

*Linking people. Changing lives.*

ANNUAL REPORT 2004  
**Partnership for People with Disabilities**  
Virginia Commonwealth University

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## DIRECTOR'S MESSAGE

Fred P. Orelove, *Executive Director*

Like an "annual," a plant that lives for only one year, this report has both its own season and its own built-in obsolescence. The annual report describes a season's growth just past. Thus, it is quite useful to describe what has transpired, but not finely tuned as a predictor of the year to come.

And yet, it is not at all difficult to predict what people with disabilities and families will need next year and the year after that. That is why the Partnership continues to work on a wide variety of activities, improving the lives of individuals across the life span and across the Commonwealth. To continue the gardening metaphor, these activities are the Partnership's "perennials." They return each year—more vibrant, we hope, with each season.

Like all living things, the Partnership's programs require continual care and nurturing. We are grateful to the many individuals, agencies, and groups who help provide this essential support to us, so we may extend it to those in greatest need.

I hope you find something of special interest in this year's report, and, as always, I encourage your feedback and your involvement.

## MISSION

*To partner with people with disabilities and others to build communities where all people can live, learn, work and play together*

## CORE VALUES

**Individual Choice**  
*(Self-direction, self-determination)*

**Equality and Justice**  
*(Diversity, fairness, access, cultural competence)*

**Collaboration, Partnering, Shared Leadership**  
*(Interdisciplinary, inclusion)*

**Community Inclusion**  
*(Natural supports, accessible information and services)*

## CORE FUNCTIONS

*Interdisciplinary training* and preparation of students and fellows for employment in leadership and direct service positions

*Community services*, which include training, technical assistance and direct services to benefit individuals with developmental disabilities, their families, professionals, para-professionals, policy makers, students and volunteers

*Research*, including basic or applied research, evaluation, and the analysis of public policy in areas that affect or could affect individuals with developmental disabilities

*Dissemination* of information and research findings to individuals with developmental disabilities, families, professionals, para-professionals, policy makers, students and volunteers

# SUPPORT ACROSS THE AGE SPAN

## EARLY CHILDHOOD

The Partnership for People with Disabilities is recognized throughout the Commonwealth of Virginia for its strong programs supporting families, individuals, and service providers in the early childhood arena. All children, including those with disabilities, deserve the supports they need to excel in their homes and communities. To foster this level of success, the Partnership is working to equip family members, health care workers, preschool teachers, day care providers, and others who serve infants and young children and their families with the awareness, skills, and training needed to make a difference in their lives.

## CHILDREN & YOUTH

All children benefit from receiving early and consistent services and supports that meet their developmental needs in a welcoming, inclusive environment. The Partnership for People with Disabilities is committed to implementing projects and activities that help school-aged children, youth transitioning out of school, families, and professionals and paraprofessionals who support them. Key program areas focus on issues of health, education, justice and abuse. All activities are heavily weighted toward creating environments where children and their families can learn, grow, and experience fulfilling lives in supportive communities.

## ADULT

A strategic goal of the Partnership for People with Disabilities is to promote community acceptance and support of adults using the principles of self-determination to guide our decisions and work. Communities must have resources to support adults and aging persons with disabilities in meeting their residential, employment, recreational, life-long learning, and health care needs. The Partnership is committed to helping agencies and organizations charged with supporting adults with disabilities to deliver person-centered and consumer-friendly services and support in neighborhoods and communities.

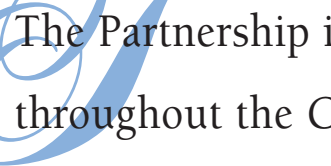
*Linking people. Changing lives.*

# THE INDIVIDUAL



Christina Draper  
Outreach Coordinator  
Piedmont Independent Living Center  
Martinsville, Virginia

# “I AM WORKING HARD TO MAXIMIZE MY ABILITIES AND OPPORTUNITIES.”



The Partnership is committed to improving the lives of individuals with disabilities and their families throughout the Commonwealth and beyond. We believe that the community is enriched when people with disabilities are granted full and unrestricted access to education, employment, and housing. For example, the "Consumer Choices for Independence: Real Choices, Systems Change" project sought to empower individuals and families in local communities with the knowledge and skills necessary to seek coordinated supports and services. Similarly, the "Women, Disability, and the Justice System" project moved to minimize barriers to justice for women with disabilities through a comprehensive training program for law enforcement and court officials. It is evident that timely and effective intervention can change lives and put individuals on a path to inclusion, dignity, and independence.

# THE FAMILY




Salim Gilani  
Parent

Aashish Gilani  
Salem Church Middle School

Jennifer Hohman  
Sign Language Interpreter




“THE PROGRESS THAT I SEE EVERY DAY  
PROVIDES ME WITH HOPE FOR THE FUTURE.”



At the Partnership, the focus is on families. Needed and desired supports can be made available at home, at school, in recreational settings, and other community gathering places to enhance the participation of the child and family. One of the Partnership’s most important roles is to partner with individuals and their families to learn what kinds of support they need and then to find ways to obtain that support. It is evident that timely and early intervention can change lives and put individuals on a path to inclusion, dignity, and independence. Fostering high quality early intervention and education is central to our mission. This includes developing systems for assessing individual learners with disabilities or challenging behaviors, and supporting school systems as they include children with disabilities in general education classes.

