogging or running.

Drs. DePoy and Gilson are partnering with Dr. Caccese on the commercialization of aesthetically pleasing hip protection garments/undergarments for elders at risk for falling. A [UMS Research Reinvestment Seed Grant](#) for this work **has been awarded**, and a Phase 1 Small Business Technology Transfer (STTR) application to the National Institutes of Health (NIH) is currently pending.

Drs. DePoy, Gilson, and Caccese collaborated with Dr. Lenard Kaye of the [UMaine Center on Aging](#) in a **successful** [UMS Research Reinvestment Seed Grant](#) funding for Eco-Sno, an aesthetically designed, modular, adaptive winter fitness support device for the growing number of elders who need and/or want standing support equipment to participate in outdoor winter recreation and fitness, potentially impacting Maine's cold weather sports industry, which directly generates over \$300M/year.

Dr. Cobo-Lewis is partnering with a local software firm ([Trefoil Corp](#)) to complete a computerized adaptive app to assess infant-toddler communicative development.

Previous work on this project was funded by Phase 1 and Phase 2 Small Business Innovation and Research (SBIR) funding from the National Institutes of Health (NIH).

Dr. Cobo-Lewis applied for [UMS Research Reinvestment Seed Grant](#) funding to pilot an app and develop a scoring algorithm for predicting risk and time-course for onset of dementia in adults with developmental and/or intellectual disabilities, with the intention of leveraging any successful application in a subsequent grant application.

Drs. DePoy, Gilson, and Cobo-Lewis are partners with the UMaine Center on Aging on an EPSCoR pre-proposal on Advancing Smart Support Systems for Vulnerable Populations.

**3.2 Conduct an assessment of the community housing needs of children and adults with disabilities who reside in nursing homes or other congregate care facilities and prepare a report with recommendations for policymaker.**

**3.3 Survey the accessibility of Maine playgrounds and recreational programs.**

**3.4 Conduct focus groups of self-advocates on transportation barriers and identify possible community solutions.**

**2016 Maine Department of Transportation (MDOT) Region 3 Transportation Workshop.** During Q2, CCIDS was among 30 invited stakeholders (included MDOT, the city of Bangor, fixed route and paratransit providers, state agencies, service providers, individuals with disabilities, and aging and disability advocacy organizations) to discuss transportation issues and challenges for citizens in Penobscot and Piscataquis Counties (in particular, vulnerable populations such as seniors, low-income, individuals with disabilities and veterans).

**Goal 4: Creating and Sharing Important Information About the Needs of People with Disabilities**

**4.1 Write one policy brief and/or provide testimony each year and share with policymakers.**

The 2016-2017 NH-ME LEND trainee cohort produced a policy brief on the implications of block grants or per capita caps on Medicaid, *Medicaid and Children with Special Healthcare Needs*, to share with the NH and ME congressional delegations on Capitol Hill during the 2017 Disability Policy Seminar.

**Policy analysis** provides a means for the work of CCIDS and partners to engage in systemic change at the state and national levels. Policy analysis on disability issues during FY 2017 included the following:

- *Eliminating/regulating the use of restraint and seclusion in schools and psychiatric units.* CCIDS analyzed data from Maine Department of Education on use of restraint and seclusion in Maine schools and data from The Joint Commission on use of restraint and seclusion in Maine psychiatric units and provided input on compliance with state regulation and law on these issues.

