



THE UNIVERSITY OF  
**MAINE**  
Center for Community Inclusion  
and Disability Studies

*University Center for Excellence in Developmental Disabilities*

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**Year Three (2015-2016) Progress Report  
on CCIDS 2013-2018 Goals and Objectives**

**July 1, 2015 – June 30, 2016**

**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](#)). A [CCIDS Instagram page](#) has been created and will be launched in early July 2016.

**Constant Contact.** During the 1<sup>st</sup> quarter, CCIDS conducted a targeted email marketing campaign to 150 stakeholders, including community college and university faculty, to publicize the Augusta and Orono remote broadcasts of the *16th Annual Chronic Illness and Disability Conference: Transition from Pediatric to Adult-Based Care*.

**[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 3, Digital Commons recorded a total of **462 downloads** (distributed among **36 CCIDS publications**). International downloads were recorded from China, France, Denmark, Indonesia, Australia and New Zealand, among others.

**Interdisciplinary Disability Studies (IDS) Course Recruitment:** During Year 3, accessible recruitment flyers for DIS 530 (Fall 2015); DIS 520 (Spring 2016); DIS 500 (Summer 2016); DIS 550 (Summer 2016); and the Graduate Certificate in Interdisciplinary Disability Studies; were sent directly to 46 UMaine graduate coordinators across several academic disciplines.

**New CCIDS Website:** During the third quarter of Year 3, CCIDS launched a new website with enhanced accessibility features developed by the University of Maine.

**NH ME LEND Trainee Recruitment for 2016-2017:** During the third quarter of Year 3, CCIDS replicated a NH LEND trainee recruiting campaign to reach 121 individuals

via Constant Contact.

**University College Faculty Institute 2016:** During the **third and fourth quarters**, the CCIDS/SUFU publication, [Planning Accessible Meetings and Conferences: A Suggested Checklist and Guide](#) was used to plan the [2016 Faculty Institute](#), where faculty, instructional developers, student services staff, and campus administrators gather to share their experiences and expertise with colleagues around the University of Maine System.

**University of Maine Strategic Communications:** CCIDS attends bi-monthly campus updates with UMaine's Director of Strategic Communications.

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

[Interdisciplinary Disability Studies Minor](#) - Two courses, DIS 300: Interaction of Human Diversity & Global Environment and DIS 400: Disability as Diversity, were offered during the Fall 2015 semester. Course enrollments for these two courses were 44. Two courses, DIS 300 Interaction of Human Diversity & Global Environment and DIS 450 Population-Environment Diversity, were offered in Spring 2016. Course enrollments for these two courses were 45. In Summer 2016, DIS 300 Interaction of Human Diversity & Global Environments was offered. The course enrollment was 14.

[Graduate Specialization in Interdisciplinary Disability Studies](#) - CCIDS offered a specialization in Interdisciplinary Disability Studies at the Master's and Doctoral levels.

[Graduate Certificate in Interdisciplinary Disability Studies](#) – CCIDS offered a progressive four course (12-credit) online graduate-level curriculum in Interdisciplinary Disability Studies.

DIS 530: Disability Policy, was offered in Fall 2015 for graduate students in the Graduate Specialization in IDS and Graduate Certificate in IDS. Five graduate students were enrolled. DIS 520: Advanced Interaction of Human Diversity & Global Environments was offered in Spring 2016 with 6 graduate students enrolled. DIS 500: Contemporary Disability Theory and DIS 550: Research Seminar in Disability Studies were offered in Summer 2016 with total graduate enrollments of 18.

## **1.3 Continue to offer graduate study in early intervention.**

**Early Childhood Opportunities Scholars (EChOS):** The no-cost extension period for EChOS ended on September 30, 2015. During this period, 13 graduate students were enrolled in early intervention courses. The final report was submitted and the project is closed out.

## **1.4 Continue NH LEND graduate program partnership with the University of New Hampshire Institute on Disability.**

[NH LEND Program Partnership with UNH](#) - Five trainees were enrolled in the LEND program for Year 5 of the partnership. Two of the trainees are in the Master's

in Social Work (MSW) Program at UMaine and one of the two is a parent of a child with special health needs. The third trainee has a BS in Communication Sciences and Disorders and will attend graduate school next year. The fourth trainee is a faculty member in Communication Sciences and Disorders at UMaine. The fifth trainee is a Family Navigator at Maine Parent Federation and a parent of a child with a developmental disability.

All LEND trainees completed a 70-hour Leadership in Action (LIA) placement. This year, LEND trainees were placed with the Maine Developmental Disabilities Council, Child Development Services, the Maine Developmental Services Oversight & Advisory Board (MDSOAB), and the Maine Coalition for Housing and Quality Services.

The trainees completed their clinical rotations at Seacoast Child Development Clinic at UNH, and Child Development Services, Eastern Maine Medical Center Developmental Pediatric Clinics, and Edmund N. Ervin Pediatric Clinics in Maine.

**[NH LEND Seminar on History of Disability](#)** – CCIDS Community Advisory Committee Members (Preble and Olmstead) were invited to speak about their life experiences with UMaine trainees and faculty in the New Hampshire Leadership Education in Neurodevelopmental and Related Disabilities (NH LEND) program seminar on the history of disability.