# THE PROFESSIONAL

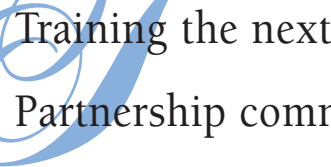


Victoria Brooks  
Special Education Teacher  
Oak Knoll Middle School  
Hanover, Virginia

Kaitlin Tubbs  
Student

Amber Dollyhigh  
Speech Language Pathologist  
Oak Knoll Middle School

“I FEEL LIKE WE MADE A DIFFERENCE TODAY.”




Training the next generation of professionals is an important core function for the Partnership. The Partnership commits considerable resources to training university students each year. These programs prepare future teachers to educate students with severe disabilities, help health professionals prepare for leadership roles on behalf of children with neurodevelopmental disabilities, help occupational and physical therapists prepare for careers in public schools, and help prepare graduate students. Additionally, the Partnership's Training and Technical Assistance Center (T/TAC) comprises part of a statewide network designed to provide quality training and technical assistance to schools and Local Interagency Coordinating Councils (LICCs). The goal of the T/TAC is to improve educational opportunities and contribute to the success of children and youth with disabilities as well as those considered to be disadvantaged and at-risk for academic failure. A successful educational experience is often the by-product of a coordinated effort between the teachers and supporting professionals to ensure that every child has a quality educational experience.

# THE HEALTH PROFESSIONAL

Pasquale "Pat" Accardo, M.D.  
Developmental Pediatrician  
Children's Hospital  
Richmond, Virginia




# “EVERY PERSON WITH A DISABILITY DESERVES ACCESS TO APPROPRIATE HEALTH CARE SERVICES - BOTH PRIMARY AND SPECIALTY CARE SERVICES.”



Appropriate health care promotes a better quality of life for individuals with disabilities. People need to feel well and have access to professionals who can help them achieve physiological and psychological well-being. Much of the Partnership's access to health professionals who support our training programs comes from its interdisciplinary relationship with Virginia Commonwealth University. The Partnership enjoys the active involvement of more than 20 faculty and staff in health care who support our programs and enhance our training activities, both at the University and in the community. The Partnership strives to improve health professionals' understanding of the "whole" person with a disability, through the development of curricula and internships that are integrated into the students' education at pre-and post-graduate levels. Our teams develop and deliver training for people with disabilities regarding effective access, use, and communication so that they may become active participants in their health care. Additionally, we develop and distribute information on community-based health education, prevention, and health care services for persons with disabilities.


# THE ADVOCATE



Colin Maybee  
Self-Advocate  
Richmond, Virginia

Rep. Jim Langevin  
Member of Congress  
Co-Chair, Bipartisan Disabilities  
Caucus  
Rhode Island

“IT’S UP TO ME TO MAKE A DIFFERENCE IN MY LIFE AND THE LIVES OF OTHERS BY INFLUENCING PUBLIC POLICY WHENEVER AND WHEREVER I CAN.”



Long-term impacts on the provision of services and supports for individuals with disabilities and their families are advanced through public policy. By mobilizing advocacy groups and encouraging people with disabilities to become self advocates, the Partnership helps create powerful tools to promote policy change. Policy development needs to be based on accurate and current data and information. The Partnership supports the advancement of policy through research and evaluation efforts and activities that are initiated through its own projects. In one such project, "New Voices," the Partnership has identified and brought together a group of self-advocates to communicate their system change agenda to legislators, administrators, provider organizations, advocacy groups, and the general public.

# ON-GOING PROGRAMS

## ABUSE AND NEGLECT OF CHILDREN WITH DISABILITIES: A COLLABORATIVE RESPONSE

This 2-day training promotes collaboration among parents of children with disabilities, educators, child protective services workers, and law enforcement officers, to help them deal effectively with abuse and neglect of children with disabilities. The course is taught by teams of 4 trainers, representing different disciplines, who model collaboration and best practices (Funded by Virginia Department of Education, Department of Criminal Justice Services, and Virginia Institute for Social Services Training Activities.)

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Peggy O'Neill at (804) 827-0194 or [poneill@vcu.edu](mailto:poneill@vcu.edu).

## INCLUDING ALL CHILDREN-PROJECT EXCEL

The project's purpose is to address the early learning needs of children with special needs by providing training to child care center staff and family child care home providers located in five selected Richmond communities. Training on inclusive child care is provided to approximately 45 centers and home providers. Evaluation measures are used to determine changes in provider knowledge as a result of the training. (Funded by the United Way of Greater Richmond, Early Learning Opportunity Act.)

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## EDUCATING HEALTH PROFESSIONALS ABOUT THE MALTREATMENT OF INDIVIDUALS WITH DISABILITIES: A NATIONAL DEVELOPMENTAL DISABILITY TRAINING CONSORTIUM

In collaboration with seven University Centers for Excellence (UCEDDs) and five Protection and Advocacy (P&As) Agencies across the nation, this project of national significance addresses deficits in the knowledge, protection and skills of health professionals in responding to the maltreatment of individuals with disabilities. This three-year project is developing, field-testing, and disseminating state-of-the-art distance education materials to help prevent, identify, and report abuse and neglect of persons with disabilities. (Funded by the Administration on Developmental

Disabilities, U.S. Department of Health and Human Services.)