- *Alternatives to guardianship for individuals with IDD.* Maine works with Disability Rights Maine on alternatives to guardianship.
- *Legislation on implementation of the ABLE Act.* The ABLE Act is a federal law that builds on 529 college savings plans so families can have a tax-deferred savings vehicle to save for needs of people with disabilities. Full implementation requires state action. CCIDS is working with Maine Developmental Disabilities Council, which has engaged the Maine state treasurer in exploring Maine's participation. In an innovative promotion of independence for people with significant disabilities, Maine is poised to use the ABLE Act in a first-in-the-nation initiative to promote retail banking for this population.
- *Home and Community-Based Services (HCBS) waivers for persons with autism or intellectual disabilities.* CCIDS personnel analyzed potential impact of proposed changes to state agency rules affecting adults with autism or intellectual disabilities who receive HCBS through MaineCare Sections 21 or 29. Through HCBS, one can live in one's own home or in another home in the community, thus avoiding or delaying institutional services. The Legislature and the Executive have targeted elimination of Section 21's wait list. Extensive attention has been paid by government, citizens, and press.
- *Medicaid.* CCIDS faculty analyzed potential impact of federal changes to Medicaid on children and adults with developmental disabilities.

#### 4.2 Share results of our work at professional meetings and conferences.

- Bruder, M., Johnson, J., Labas, L. & Morris, S. (2016, September 7). [Early childhood workforce development \[Webinar\]](https://www.youtube.com/watch?v=6s9eNzYT4U0&feature=youtu.be). In *Departments of Health and Human Services and AUCD's Early Intervention/Early Childhood Special Interest Group series*. Retrieved from <https://www.youtube.com/watch?v=6s9eNzYT4U0&feature=youtu.be>
- Carter, E., Horne, S., Gaventa, B., Moody, E., Eppelsheimer, R., Roach, A., . . . Kleinert, H. (2016, December). [Collaborative on faith and disability: A network of UCEDDs building capacity and vision among faith communities, seminaries, and disability organizations](#). Peer-reviewed poster presentation at the 2016 Association of University Centers on Disabilities (AUCD) Conference, Washington, DC.
- Cobo-Lewis, A., Mason, C., & Dean, A. (2017, March). *What shape is the relationship between child outcomes and classroom assessment scoring system?* Peer-reviewed poster presentation at the Child Care and Early Education Policy Research Consortium (CCEPRC) 2017 Annual Meeting, Washington, DC.
- Cobo-Lewis, A. B., Meadow, C., Markowsky, G., Pearson, B. Z., Collier, S. A., & Eilers, R. E. (2016, December). [Computerized adaptive assessment of infant-toddler language development: Demonstration and validation of an app for screening](#). Peer-reviewed poster presentation at the 2016 Association of University Centers on Disabilities (AUCD) Conference, Washington, DC.
- DePoy, E. & Gilson, S. (2016, November). *Branding and designing disability*. Designable 2016, London, United Kingdom.

- DIS 300 - Interaction of Human Diversity and Global Environments (class). (2017, April). *Flippin' our brains: Disability benefits everyone*. Research poster presentation at the University of Maine Student Symposium: Research and Creative Activity, Bangor, ME.
- DIS 450 - Disability: Population-Environment Diversity (class). (2017, April). *Disability imagery: A bastion of social change*. Research poster presentation at the University of Maine Student Symposium: Research and Creative Activity, Bangor, ME.
- Duncanson, H. (2017, April). *Reaching local community with the message of developmental milestones and early identification of autism*. Research poster presentation at the University of Maine Student Symposium: Research and Creative Activity, Bangor, ME.
- Geer, M. (2017, April). *DHHS clinical review team formation*. Research poster presentation at the University of Maine Student Symposium: Research and Creative Activity, Bangor, ME.
- Gilson, S. F. & DePoy, E. (2016, December). [Co-Design: A contemporary path to innovation and entrepreneurship for people with disabilities](#). Peer-reviewed poster presentation at the 2016 Association of University Centers on Disabilities (AUCD) Conference, Washington, DC.
- Grant, J. (2017, April). *Services for Maine families: Expansion of Maine Coalition for Housing and Quality Services timeline*. Research poster presentation at the University of Maine Student Symposium: Research and Creative Activity, Bangor, ME.
- Humphreys, E., Sonnenmeier, R., Russell, S., Kurtz, A., & Couse, L. (2016, December). [NH LEND Program analyses of the Maternal and Child Health leadership competencies self-assessment over five cohort years](#). Peer-reviewed poster presentation at the 2016 Association of University Centers on Disabilities (AUCD) Conference, Washington, DC.
- Kurtz, A., & May, J. (2016, November). *Family-centered transition planning for youth with autism spectrum disorder*. Peer-reviewed presentation and facilitated discussion at OCALICON 2016 (Ohio Center for Autism and Low Incidence Conference), Columbus, OH.
- Labas, L. & Downs, J. (2017, June). *A professional development partnership for inclusion to support Maine's early childhood workforce*. Peer-reviewed presentation at the New England Early Intervention Conference, Portland, ME.
- Labas, L. (2017). Stakeholders rollout session for *Technical assistance competencies for Maine's early childhood workforce*. Maple Hill Farm Inn and Conference Center, Augusta, ME.
- Labas, L. (2017). *Technical assistance competencies for Maine's early childhood workforce*. Presentation for the Maine Children's Growth Council –