**ME and NH Panel Discusses Leadership Issues and Opportunities with LEND Trainees** - Four seasoned leaders who work on behalf of children and youth with disabilities or special health care needs and their families were participants in a two-state Leadership Panel hosted by the [New Hampshire Leadership Education in Neurodevelopmental and Related Disabilities \(LEND\) Program](#) partnership at UMaine and UNH. Maine panelists Cindy Brown and Cullen Ryan, and New Hampshire panelists Elizabeth Collins and Martha-Jean Madison, discussed leadership issues and opportunities with 23 LEND trainees via videoconference between the two states.

## 1.5 Develop and deliver training for Maine health care providers.

**[Baylor Annual Chronic Illness and Disability Conference](#)**: During Year 3, CCIDS once again served as a host site (Augusta and Orono locations) for the remote broadcast of the *16th Annual Chronic Illness and Disability Conference: Transition from Pediatric to Adult-based Care* co-sponsored by Baylor College of Medicine and Texas Children's Hospital.

NH LEND co-sponsored an autism conference with Barry Prizant, **Uniquely Human: A Different Way to See Autism and Create Pathways to Success**, on June 3, 2016 for physicians, psychologists, pediatricians, behavioral specialists, family members, speech and language pathologists, occupational therapists, physical therapists, and other providers working with people with autism spectrum disorders.

A LEND trainee, under the supervision of Alan Kurtz, worked with Executive Director of the Maine Developmental Disabilities Council and other organizations to develop a pilot healthcare transition planning process for youth with disabilities in Maine.

Alan Kurtz collaborated with the Maine Developmental Disabilities Council to develop a grant proposal for a program designed to improve early identification, access to services, and coordination of healthcare for children with ASD. CCIDS staff developed the evaluation component of the proposal. A core feature of this proposed program is training for medical providers.

## **1.6 Increase higher education opportunities for students with disabilities in Maine.**

Several 2015 Summer Work for ME students (high school seniors this year) are interested in college and at the request of these students/families we are exploring ways to help them get the information they need so that they are making informed decisions.

Alan Kurtz provided information to family members about supporting postsecondary educational opportunities for Maine youth with disabilities at the November 2015 Transition Planning: The Parent's Role "Let's Think Outside of the Box" Conference, Brewer, ME.

Alan Kurtz shared information on postsecondary education opportunities for youth with disabilities with the statewide Youth in Transition Workgroup.

## **Goal 2: Community Outreach**

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

**Speaking Up for Us:** CCIDS continued to support SUFU during Year 3. During the first quarter, CCIDS attended the SUFU Statewide Conference and did the following: 1) assisted MDSOAB and the Volunteer Correspondent Program with administering public feedback surveys on developmental services for adults with I/DD; 2) created and staffed a red-carpet photo booth for conference participants as part of the evening program; and 3) took event photos and a short video of the conference activities. Janet May provided the "Being Involved in Government" training to SUFU members at regional meetings in Lincoln and Brewer, with a training in Portland scheduled for late June 2016.

**MDSOAB 2015 Annual Public Feedback Forums:** In Year 3, CCIDS again partnered with the Maine Developmental Services Oversight & Advisory Board (MDSOAB), Volunteer Correspondent Program, Maine Parent Federation, Speaking Up for Us, Maine Developmental Disabilities Council, and Maine DHHS Office of Aging and Disability Services to plan and facilitate public forums for adults with intellectual and developmental disabilities (I/DD), family members, siblings, guardians, correspondents, friends, advocates and service providers for adults with I/DD to gather feedback on services provided by the Maine DHHS Office of Aging and Disability Services. A 2015-2016 LEND trainee, under the supervision of Alan Kurtz, assisted the MDSOAB with the 2015 public feedback forum planning and survey design and participated in public forums. Beginning in the second quarter, she also assisted the MDSOAB Executive Director with data analysis and preparation of the *2015 Annual Public Feedback Forum Series Final Report*. From September 2015 to December 2015, information was gathered from **151 individuals** who

receive services from Maine DHHS Office of Aging and Disability Services (or who are on the waiting list), **67 family members** and allies, and **149 direct support professionals**, certified case managers, or administrator/other providers.

**NEAT Peer-to-Peer Connections TA Project**: An affiliation of six state self-advocacy organizations and their DD Network allies (ME, MA, NH, NY, RI and VT). CCIDS representative Sandra Horne served as Maine's DD Network ally on the project advisory committee and participates in monthly videoconference calls. NEAT partners hosted (and archived) two webinars: "Do You Like Us? Facebook and Self-Advocacy Organizations;" and "The LGBTQ Community within the Self-Advocacy Movement: Let's Have the Conversation." CCIDS contributed a 2-minute video, "Maine: N.E.A.T. — We're Stronger Together" to NEAT's concurrent session at the AUCD Annual Conference in November 2015. **NEAT APP**: a mobile and web-based application was developed and tested by NEAT during the 2<sup>nd</sup> quarter to 1) provide information about the project; and 2) make it easier for the six self-advocacy organizations to report technical assistance activities from their respective state plans. During the third and fourth quarters of Year 3, project activities included the following: the Maine state team met in Orono to conduct a state needs and strengths assessment; NEAT partners shared one resource, Tips and Tools for an Inclusive Work Place; hosted two power lunches: [Using Videos in Self-Advocacy](#) and *Using Google! Tips and Tools for Self-Advocacy*; and the project convened its final six-state technical assistance retreat in Concord, NH on May 16-18, 2016 with **20 adults with disabilities, 8 professionals, 3 caregivers** and **Katherine Cargill-Willis**, Program Officer from the U.S. DHHS Administration for Community Living, in attendance.