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## INCREASING UNDERSTANDING, USE, AND CONTROL OF CONSUMER- DIRECTED PERSONAL ASSISTANCE SERVICES IN VIRGINIA'S WAIVERS

This project builds on the initial CMS-funded grant that organized a Consumer-Directed Services Resources Network and developed materials for training and technical assistance on self direction, self determination, and consumer choice. The goals of this project are to (a) seek input directly from consumers of personal assistance services on their satisfaction with services through interviews; (b) develop educational and technical assistance materials and resources that promote awareness on the possibilities and options for personal assistance services and that strengthen the ability of individuals to maximize the use of services and support; and (c) expand the technical assistance network by increasing the number of personal assistance service recipients in the network. The project provides information for members to share with consumers, and provides opportunities for members to become more knowledgeable in consumer direction. (Funded by the Centers for Medicare and Medicaid Services, U.S. Department of Health and Human Services.)

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## LEADERSHIP EXCELLENCE IN NEURODEVELOPMENTAL DISABILITIES: AN INTERDISCIPLINARY EDUCATIONAL PROGRAM (VA-LEND)

This advanced level training and leadership development program targets health and human services professionals in 12 disciplines. The goals include the development of advanced clinical skills and leadership abilities in childhood neurodevelopmental disabilities. The program is a collaboration among the Partnership, the VCU School of Medicine, Department of Pediatrics, and the Virginia Department of Health, Title V Program. (Funded by the Maternal and Child Health Bureau, U.S. Department of Health and Human Services.)

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## NEW VOICES

The New Voices project brings together a small group of people to promote the desires of individuals with disabilities who have not had opportunities to express their needs. The 10 Planning Committee members have different types of disabilities, come from across the state, and many live or have lived in isolated settings. They are meeting to build relationships, share stories, discover ways to let others know about the needs of people with disabilities (particularly those who are isolated), learn self-advocacy skills, link with others in their home communities, and design an activity that will promote their values and beliefs about their lives. (Funded by the Virginia Board for People with Disabilities.)

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## POSITIVE BEHAVIOR SUPPORTS FOR PEOPLE WITH DISABILITIES: ENRICHING LIVES IN COMMUNITY SETTINGS

The Partnership and the Virginia Autism Resource Center work as partners to develop a systematic way to increase the cadre of qualified "behavior consultants" using positive behavioral support (PBS). The project supports a statewide Steering Committee to meet and offer guidance and direction to the development of a plan that details essential strategies to increase the number of qualified PBS providers. The plan will include policy and process recommendations, certification or endorsement recommendations, and training and mentoring requirements. (Funded by the Virginia Board for People with Disabilities.)

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## PROVIDING RESOURCES AND EDUCATION FOR PROFESSIONALS (PREP) WHO WORK WITH INFANTS AND YOUNG CHILDREN WHO ARE DEAF OR HARD OF HEARING AND THEIR FAMILIES

The PREP project provides statewide training to increase awareness and develop competencies of professionals in Virginia



# ON-GOING PROGRAMS

for working with infants and children who are deaf or hard of hearing and their families. (Funded by Virginia Departments of Education; Health; Mental Health, Mental Retardation, and Substance Abuse Services (Part C); and the Deaf and Hard of Hearing.)

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## CONSUMER CHOICES FOR INDEPENDENCE: REAL CHOICE SYSTEMS CHANGE

The Partnership's role in this initiative is to develop training materials on consumer-directed services and to establish a statewide resource network. The network delivers training and technical assistance, thereby increasing awareness, understanding, and implementation of consumer-directed services provided through Virginia's home and community based Medicaid waivers. This initiative coordinates with other projects and activities that are building foundations for self-direction. (Funded by the Virginia Department of Medical Assistance Services, with funding from the U. S. Centers for Medicare and Medicaid Services.)

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## RESPIRE RESOURCE PROJECT

This project serves as a statewide resource center to support respite and family support services to meet the needs of families of children (birth to 21) with disabilities and chronic or terminal illnesses. (Funded by Virginia Department of Social Services.)

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## INFANT & TODDLER CONNECTION OF RICHMOND

Coordinates the City of Richmond's interagency activities for Part C of the Individuals with Disabilities Education Act (IDEA) – early intervention services for infants and toddlers with disabilities and their families. (Funded by the U.S. Department of Education, Office of Special Education Programs, through the Virginia

Department of Mental Health, Mental Retardation and Substance Abuse Services.)

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## SCHOOL BY SCHOOL: IMPROVING OUTCOMES FOR ALL STUDENTS

This initiative is a U.S. Department of Education Model Demonstration Project in Research and Innovation to improve outcomes for students, including students with disabilities, within the context of whole school reform. The initiative is a partnership between Roanoke County Schools and the Partnership for People with Disabilities. School by School seeks to develop a model process that will assist schools in improving components of their school programs in order to build their capacity to meet the learning needs of all of their students with the full range of abilities and needs. (Funded by U.S. Department of Education.)