Professional Development Alignment Team. Augusta, ME.

Maxwell, H., Morey, M. & Pike, K. (2017, April). *Disability in advertising*. Research poster presentation at the University of Maine Student Symposium: Research and Creative Activity, Bangor, ME.

May, J. (January 2017) Invited subject matter expert for Bureau of Employment Services (BES) Managers' Meeting, Maine Department of Labor, Augusta, ME.

May, J. (2016, December). [Ready for the future: Maine youth with disabilities developing work skills](#). Peer-reviewed poster presentation at the 2016 Association of University Centers on Disabilities (AUCD) Conference, Washington, DC.

Morneault, M. & Maeverde, J. (2017, June). *Universal design: A method for inclusion of all children*. Peer-reviewed presentation at the New England Early Intervention Conference, Portland, ME.

Morneault, M. & Wilcox, J. (2017, May). Panelists – Interdisciplinary Leadership Institute. Durham, NH.

Morneault, M. & Maeverde, J. (2016, October). *Practical strategies when behaviors are challenging*. Concurrent session at the Maine Roads to Quality (MRTQ) Early Care and Education Professional Development Network Symposium 2016: Creative Strategies for Promoting Social and Emotional Development, Newry, ME.

Pierce, M. (2017, April). *Evaluation of the Maine Child Development Services-Part C Improvement Plan*. Research poster presentation at the University of Maine Student Symposium: Research and Creative Activity, Bangor, ME.

Russell, S., Kurtz, A., Humphreys, E. & Sonnenmeier, R. (2016, December). [Navigating distance and technology: Successfully engaging LEND trainees from New Hampshire and Maine in a synchronous online team-based learning environment](#). Peer-reviewed poster presentation at the 2016 Association of University Centers on Disabilities (AUCD) Conference, Washington, DC.

Sigaud, C. (2017, April). *Primary care transition planning for young adults with special needs in Maine: A preliminary survey of pediatric providers*. Research poster presentation at the University of Maine Student Symposium: Research and Creative Activity, Bangor, ME.

Sonnenmeier, R., Humphreys, B., Kurtz, A., & Russell, S. (2016, December). [Improving effective interdisciplinary teamwork using team-based learning within the NH LEND curriculum: Evaluation from year 2](#). Peer-reviewed poster presentation at the 2016 Association of University Centers on Disabilities (AUCD) Conference, Washington, DC.



Stevens. K. (2017, April). *Testing the effectiveness of person-centered planning in Maine adults with developmental disabilities*. Research poster presentation at the University of Maine Student Symposium: Research and Creative Activity, Bangor, ME.

#### **4.3 Write and publish five articles in professional journals each year.**

##### **Journals:**

DePoy, E. & Gilson, S.F. (in press). On the farm in the third chapter of life. *Maine Seniors: For the Prime of Your Life*.