**Maine Supported Decision-Making Coalition** - Disability Rights Maine (DRM) was awarded funding from the [National Resource Center for Supported Decision-Making](#) to establish a Supported Decision-Making Coalition in Maine. CCIDS is one of several partners in the Coalition supporting DRM's efforts to offer training and education about this alternative to guardianship. Alan Kurtz is representing CCIDS on the Coalition. During the first quarter, Coalition partners reviewed DRM's comments to the Probate and Trust Law Advisory Commission (PATLAC) regarding changes to the Probate Code that affect adult guardianship, including the introduction of supported decision-making. During the **third quarter**, CCIDS participated in a full-day meeting with **12 adults with disabilities, 7 family members/caregivers** and **15 professionals**, that included an afternoon workshop on identifying strategies to make information about supported decision-making more accessible in Maine.

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

In collaboration with DDC and SUFU, Janet May developed and delivered legislative advocacy materials for SUFU members at SUFU meeting in Lincoln, December 2, 2015. This material is being worked with as a pilot project in SUFU regions and may become an alternative to the 1-day legislative awareness days held in Augusta.

## **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 childcare.

### Maine Roads to Quality Professional Development Network Sub-contract:

- CCIDS, under the direction of Linda Labas, is providing ongoing development of the Maine Inclusion Credential and field-testing the training components. To date, the Maine Inclusion Credential field test version is complete and the field test is continuing with the 5 participants in the Inclusion Credential Cohort. M. Morneault and J. Maeverde are co-facilitators the Cohort. Technical Assistance support and guidance is provided through phone and on-site meetings and through online resources sharing, check-ins and ongoing discussions on the Moodle site. L. Labas will take the lead in the review of the portfolios and in conducting onsite observations. A team made up of MRTQ staff will help in the review and application process. This cohort is projected to end at the end of this contract year Dec 31, 2016 if all is completed. CCIDS staff are working with MRTQ to recruit and review applicants for a new cohort to start in the fall. Application Workbook Manual is done.
- The 4 new trainings for the credential have been developed and taught. The trainings include; 6 hr. *Foundations of Inclusion – Relevant Laws – featuring the ADA*; 12 hr. *Foundations of Universal Design and Individualizing*; 15 hr. *Positive Supports and Challenging Behaviors*; and, 12 hr. *Collaborating with Families and Professionals*. Based on the initial offerings and evaluation data, CCIDS staff revised the four credential trainings. CCIDS staff worked on the revisions of the following to ensure alignment with the Inclusion Credential: 30 hr. *Inclusive Child Care Curriculum*; 30 hr. *Creating Inclusive Youth Development Curriculum*. In collaboration with MRTQ staff, CCIDS staff identified additional trainers to teach these classes with the goal of building their capacity to teach these trainings and other inclusive education classes. M. Morneault and J. Maeverde provide ongoing technical assistance to the MRTQ trainers teaching these classes.
- MRTQ-PDN newsletter and both the CCIDS and MRTQ websites continue to advertise this new credential and the 4 trainings that are part of it. Brochures are distributed during trainings, meetings and at other events.
- CCIDS staff provide ongoing professional development and support to the MRTQ-PDN TA Network through the facilitation of monthly Community of Practice for TA Network of contracted consultants. *Linda facilitated two in-person CoP and four telephonic CoP sessions*. No CoP was held in February because the participants were required to take the *Introduction to Communities of Practice* 6-hour training.
- Linda developed an Introduction to Communities of Practice training for MRTQ-PDN facilitators. The 6-hour training was offered online in February and March. All MRTQ-PDN sponsored facilitators were required to take this training. 15 participants completed the training. Additionally others in the EC system will be invited to take this training.
- CCIDS staff provide direct TA to programs and providers, consultants and MRTQ-PDN staff.
- CCIDS staff developed an Inclusion Warm Line services with recommendations for implementation. The Inclusion Warm Line went live in January. L. Labas is the coordinator. M. Morneault and J. Maeverde support this effort when their expertise is needed. To date there have been 20 requests for support.

**Kennebec Valley Community Action Program (KVCAP) Contract** - Contract for the development of coaching competencies and providing professional development and consultation to a minimum of 15 staff began on December 1, 2015.

During this period, Linda provided TA in the form of 3 communities of practice:

- Management Team CoP - six, 2-hour sessions with 7 or 8 participants
  - All coaches CoP sessions – two, 6-hour sessions with 18 participants
  - Supervisory- Coach CoP – two, 2-hour sessions with 7 participants
  - Non-Supervisor- Coach CoP – two, 2-hour sessions with 5 participants
- Individual coaching sessions are being planned for July and after.

## **2.5 Support community living for people with disabilities.**

**Maine Coalition for Housing and Quality Services (CHQS):** Alan Kurtz participated in Maine CHQS meetings. A LEND trainee, under the supervision of Alan Kurtz, assisted them to update their website and by making more useful information available to families and individuals with disabilities.

Alan Kurtz facilitated planning meetings for two individuals with ASD who had been part of the Family-Centered Transition Planning Project.

Alan Kurtz and Jay Collins continued to develop a family training curriculum designed to improve transition outcomes for youth with disabilities.

**Sustainable Ecological Aquaculture Network (SEANET), Maine EPSCOR Project:** Janet May conducted recruitment of students for SEANET Green Crab Project in April and May. The Green Crab project “kick-off” training was Saturday, June 4<sup>th</sup>, at Hadley Point Beach, MDI.