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## SCHOOL NURSE INSTITUTE PARTNERSHIP (SNIP)

The original school nurse institute has been expanded through partnerships with nine schools of nursing across Virginia. The purpose is to provide and deliver staff development training for school nurses through regional collaboration. Project activities include presentations on "The School Nurse's Role in the Development of IEPs," and on "Legal Issues for School Nurses," both funded by the Virginia Department of Education. Additionally, "Disaster Preparedness for School Nurses" workshops are funded by the Virginia Department of Health.

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## COLLABORATIVE APPROACH TO SERVICE COORDINATION TRAINING IN VIRGINIA

Designed to develop and implement an integrated training process in Virginia's early intervention system. Program activities include developing a curriculum, conducting training, and convening a

conference for early intervention providers. (Funded by Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services.)

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## THE CONSORTIUM FOR HANDHELD TECHNOLOGY

This project seeks to bridge emerging computer technology to individuals with cognitive-behavioral impairment caused by brain injury or autism. The project matches individuals with appropriate handheld computer devices, trains them how to best use the devices to manage everyday tasks, and offers follow-along intervention and trouble-shooting, while tracking outcomes from functional assessment tests and satisfaction surveys. (Funded by the Commonwealth Neurotrauma Initiative, Virginia Department of Rehabilitative Services.)

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## TOGETHER WE CAN: THE VIRGINIA DEAF-BLIND PROJECT

Provides training and technical assistance for children (birth to 22) who have dual sensory impairments (deaf blindness) in community and school settings. This project works collaboratively with many agencies across Virginia to improve outcomes for children and youth who are deaf-blind. Together We Can also has a strong family support group as well as an emerging parent-to-parent outreach program. (Funded by the U.S. Department of Education, Office of Special Education Programs.)

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## TRAINING AND TECHNICAL ASSISTANCE CENTER (T/TAC) FOR SCHOOL PERSONNEL SERVING CHILDREN AND YOUTH WITH DISABILITIES

The T/TAC is part of a statewide network designed to provide quality training and technical assistance to schools and Local Interagency Coordinating Councils (LICCs). Its primary purpose is

# ON-GOING PROGRAMS

to improve educational opportunities and contribute to the success of children and youth with disabilities (birth-22 years) and children who have disadvantages or are at-risk for academic failure (birth-8 years). The T/TAC at VCU serves professionals and paraprofessionals in central and southside Virginia. (Funded by the Virginia Department of Education.)

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## UNDERSTANDING AND IMPLEMENTING EARLY HEARING DETECTION AND INTERVENTION (EHDI) IN VIRGINIA

As of July 1, 2000, all hospitals in Virginia with newborn nurseries or with neonatal intensive care services, screen the hearing of all newborns prior to discharge and report the results to the Virginia Department of Health. The Partnership's role is to coordinate the four-year training effort to inform hospitals, physicians, audiologists, and early intervention professionals about Virginia's Early Hearing Detection and Intervention (Virginia EHDI) Program (Funded by Virginia Department of Health.)

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## UPLINK: URBAN PARTNERS LINKING PERSONNEL PREPARATION AND PRACTICE FOR YOUNG CHILDREN WITH LOW-INCIDENCE DISABILITIES

This model interdisciplinary education program addresses the need to (a) increase the number and quality of personnel serving young children (0-5) with low-incidence disabilities and their families in diverse settings; (b) build strong university-community partnerships for the preparation of qualified personnel in urban environments; and (c) increase the number of professionals from traditional under represented groups to serve children with low-incidence disabilities and their families. (Funded by the U.S. Department of Education, Office of Special Education Programs.)

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Evelyn Reed-Victor at (804) 828-1305 or [ereedvic@vcu.edu](mailto:ereedvic@vcu.edu)

## VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SEVERE DISABILITIES

Prepares qualified teachers to work with students who have severe disabilities in Virginia's public schools. The Consortium, currently includes teacher education programs in severe disabilities from four participating universities: George Mason University, Radford University, University of Virginia, and Virginia Commonwealth University. A common licensing curriculum, which includes 33 graduate credit hours of coursework and field experiences, has been developed across these universities. Courses are taught via multi-point distance education technology to all four sites. First preference for admission is given to school personnel who are currently working with students with severe disabilities, but who lack state endorsement in that area. (Funded by Virginia Department of Education.)

**Contact:**

Fred Orelove at (804) 828-3908 or [forelove@vcu.edu](mailto:forelove@vcu.edu)

## WOMEN, DISABILITY, AND THE JUSTICE SYSTEM: TRAINING FOR LAW ENFORCEMENT AND THE COURTS

The Partnership, in collaboration with Virginians Against Domestic Violence and Virginians Aligned Against Sexual Assault, seek to minimize barriers to justice for women with disabilities by training law enforcement (police) and court personnel (judges, magistrates, prosecutors) to increase access for women with disabilities who are victims of violent crimes. (Funded by U.S. Department of Justice.)