##### **Books:**

DePoy, E., & Gilson, S. F. (2017). *Examined practice: Principles for systematic social work thinking and action*. Thousand Oaks, CA: Sage Publications.

DePoy, E., & Gilson, S. F. (2017). *Social work research and evaluation: Examined practice in action*. Thousand Oaks, CA: Sage.

##### **Chapters:**

DePoy, E. & Gilson, S.F. (in press). Disability. In R. Smolan (Ed.), *The Good Fight: America's Ongoing Struggle for Justice*.

DePoy, E. & Gilson, S.F. (2016). Design, Undesign and Redesign: Eliminating Embodied Inequality, In B. Pirani (Ed.), *Let's Re-Invent an Embodied Sociology*. International Sociology Association.

Gilson, S.F., & DePoy, E. (in press). Disabilities. In S. A. Knapp (Ed.), *Introduction to social work*. Thousand Oaks, CA: Sage.

Gilson, S. (2016). The biological person (pp. 61-88). In E. Hutchison (Ed.), *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed). Thousand Oaks, CA: Sage.

#### **4.4 Share the results of our work each quarter with people with disabilities, family members and community members.**

**CAC Update:** During Year 4, CCIDS disseminated an electronic (and printed) quarterly update to the full Community Advisory Committee and CCIDS leadership team.

#### **4.5 Create and share educational materials related to areas of emphasis.**

Labas, L., Lavalier, & Downs, J. (Eds.). (2017). *Technical assistance competencies for Maine's early childhood workforce: Self-assessment checklist*. Orono: University of Maine Center for Community Inclusion and Disability Studies.

Labas, L., Lavalier, S., Downs, J., & Gallik, P. (Eds.). (2017). *Technical assistance competencies for Maine's early childhood workforce*. Orono: University of Maine Center for Community Inclusion and Disability Studies.

Labas, L. (Ed.). (2016, August). *Maine QRIS inclusive practices checklist*. Orono: University of Maine Center for Community Inclusion and Disability Studies.

University of Southern Maine Muskie School of Public Service. (2016). *High school & beyond: A guide to transition services in Maine*. (J. May, Contributor). Portland, ME: Author.

#### **4.6 Share results of our work with newspapers and other news outlets.**

**AUCD Communications [Special Interest Group](#)**. Formed by the Association of University Centers on Disabilities (AUCD), there are currently 31 active members of this communications special interest group (SIG) from UCEDD and LEND programs nationwide. Members support one another by coordinating and cross-promoting network and individual campaigns and stories, and sharing best practices.

[Developmental Disabilities Awareness Month: Life Side-by-Side](#). During Q3, CCIDS participated in this social media campaign coordinated by the National Association of Councils on Developmental Disabilities (NACDD), the Association of University Centers on Disabilities (AUCD), and National Disability Rights Network (NDRN) to highlight the many ways in which people with and without developmental disabilities come together to form strong, diverse communities.

During Q3, CCIDS participated in two national [#SAVEMedicaid](#) social media campaigns coordinated by the Association of University Centers on Disabilities (AUCD) and the Consortium for Citizens with Disabilities.

#### **CCIDS in the News FY 2017:**

[SEANET Student Interns Gather Data on Invasive Green Crabs](#) (AUCD 360, August 2016)

[Maine UCEDD CAC Members Share Lived History of Disability with LEND Trainees](#) (AUCD 360, October 2016)

[Six Reasons Why You Should Apply to the NH-ME LEND Program](#) (YouTube, February 2017)

[CityLab quotes DePoy in article on commuting with an 'invisible' condition](#) (UMaine News, March 2017)

[NH-ME LEND Selected to Participate in MCH Diversity & Health Equity Peer Learning Collaborative](#) (ITAC Developments, April 2017)

[UMaine students in class on aging share stories of people living with Alzheimer's](#) (UMaine News, May 2017)

[Linda Labas, Early Childhood Coordinator, Recognized for 25 Years of Service](#) (AUCD 360, May 2017)