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

**Piscataquis Thriving in Place Collaborative** – Through a subcontract from the Charlotte White Center, CCIDS provides training on person-centered planning (PCP) and facilitates person-centered planning for individuals with chronic health conditions as part of the Piscataquis Thriving in Place (TiP) Collaborative. Funded by the Maine Health Access Foundation, TiP seeks to improve care coordination across the continuum of care for people in Piscataquis County with chronic conditions (including elders and people with disabilities) who are at increased risk for hospitalization or other forms of institutional care. Janet May followed up on three inquiries about the PCP process, presented information about person-centered planning to the Pine Tree Hospice in Dover-Foxcroft, participated in a meeting at Thayer Parkway (senior citizens residence) in Dover-Foxcroft, and attended TiP community outreach meetings in Milo and in Greenville. CCIDS and University of Maine Division of Marketing and Communications provided technical assistance to the Piscataquis TiP Collaborative on the design of a project logo. During the 2nd quarter, CCIDS joined 33 other organizations for the Feel Good Piscataquis! Expo in Monson. Forty-one (41) people attended from the nearby towns and Monson. CCIDS hosted a fall-themed photo booth for Expo participants and Janet May demonstrated the person-centered planning process she’s teaching in the TiP project. Feel Good Piscataquis! is a collaboration between the Piscataquis Regional YMCA’s Healthy Community

Project and TiP.

A LEND Trainee, under the supervision of Alan Kurtz, worked with the Maine Developmental Disabilities Council on healthcare transition and shared information on healthcare needs of individuals with ASD with pediatricians.

Alan Kurtz provided technical assistance to “Lets go Maine” on obesity prevention for individuals with developmental disabilities.

Let’s Go Children with Intellectual/ Developmental Disabilities Project Advisory committee at Maine Medical Center. Linda provided TA resources, information, review of Let’s Go training and toolkit to expand to include children with disabilities.

Susan Russell participated in the Penquis District Public Health Coordinating Council quarterly meetings.

Linda Labas provided technical assistance to the Maine Children’s Growth Council and Maine Children’s Alliance (MCA) regarding social and emotional development and expulsion from childcare.

**Volunteer Scribes:** During the **third and fourth quarters**, CCIDS collaborated with the Maine Chapter of the Alzheimer’s Association and the Eastern Area Agency on Aging on a planning meeting and a campus information session (that drew **7 UMaine students** and **1 professional**) to help 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. The training and interview sessions will be conducted in Year 4.

## **2.7 Provide training and technical assistance on best practices in the areas of childcare, education, early intervention, housing and employment.**

**Maine Sibling Network** - During the first quarter, CCIDS launched the Maine Sibling Network, a closed Facebook group for Maine adult siblings of individuals with disabilities. Siblings must be at least 21 years of age to join the group. If there is sufficient and sustained interest by group members, CCIDS will formally request state chapter status from the national [Sibling Leadership Network](#). A state chapter’s main purpose is to provide peer support and information sharing in areas of interest to adult siblings (ex. future planning; healthcare needs, *housing options*, *residential and employment supports*; stress management; guardianship, and special needs trusts).

[Summer Work for ME](#) – provided Bangor area high school students with developmental disabilities with a range of paid work experiences to help them gain insight into their own strengths and interests and cultivate career awareness. The project leveraged funding from the Maine Department of Labor, Bureau of Rehabilitation Services to provide job coaching for the students at the work sites through Vocational Rehabilitation program situational assessment dollars. Transition



counselors from Vocational Rehabilitation examined how the melding of work sites into situational assessments for several students yielded information needed for assessing clients. Project staff obtained evaluation data from the multiple constituency groups involved in the project. Janet May presented about the Summer Work for ME project to VR Counselors and at the MELMAC Conference. The team scheduled meetings with project partners to discuss replication of the project for 2016. Funding from the Maine Developmental Disabilities Council was received for the Summer Work for ME for year two. CCIDS, KFI, VR and EMCC are collaborating on the project.

**SEANET:** Janet May collaborated with the MDI Biological Lab to plan the Green Crab Project for summer 2016. Janet conducted recruitment of students for SEANET Green Crab Project in April and May. The Green Crab project “kick-off” training was Saturday, June 4<sup>th</sup> at Hadley Point Beach, MDI. Janet May participated on a panel on Workforce Development and K-12 Outreach at the SEANET "All Hands Meeting" at the University of Maine.

Janet May continued to participate in the Employment First Maine (EFM) coalition and chairs the Transition Work Group, one of the subcommittees. EFM is in the process of developing a strategic plan with a due date 10/2016. The Transition Work Group is developing recommendations for consideration by full coalition.

Janet May provided information/recommendations from the EFM transition work group to the cross-discipline Youth Transition Steering Committee in Augusta May 27<sup>th</sup>.

Janet May provided training to Wal-Mart and Sam’s Club managers to aid their understanding of customers who may have cognitive disabilities with a presentation titled *Best Practices for Engaging People with Developmental Disabilities*. A question and answer format was used, including a discussion of tips for fostering positive interactions. The use of people first language and related topics were also covered.

**Maine Developmental Disabilities Council Inclusion Awards:**

CCIDS was invited to serve on a review panel for the MDCC essay contest for Maine high school students in the 11<sup>th</sup> or 12<sup>th</sup> grade on the topic of the Americans with Disabilities Act. 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. During the **second quarter**, CCIDS reviewed and scored 24 of the 74 essays on creativity, innovation in style or concept, knowledge of the ADA, and proficiency of College and Career Readiness (CCR) Anchor Standards for Language.