**Contact:**

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## SCHOOL NURSES AS PROFESSIONAL PARTNERS

The School Nurses as Professional Partners: Supporting Educational Outcomes for Students with Low Incidence Disabilities (SNAPP), project develops and delivers a specialty component annually, to 28 pre- and post-professional school

nurses enrolled in baccalaureate education programs. It uses distance education technology, combined with a specialty clinical practicum with six university schools of nursing. (Funded by the U. S. Department of Education.)

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## EFFECTIVENESS TRAINING FOR LOCAL SPECIAL EDUCATION ADVISORY COMMITTEES

This project will provide local Special Education Advisory Committees (SEACs) with increased direction on meeting the unmet educational needs of students with disabilities, advising school divisions on those needs, and assisting school divisions with the development of strategies and plans to meet those needs. SEACs are comprised of volunteers from the community and are appointed by local school boards. (Funded by the Virginia Department of Education and the Virginia Board for People with Disabilities.)

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## INCREASING INFORMED CHOICES AND SELF-DIRECTION FOR INDIVIDUALS WITH DISABILITIES: A REBALANCING INITIATIVE

This project assists the Partnership in its work on strategies to help individuals with disabilities increase access to the diversity of home and community-based long term services and supports. The project focuses efforts on individual preferences and choices rather than service system programs and requirements. (Funded by Centers for Medicare and Medicaid Services, U.S. Department of Health and Human Services.)

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# HIGHLIGHTS OF THE YEAR

## EARLY CHILDHOOD

- Participated in the development and implementation of VCU Community Solutions initiative.
- Convened two major conferences for early childhood professionals in Virginia:
  - Three hundred (300) early childhood professionals attended the "Shining Stars" Conference.
  - Three hundred (300) early intervention providers and family members attended the 2nd annual "Creating Connections" early intervention conference.
- The Integrated Training Collaborative developed and pilot-tested three modules for early intervention personnel: Child Development, Orientation to Part C, and Knowledge of Developmental Delays and Disabilities in Early Childhood.
- The Building Inclusive Child Care (BICC) and Including All Children (IAC) projects provided training related to including children with disabilities to center-based and home-based child care providers in the Richmond area.
- The "Kaleidoscope: New Perspectives in Service Coordination" curriculum was revised and divided into two levels. Seventy-five service coordinators were trained using the Level I curriculum and 40 were trained using the Level II curriculum.

## CHILDREN & YOUTH

- The Virginia Leadership Education in Neurodevelopmental Disabilities (Va-LEND) Program received a grant award from the Maternal and Child Health Bureau to provide an additional five years of interdisciplinary leadership training.
- The Continuing Education Collaborative Office Rounds (CECOR) grant supported monthly meetings of pediatricians, family physicians, nurses, and mental health professionals to discuss cases and participate in continuing education on childhood mental health issues.
- The Model for Integrating Research Knowledge and Skills (MIRKS) project provided enhanced training for Va-LEND trainees. The training included eight workshops as part of a research study. The group also used data from the National Survey on Children with Special Health Care Needs to examine underinsurance in Virginia.
- The Web course, Abuse and Neglect of Children and Adults with Developmental Disabilities: A Course for Health Professionals, was completed and will be offered for continuing education credits in FY2005.
- The Virginia Network of Consultants (VNOC) for Local Education Agencies was established to work with children who are deaf or hard of hearing. VNOC is a consortium of 30 specialists in the field of deafness who provide training and consultation.
- Providing Resources and Education for Professionals (PREP) hosted a six-day training to prepare early interventionists from

## ADULT

- The Positive Behavioral Support project developed a report, "Recommendations for Implementing Best Practice Model for Positive Behavior Support Services in Virginia."
- The Community – Integrated Personal Assistance Support and Services project developed and is piloting a survey instrument that will be administered to individuals who are using consumer-directed personal assistance services through Virginia's Medicaid waivers.
- The New Voices Planning Committee made significant progress towards designing and preparing for a statewide conference on disabilities, to be held in October 2005.
- The Real Choice Systems Change Project achieved significant results in its efforts to promote services and supports for individuals with disabilities with an emphasis on self-direction. The project (1) developed and distributed brochures, (2) held four regional meetings (3) developed a training module, Introduction to Consumer Directed (CD) Services, that was used by 270 individuals, (4) developed and distributed a CD Services in the MR Waiver Workbook, and (5) began development of a CD Services DD Waiver Workbook.
- Implemented the requirements for planning a "One Stop on the Eastern Shore" project as a means of coordinating information delivery to persons with disabilities and their families in an underserved area of Virginia.

# HIGHLIGHTS OF THE YEAR

## EARLY CHILDHOOD

CONTINUED

- Eighteen (18) early childhood special education externships were completed through the Up-Link project.
- The Training and Technical Assistance Center (T/TAC) provided consultations to school divisions focused on including children with disabilities in existing early childhood classrooms (i.e., Head Start and Virginia Preschool Initiative).
- The Infant and Toddler Connection of Richmond coordinated the provision of early intervention services to approximately 275 infants and toddlers.