**Maine Roads to Quality Professional Development Network Sub-contract:**

- CCIDS staff provided ongoing TA to the MRTQ Leadership Staff including the new TA Manager. Content includes TA process, TA consultant training and recruitment and TA assignments. Purpose is to implement and align their TA practice to consultant practice indicators/ competencies. A drop box folder was developed for forms, resources and materials for TA Manager to develop the TA Manual for MRTQ. Linda Labas is working with TA Manager to develop an online TA Hub for the staff and consultants to access information and

resources on Moodle and is providing TA to help structure the hub to align with the TA competency areas.

- Provide TA / Training to facilitate inclusion. Staff provided “primary” direct TA to the PDN; Staff provided consultant-to-consultant TA to the PDN to build the capacity of other consultants to provide a level of TA in the areas of inclusion and ECMHC.
- Developed the Inclusion Warm Line and designed the protocol for responding to warm line requests. Developed the Inclusion Warm Line and designed the protocol for responding to warm line requests. \*An Inclusion Warm Line brochure has been developed, printed and continues to be disseminated to groups, during trainings, meetings and at conferences. The MRTQ-PDN website has a specific webpage for the Inclusion Warm Line: <http://muskie.usm.maine.edu/maineroads/warmline.htm> The CCIDS website featured this new service on the home page. <https://ccids.umaine.edu/2016/02/24/maines-inclusion-warmline/> The Pathways Newsletter Vol. 3 Issue 3 Spring 2016 and Summer 2016 featured the new Inclusion Warm Line. The Warm Line went live on Jan 4.
- Staff provided TA to several MRTQ-PDN sponsored communities of practice – one to facilitate the Inclusive Child Care curriculum and one to teach the Positive Supports and Challenging Behaviors curriculum and follow-up reflective practice discussions. M. Morneault is the facilitator for a new CoP in the Lewiston-Auburn area. This group began on 5/11/16 and will run monthly.
- On June 16 Linda facilitated a MRTQ- CCIDS core staff CoP. Decisions will be made about dosage – frequency and schedule.
- Provided 9 consultant/ MRTQ staff with consultant-to-consultant Direct TA.
- Staff provided TA to several MRTQ-PDN Sponsored communities of practice – one to facilitate the Inclusive Child Care curriculum and one to teach the Positive Supports and Challenging Behaviors curriculum and follow-up reflective practice discussions.

CCIDS calls and emails: Linda responded to requests from EC professionals and requests from parents related to inclusion, expulsion or resource information needs.

Linda is actively engaged with the Maine Child Care Advisory Council. She worked with the council in Nov and Dec to develop the 2016 Annual Report to the 127<sup>th</sup> Maine Legislature; worked with Elissa Wynne DHHS OCFS to provide information and recommendations for language and activities related to children with disabilities, children without homes for the Maine Child Care CCDF state plan; and she provided TA, information and resources to Toni Wall DHHS MCH Children with Special Health Care Needs about inclusion consultation and the resources of CC+ME per her request as the Department is considering possible public health nursing involvement in this work.

Technical Assistance Requests: During this quarter Linda responded to 7 requests from EC professionals and 3 requests from parents related to inclusion, expulsion or resource information needs.

Marnie Morneault is providing TA to Disability Rights Maine, upon request. To date she has completed 2 TA's to support them related student's (these are school age students with disabilities) and has developed a drop box of resources for the 2 MDR

lawyers who work in this area.

Quality for ME Revision Project Amendment:

- Provided TA in the area of inclusive practices/ language to the project as we continued to gather data and make recommendations to the Quality for ME standards – monthly contacts from Jan through June.
- Participated in the Practitioner Review Teams in March to gather additional input.
- Linda/ Bonnie designed a survey on Survey Gizmo to collect additional feedback on the Inclusion Self-Assessment Checklist. (March, April)
- Sent survey information to 15 child care providers in June. Survey is in process.

Linda provides TA to Elissa Wynne DHHS OCFS and DHHS child care licensing on a monthly basis to support the work with child care and to provide resources and information related to inclusion, health and safety and consultation.

Linda Labas researched and compiled information to inform the development of Maine Technical Assistance Competencies. Linda worked with a core group of Maine EC system partners to develop competencies. The final draft of a field test version of the competencies has been completed. This document will be shared with selected groups to use during the next 8-9 months after which feedback will be gathered and a final document completed by July 2017.

Alan Kurtz provided ongoing technical assistance to school related to transition services for youth with significant disabilities.

Alan Kurtz provided full day of training to the faculty at a southern Maine school on social supports for youth with ASD.

**Visual Supports Checklist:** During the third quarter, CCIDS updated the [Visual Supports Checklist](#) and shared the resource link via Facebook and Twitter and it was one of the most popular posts during the quarter.

## **2.8 Provide technical assistance to policymakers about community living.**

Alan Kurtz is participating in statewide “Youth in Transition Group” meeting where he shares information on evidence-based practices in secondary transition.

Linda Labas provided TA/ review to the Maine Children’s Growth Council and Maine Children’s Alliance on social and emotional development and expulsion work. She provided input into the survey being developed by MCA; participated in a meeting sponsored by MCA to review expulsion survey; and, provided input to additional forms for the MCA collection of data about current services.

Alan Kurtz provided information on healthcare access and transition for youth with ASD to statewide group of stakeholders at Maine Autism Summit.

## **2.9 Provide technical assistance on assistive technology and universal design.**

[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. Sandra Horne represents CCIDS on the AT Consortia. The Consortia met once a quarter.

[MDSOAB Public Feedback Forum Online Surveys](#) – CCIDS provided technical assistance to MDSOAB on accessible survey development and design.

[AFARI™](#) - the R.M. Beaumont Corporation of Brunswick, ME and three University of Maine Researchers are collaborating on a \$225,000 National Institutes of Health (NIH) Phase 1 [Small Business Technology Transfer \(STTR\)](#) grant to complete the design, safety and usability testing of AFARI™, a three-wheeled, aesthetically designed, adaptive mobility and fitness device. Over the one-year project period, inventors Elizabeth DePoy, Stephen F. Gilson and Vince Caccese, UMaine professor of mechanical engineering, will research the major barriers to timely commercialization of AFARI™ so that they can be eliminated.

Janet May and Bonnie Robinson provided a workshop on “*The Use of Technology and its Impact on Students with Disabilities*”, at two regional MELMAC conferences.

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

[NEAT Peer-to-Peer Connections TA Project](#): an affiliation of six state self-advocacy organizations and their DD Network allies (ME, MA, NH, NY, RI and VT). During the first quarter, NEAT partners hosted a webinar: “Do You Like Us? Facebook and Self-Advocacy Organizations.” Additionally, the Maine state team is providing technical assistance on financial literacy to the Board of Green Mountain Self-Advocates.

**During the third and fourth quarters**, project activities included the following: In March, the Maine state team met in Orono to conduct a state needs and strengths assessment; the full project advisory committee met by videoconference five times; NEAT partners shared one resource, Tips and Tools for an Inclusive Work Place; and hosted two power lunches: [Using Videos in Self-Advocacy](#) and *Using Google! Tips and Tools for Self-Advocacy*; and NEAT convened its final, two-day, six-state technical assistance retreat in Concord with **20 adults with disabilities, 8 professionals, 3 caregivers** and **Katherine Cargill-Willis**, Program Officer from the U.S. DHHS Administration for Community Living, in attendance.

Janet May provided a workshop session, *Adults with Special Needs: Strategies to Reach Adult Learners*, at the annual Literacy Volunteers conference in Bangor on November 21, 2015

## **2.11 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 several 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 the first quarter, Collaborative members shared resources through the AUCD Spirituality and Faith SIG and the Religion and Spirituality Division of AAIDD. During November 2015, AUCD became the fiscal agent for the Collaborative and planning is underway for a seminar series and collaborative project. CCIDS submitted an unsuccessful letter of intent to the BTS Center (successor organization to Bangor Theological Seminary) in [a grant competition](#) to request funding to build the capacity of 4 Maine spiritual or religious leaders in inclusive ministries and subsequently form an interfaith advisory committee for CCIDS (with planned expansion to a statewide interfaith, interagency network). CCIDS was in attendance at the [May 2016 Summer Institute on Theology and Disability](#) in Holland, MI, where approximately **160 people** (including approximately **30 adults with disabilities**) from seven countries and multiple faith traditions gathered to explore the intersection of faith and disability.

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

#### **3.1 Choose an area of emphasis, collect information, and evaluate policy.**

Under the Kennebec Valley Community Action Program (KVCAP) contract, Linda Labas has researched and compiled information to inform the development of Maine's Technical Assistance Competencies. Linda worked with a core group of Maine EC system partners to develop competencies. The final draft of a field test version of the competencies has been completed. This document will be shared with selected groups to use during the next 8-9 months after which feedback will be gathered and a final document completed by July 2017.

Alan Kurtz, Susan Russell and NH LEND faculty supported the Maine and New Hampshire LEND trainees as they analyzed the Lifespan Respite Care Act (P.L. 114-38) and assisted them in writing a policy brief on the topic. Alan and Susan accompanied the Maine trainees at the national Disability Policy Seminar in Washington DC and joined them in their discussions with Maine's congressional delegation about the legislation.

#### **3.2 Conduct research in the areas of health/wellness, literacy, universal design, and autism.**

[AFARI™](#) - the R.M. Beaumont Corporation of Brunswick, ME and three University of Maine Researchers are collaborating on a \$225,000 National Institutes of Health (NIH) Phase 1 [Small Business Technology Transfer \(STTR\)](#) grant to complete the design, safety and usability testing of AFARI™, a three-wheeled, aesthetically designed, adaptive mobility and fitness device. Over the one-year project period, inventors Elizabeth DePoy, Stephen F. Gilson and Vince Caccese, UMaine professor of mechanical engineering, will research the major barriers to timely commercialization of AFARI™ so that they can be eliminated.

Alan Kurtz supervised a LEND trainee who is collaborating with DD Council and other organizations to develop transition pilot.