## CHILDREN & YOUTH

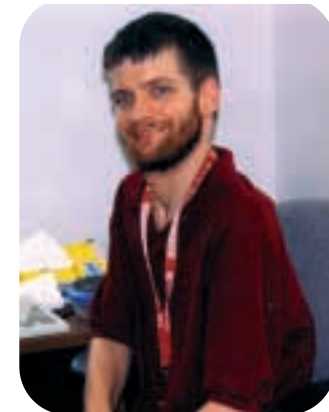
CONTINUED

- 20 regions of Virginia to work with children who are deaf or hard of hearing.
- The Partnership was awarded a five-year \$1.25 million dollar grant by the U. S. Department of Education to fund a project targeting School Nurses as Professional Partners (SNAPP): Supporting Educational Outcomes for Students with Low Incidence Disabilities.
- Through a contract with the VA Department of Education, 27 teams from Parent Resource Centers and Training and Technical Assistance Teams were trained to provide training on Creating Collaborative IEPs: Training for Parents and Educators.
- The School By School project completed three years of development and field testing of its model special education curriculum in the Roanoke, Va. school system.
- The Training and Technical Assistance Center (T/TAC) began its work with Virginia Department of Education Priority Projects. Technical assistance to projects included: Instructional Support Team model in six schools; the Transition Outcomes Project in four schools; the Positive Behavioral Support Model in six schools; and the teaching of Instructional Strategies in three schools.
- The T/TAC participated in 24 Academic Review on-site visits to support students with disabilities in the Academic Review process, and began supporting 11 additional schools in the areas of inclusion, positive behavioral support, transition, and instruction.

## ADULT

CONTINUED

- Established a Consumer Advisory Team who met and devised a survey instrument that will be used to gather research on consumer-directed services in Virginia.
- The Consortium for Hand-Held Technology continued its development as a valuable resource for individuals with autism or brain injury.



# TRAINING AND OUTREACH

## I. CLASSROOM RELATED INTERDISCIPLINARY TRAINING

The faculty and staff of the Partnership actively train and educate the next generation of professionals in disability related service, training, research and policy. In FY 2004, the interdisciplinary training program trained 56 students in 11 disciplines, which are described in the charts that follow:

Fig.1  
Trainees by academic level  
LEND & Non-LEND Trainees

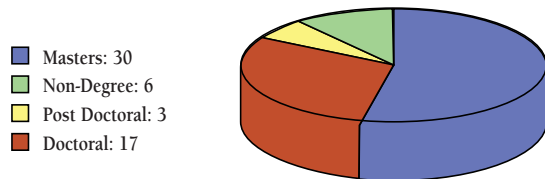
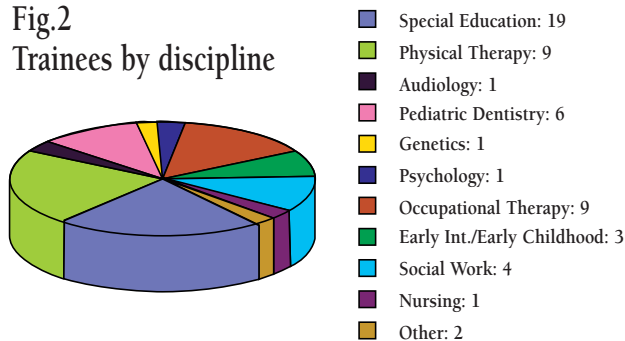


Fig.2  
Trainees by discipline



## II. OUTREACH EVENTS BY CORE FUNCTION

Partnership sponsored events, including conferences, workshops, meetings, webcasts, and summer institutes, target a wide range of participants. During FY 2004, the Partnership conducted 2,242 events that reached over 24,877 people. The Partnership's technical assistance activities are interdisciplinary and focused on providing solutions to disability issues. A summary of activities by event and type of participant follows:

Fig.3 Summary of events  
Total Events: 2,242

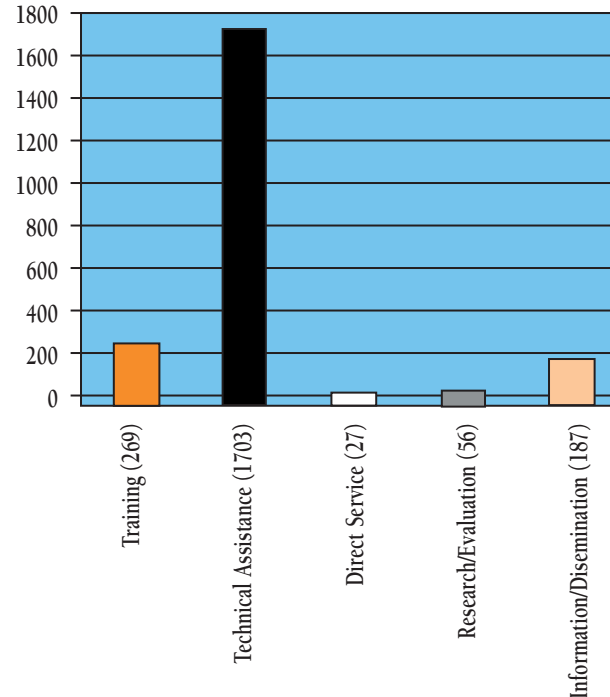
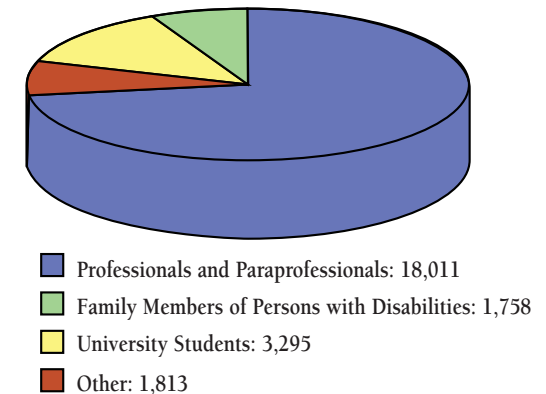