#### **3.3 Identify housing needs of people with disabilities who live in nursing homes.**

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

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

**MDSOAB 2015 Annual Public Feedback Forums**: During the first quarter, CCIDS again partnered with the Maine Developmental Services Oversight & Advisory Board (MDSOAB), Volunteer Correspondent Program, Maine Parent Federation, Speaking Up for Us, Maine Developmental Disabilities Council, and Maine DHHS Office of Aging and Disability Services (OADS) to plan and facilitate public forums to gather feedback on services for adults with intellectual and developmental disabilities. **The structured surveys contain questions about consumer satisfaction with transportation services provided through OADS.** Later in the second quarter, **three additional transportation-related questions were added to the public forum discussions to gather qualitative and anecdotal data from individuals, family members, and providers on broader transportation barriers to full community participation.** These questions could not be added to the online surveys after the October launch without compromising the survey instrument already in process. Transportation-related data will appear in the MDSOAB's *2015 Annual Public Feedback Forum Series Final Report*. During the **third quarter**, the MDSOAB published the *2015 Annual Public Feedback Forum Series Outcomes*. Information was gathered from **151 individuals** who receive services from Maine DHHS Office of Aging and Disability Services (or who are on the waiting list), **67 family members** and allies, and **149 direct support professionals**, certified case managers, or administrator/other providers.

**Speaking Up for Us (SUFU) Transportation Survey**: CCIDS was invited to review and comment on a brief internal transportation survey developed by SUFU for their membership chapters. SUFU will share the data from that survey with CCIDS when it becomes available.

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

**4.1 Write one policy brief each year and share with state policymakers.**

Alan Kurtz, Susan Russell and NH LEND Faculty supported the Maine and New Hampshire LEND trainees in writing a policy brief on the Lifespan Respite Care Act (P.L. 114-38).

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

Finlay, K. Q. (2015, November). *Building the foundation for a Maine chapter of the Sibling Leadership Network*. NH LEND Trainee poster session presented at the 2015 Association of University Centers on Disabilities (AUCD) Annual Conference, Washington, DC.

Haworth, S., Humphreys, B., Russell, S., Ellis, C., Ellerbusch, K., & Reimschisel, T. (2015, November). *Implementation of LEND trainee diversity quality*

*improvement projects*. Moderated panel discussion at the 2015 Association of University Centers on Disabilities (AUCD) Annual Conference, Washington, DC.

Horne, S. (Producer). (2015, November). "Maine: N.E.A.T. — We're stronger together." [Video]. United States. University of Maine Center for Community Inclusion and Disability Studies. In J. Siegel, M. Barrows & S. Peebles (Presenters), *Collaboration among N.E.A.T (North East Advocates Together) and UCEDDs: Promoting peer-to-peer connections among 6 north east Atlantic states*. Presentation at the 2015 Association of University Centers on Disabilities (AUCD) Annual Conference, Washington, DC.

Kurtz, A., Bell, J., Martin, J. & Curtis, C. (2015, November). *Parent professional partnerships: Working together to achieve successful transition*. Panel presentation at the Transition Planning: The Parent's Role "Let's Think Outside of the Box" Conference, Brewer, ME.

Kurtz, A. (2016). *Healthcare needs of individuals with ASD and transition*. Maine State Autism Summit. Augusta, ME.

May, J. (2015, November). *Person-centered planning with disabled senior citizens in Maine: Case presentations from Piscataquis Thriving in Place project*. Poster session presented at the 2015 Association of University Centers on Disabilities (AUCD) Annual Conference, Washington, DC.

May, J., Hooke, J., & Saucier, L. (2016, March). *Summer work for ME: Providing a pathway for students with disabilities to gain essential skills for adult life*. Presentation at the MELMAC Education Foundation's MELMAC U, The Samoset Resort, Rockport, ME.

Robinson, B. (2015, November). *Use of technology and its impact on students with disabilities*. Presented at the MELMAC Regional Peer Learning Session. Orono: University of Maine.

Sonnenmeier, R., Humphreys, B., Russell, S., & Kurtz, A. (2015, November). *Effective interdisciplinary team work: Integrating team-based learning methodology into the NH LEND curriculum*. Poster session at the 2015 Association of University Centers on Disabilities (AUCD) Annual Conference, Washington, DC.

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

Kaye, L. W., Zeph, L. A., & Cobo-Lewis, A. B. (2015). [\*The aging and developmental disabilities networks: Can the silos be dismantled?\*](#) *Maine Policy Review*, 24(2), 115-118.

#### **4.4 Maintain and share resources through the CCIDS Resource Center.**

#### **4.5 Share the results of our work each quarter with people with disabilities, family**

## members and community members.

**CAC Update:** During Year 3, CCIDS disseminated an electronic (and printed) update to the Community Advisory Committee. The **October 2015** update welcomed the new CCIDS Director and contained details about the following: the October 2015 CAC Meeting in Augusta; the Preble/Olmstead presentation to LEND trainees during the history of disability seminar; CCIDS' partnership in Maine's Supported Decision-Making Coalition; news of an NIH award for AFARI™; and the launch of a closed Facebook group for Maine adult siblings. The **March 2016** update announced the launch of the new CCIDS website; publicized the NH-ME LEND Recruitment for 2016-2017; the launch of the Inclusion Warm Line; reported on a recent meeting of Maine's Supported Decision-Making Coalition; and announced Summer University 2016 and the Interdisciplinary Disability Studies courses that will be offered online. The **June 2016 update** included a June CAC meeting reminder; reports on the 2016 Summer Institute on Theology and Disability; the celebration for 23 Interdisciplinary Disability Studies' Minor Honorees; the AT Consortia demonstration of ExpressVote, Maine's new accessible ballot marking system; the final technical assistance retreat for the NEAT Peer-to-Peer Project; and the first CCIDS staff meeting with new director, Alan Cobo-Lewis.