Fig.4 FY 2004 Contacts by participant type



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## JOURNAL ARTICLES:

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Lynch, K. B., Geller, S. R., & Schmidt, M. G. (2004). Multi-year evaluation of the effectiveness of a resilience-based prevention program for young children. Journal of Primary Prevention, 24, 335-353.

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Quillin, J.M., Jackson-Cook, C., & Bodurtha, J. (2003). The link between providers and patients: How laboratories can ensure quality results with genetic testing. Clinical Leadership & Management Review (November/December), 351-357.

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Singh, N.N., & Oswald, D.P. (2004). Evidence-based practice. Part II: A specific methodology. Journal of Child and Family Studies, 13, 255-262.

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Sutherland, K., & Morgan, P.L. (2004). Implications of transactional process in classrooms for students with emotional/behavioral disorders. Preventing School Failure, (Fall), 32-37.

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Oswald, D.P. (2004). Autism and self-regulation: A review of The Development of Autism – A Self-Regulatory Perspective by Thomas L. Whitman. PsycCRITIQUES, 49, Supplement 6.

Oswald, E.C., Oswald, D.P., & Coutinho, M.J. (2004). Gender disproportionality: Challenges for special education placement. A Project PROGRESS Brief (OSERS Grant # H324D000040). Richmond, VA: Commonwealth Institute for Child and Family Studies.

Pfeiffer, D. L. (2003). *The implementation and administration of American Sign Language programs for foreign language credit in public secondary schools*. Dissertation Abstracts International, UMI No. 3083807

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Coutinho, M.J., & Oswald, D.P. (2004). Disproportionate representation of culturally and linguistically diverse students in special education: Measuring the problem. A Project NCREST Brief.

## BOOK CHAPTERS:

Accardo, P. J. (2004). Screening and diagnosis of autistic spectrum disorders. In V.B. Gupta (Ed.), Autistic spectrum disorders in children (pp. 125-148). New York: Marcel Dekker, Inc.

Accardo, P. J. (2004). Mental retardation. In R. H. A. Haslam, & P.J. Valletutti (Eds.), Medical problems in the classroom: The teacher's role in diagnosis and management. (4th ed.). (pp. 453-465). Austin, TX: Pro-Ed.

# PUBLICATIONS

Accardo, P. J. (2004). Autism spectrum disorders: Autism, pervasive developmental disorder, and Asperger syndrome. In R. H. A. Haslam, & P.J. Valletutti (Eds.), Medical problems in the classroom: The teacher's role in diagnosis and management. (4th ed.). (pp. 498-509). Austin, TX: Pro-Ed.

Osher, D., Cartledge, G., Oswald, D., Sutherland, K.S., Artiles, A.J., & Coutinho, M.J. (2004). Issues of cultural and linguistic competency and disproportionate representation. In R. Rutherford, M.M. Quinn, & S. R. Mathers (Eds.), Handbook of Research in behavioral disorders. New York: Guilford Publications.

Pfeiffer, D. L. (2004). The implementation and administration of American Sign Language programs for foreign language credit in public secondary schools. In E.M. Maroney (Ed.), CIT: Still shining after 25 years: Proceedings of the 15th National Convention, Conference of Interpreter Trainers (pp. 3 - 21). Washington, DC: Conference of Interpreter Trainers.

Sawin, K.J., Cox, A.W., & Metzger, S.G. (2004). Transitions to adulthood. In P.J. Allen, & J.A. Vessey (Eds.), Primary care of the child with a chronic condition (4th ed.). (pp. 137-152). St. Louis, MO: Mosby.

Singh, N.N. & Oswald, D.P. (2004). Evaluation issues in evidence-based practice. In P. Barrett & T. H. Ollendick (Eds.), Handbook of interventions that work with children and adolescents: Prevention and treatment (pp. 71-87). Chichester, England: John Wiley & Sons.

## ONLINE COURSE:

O'Neil, P., Allen, B. & Cox, A. (2004). Abuse and neglect of children and adults with developmental disabilities: A problem of national significance Richmond, VA : Partnership for People with Disabilities, Virginia Commonwealth University. Available online at <http://www.vcu.edu/partnership/maltreatment>

Shepherd, J. (2004). Elective session 1: Addressing transition and school-to-work in school settings . In Swinth, Y., Occupational therapy in school-based practice: Contemporary issues and trends. Bethesda, MD: American Occupational Therapy Association Online Course.

## INVITED PAPER AND REPORT:

Swinth, Y. (Ed.), Chandler, B., Hanft, B., Jackson, L., & Shepherd, J. (2003). Personnel issues in school-based occupational therapy: Supply and demand, preparation and certification and licensure. (invited paper). Center on Personnel Studies in Special Education, University of Florida (USDOE grant).

## DIRECTORIES & HANDBOOKS:

Uhl, M. (2004). Year 2004 Summer Camps in Virginia. Richmond, VA: Respite Resource Project, Partnership for People with Disabilities, Virginia Commonwealth University.

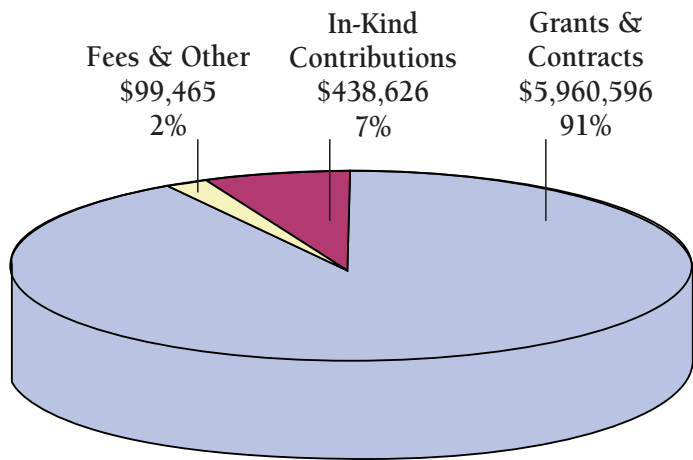
## WORKBOOKS & TRAINING MODULES:

Dinora, P., Hammar, E., Iacuele, J., Jones, D., Little, T., Machonis, D., Neal, S., Rheinheimer, G., Shelton, J., Shepherd, K., Traver, D., & Yoder, T. (2004) Consumer-Directed Services in Virginia's Mental Retardation Waiver. A Workbook for Individuals, Families, and Providers. Richmond, VA: Real Choice Systems Change Project, Partnership for People with Disabilities, Virginia Commonwealth University.

Dinora, P., Hammar, E., Jones, D., Machonis, D., Neal, S., & Yoder, T. (2004) Consumer-Directed Services in Virginia's Mental Retardation and Developmental Disabilities Waiver: Training Modules and Introduction to Self-Direction: Training Modules. Richmond, VA: Real Choice Systems Change Project, Partnership for People with Disabilities, Virginia Commonwealth University.

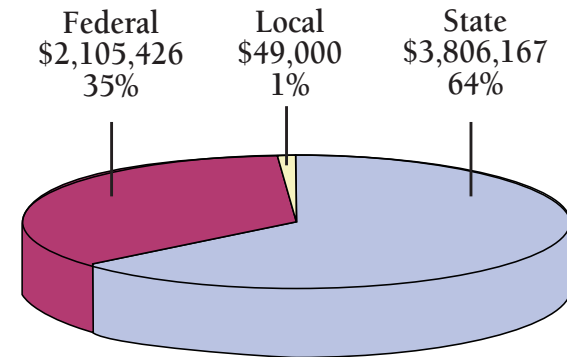
# FUNDING SOURCES

Total Income: \$6,498,687

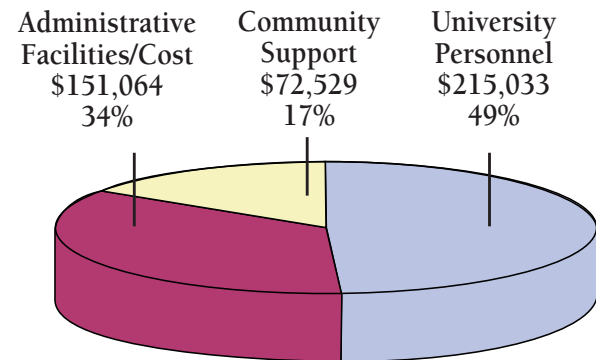


The Partnership for People with Disabilities currently administers twenty-four programs that are funded by the federal government or the Commonwealth of Virginia. The grants and contracts vary in length from one to three years. Each award is administered on a cost reimbursement basis.

Grants & Contracts: \$5,960,596



In-Kind Contributions: \$438,626





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## *Christine Young*

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Ride-Away is the East Coast's largest provider of modified vehicles and adaptive

equipment for people with disabilities. The company operates facilities in Connecticut, Massachusetts, Maine, New Hampshire, Vermont, Maryland and Virginia. Ride-Away represents almost all of the major manufacturers in the accessible van field. The company has the largest inventory of used accessible vans in the Northeast and offers a full range of vehicle modifications to meet individual needs. Virginia locations are:

232 East Belt Blvd., Richmond, VA 23224.  
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With their combination of resources and expertise, they focus on the growing need for comprehensive print-to-mail solutions. They provide a complete array of services from document engineering (technical design), through printing, fulfillment and mailing. Imaging Solutions is committed to providing their clients with the services and expertise they need to succeed.

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