"KFI Partners with UMaine and VR for Summer Youth Employment Project at Eastern Maine Community College in Bangor." **Second quarter** cover story for [Katahdin Friends Ink](#) Fall 2015 Newsletter, Vol. 3, Issue 3, p 1, 3. Photos for the newsletter were provided by CCIDS.

Each month, early childhood coordinator Linda Labas posts information and resources to three listservs on a broad range of topics including new research, materials and tools, practice guides, webinars and trainings.

**CCIDS Website and Social Media Platforms:** CCIDS regularly shares resources and information about its work via the [CCIDS website](#) and social media platforms ([Facebook](#), [Twitter](#)). A [CCIDS Instagram page](#) has been created and will be launched in early July 2016.

**New CCIDS Website:** During the third quarter of Year 3, CCIDS launched a new website with enhanced accessibility features developed by the University of Maine.

**CCIDS Brailled Business Cards:** During the third quarter, CCIDS adopted a policy of adding Braille to staff business cards as they're replenished.

**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 3, Digital Commons recorded a total of **462 downloads** (distributed among **36 CCIDS publications**). International downloads were recorded from China, France, Denmark, Indonesia, Australia and New Zealand, among others.

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

**AUCD Knowledge Translation Resource Workgroup.** During the **third and fourth**



**quarters of Year 3**, the Dissemination Coordinators from the North Dakota Center for Persons with Disabilities/UCEDD and CCIDS continued to facilitate the collaboration between the AUCD Community Education and Dissemination Council (CEDC) and the AUCD Communications SIG on the development of a Knowledge Translation (KT) resource for the AUCD Network in late 2016.

**AUCD Community Education and Dissemination Council (CEDC):** During the **third and fourth quarters of Year 3**, and continuing on even-numbered months through 2016, the CEDC will host webinars that address several dissemination strategies (research/policy briefs, infographics, training and social media) to execute the knowledge translation process. In April, the CEDC hosted the webinar, [How Infographics Can Enhance Your Communications Strategy](#); in June, the CEDC hosted the webinar, [Improving Practices with High Quality Training and Coaching](#).

**Inclusion in Early Childhood Settings Community of Practice** (active listserve).

**Maine Roads to Quality – Professional Development Network** - CCIDS staff developed webinars and materials on the new inclusion credential designed to help early childhood practitioners build skills, knowledge, resources, and attitudes to promote quality, inclusive practices in their programs.

Kennebec Valley Community Action Program; Maine Roads to Quality Professional Development Network; and University of Maine Center for Community Inclusion and Disability Studies. (2016). *Technical assistance competencies for Maine's early childhood workforce* (draft). Orono: University of Maine Center for Community Inclusion and Disability Studies

Labas, L., & Downs, J. (2015). *Maine Head Start and Early Head Start needs assessment report: 2015 annual update*. Maine Head Start State Collaboration Office. Orono: University of Maine Center for Community Inclusion and Disability Studies.

University of Maine Center for Community Inclusion and Disability Studies. (2015). *Quality for ME inclusion self-assessment checklist* (draft). Orono, University of Maine Center for Community Inclusion and Disability Studies.

Developed Maine Roads to Quality (MRTQ) newsletter announcement ([Pathways Vol. 3, Issue 2](#)) about the new [Inclusion Warm Line](#) – (not a hotline) the “warm” line is free, confidential and provides non-emergency person-to-person support for early childhood and school age professionals in Maine. Requests for assistance are submitted through a dedicated email address and/or phone number. The Inclusion Warm Line is jointly staffed by inclusion, health, and mental health consultants from Maine Roads to Quality Professional Development Network and CCIDS.

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

**AUCD 360** is the Association of University Centers on Disabilities (AUCD) monthly electronic newsletter with over 37,000 subscribers that highlights the news, initiatives, and events of the AUCD Network. During the first quarter, CCIDS posted news about the 2015 Daring to Dream Awards and Lu Zeph's retirement ([July 2015](#)); and

announced the new CCIDS Director, Alan Cobo-Lewis ([September 2015](#)). During the 2nd quarter, CCIDS posted news about the [NIH STTR Award to fund the design, safety and usability testing of AFARI™](#) (November 2015). **During the third and fourth quarters**, CCIDS submitted the following news: (February 2016) Maine Policy Review Commentary (Kaye, Zeph, Cobo-Lewis): [The Aging and Developmental Disabilities Networks: Can the Silos Be Dismantled?](#); and (June 2016) [7<sup>th</sup> Summer Institute Explores Intersection of Faith and Disability](#).

**Administration for Children & Families (ACF):** During the **fourth quarter**, ACF [highlighted the work of MRTQ and CCIDS and the development of Maine's Inclusion Credential](#) in a profile of federal investment in Maine Early Childhood Development.

**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). Members support one another by coordinating and cross-promoting network and individual campaigns and stories, and sharing best practices. The SIG meets by videoconference monthly.

**[CCIDS Facebook page](#): 178 new likes for Year 3:** (20 - July 1, 2015 to Sept. 30, 2015); (12 - Oct. 1, 2015 to Dec. 31, 2015); and (146 - Jan. 1, 2016 to June 30, 2016).

**[CCIDS Twitter feed](#): 207 new followers for Year 3:** (44 - July 1, 2015 to Sept. 30, 2015); 45 new followers (45 - Oct. 1, 2015 to Dec. 31, 2015); and (118 - Jan. 1, 2016 to June 30, 2016)