

Community Service Programs at IHD

Community Service programs at the Institute for Human Development - Arizona University Center on Disabilities (IHD-AzUCD) conduct community training and technical assistance and/or provide direct services to children, adults and families. Please [visit our web site](#) to learn more about our community service programs and activities in early childhood, assistive technology, employment and special education.

As we launch our new 5-Year Strategic Plan (July 2012-June 2017), IHD-AzUCD's Community Service programs join our colleagues in adopting the framework of improving access and positively affecting attitude toward disability as fundamental to improving the lives of people with disabilities and their families.

Our 5-Year Strategic Plan is based on the premise that access to community and the attitudes of the general population toward people with disabilities can be major facilitators or inhibitors of the goal of full inclusion of people with disabilities in all aspects of family and community life. IHD-AzUCD Community Service programs strive to promote "access" for people with disabilities and their families in the fullest sense of the word, including access to services, the media and social relationships. People with disabilities report that the "attitude" of the general public toward disability is, at least, as big a barrier to inclusion as the physical access. Conceptually, access and attitude have a reciprocal role in promoting or inhibiting inclusion. Attitude affects access, and access influences the development of attitudes.

Over the next five years, NAU/IHD community service activities will integrate what we know, and what we continue to learn about the interaction between the concepts of access and attitude into training, technical assistance and services provided through our programs. For example, in the context of their activities, programs that provide training, technical assistance and services in the area of assistive technology will incorporate information on both improving access and affecting attitudes. Additionally, our research team is developing a process to measure the impact of these efforts across all of our programs.

We hope you'll continue to follow the progress of our Community Service programs as we spotlight them in future issues of the Community News Notes.



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Interdisciplinary Training Clinic

The Institute for Human Development-Arizona University Center on Disabilities (IHD-AzUCD) has a long history of serving people with disabilities through interdisciplinary, team-based models. Since the 1970's when IHD ran Northern Arizona Child Evaluation Services (NACES) to the present day with our Interdisciplinary Training Clinic and other community projects that use team-based models, the IHD has promoted the positive outcomes that occur as a result of interdisciplinary training and services.

The current Interdisciplinary Training Clinic (ITC) is part of the Graduate Certificate in Disability Policy and Practice. It provides an opportunity for students in the Policy and Practice cohort to work together as an interdisciplinary team while providing evaluation services to individuals with disabilities and their families. These services include developmental evaluations, alternate evaluation services to assist families at home, and consultation and referral for behavioral and assistive technology needs.

Within the last year, the clinic has added a medical component by including a developmental pediatrician who joins the team once each semester. This developmental clinic focuses on evaluating young children, ages 0-8, who may have unmet medical concerns. This dimension has allowed students to see the medical side of disability evaluation while working alongside a number of different professionals who mentor the students in the cohort.

Traditionally, the Policy and Practice students come from a number of disciplines, which typically comprise of rehabilitation or educational teams in real world settings. This includes physical therapy, speech-language pathology, education, school psychology and sometimes social work and counseling. Providing students the opportunity to work together at the pre-service level has many advantages. First and foremost, the students learn about other disciplines be-



fore they encounter those disciplines in the work place. Second, students gain a much broader perspective of the experiences of people with disabilities when working on an interdisciplinary team and seeing a variety of different viewpoints. Finally, acquiring the knowledge and skills to become part of an effective, interdisciplinary team provides students with an advantage when they enter the job market. Many former Policy and Practice students have indicated that the experiences they gained working with other disciplines made them attractive to prospective employers.

Referrals for the Interdisciplinary Clinic can come from families, health care professionals, educators and service coordinators from various agencies. To make a referral to the clinic contact Kathy Mahosky at Katherine.mahosky@nau.edu or call 928-523-3614. Once the referral packet is completed and returned, a decision will be made if the clinic can provide the requested services and the team members are determined. Planning for the activities on the day of the evaluation begins with all team members meeting to determine their roles and responsibilities for the person and family. Once roles and responsibilities are determined, students work together preparing for the evaluation day. This may include doing a home interview or observing the child in their natural settings (home and/or educational environ-

ment). On the day of the evaluation, the team works together to obtain the necessary information requested by the reason for referral. Oftentimes, two team members will work together evaluating the individual while other team members observe. Families are encouraged to observe their child and to actively participate in evaluation activities as needed. Upon completion of the evaluation, all team members meet to discuss preliminary findings prior to meeting with the family and child. A family conference is then held to discuss the preliminary findings and to make tentative recommendations as appropriate. Families are encouraged to ask questions to be sure they understand the next steps. The meeting usually ends with a plan for report preparation and dissemination. The team provides the individual and family with a copy of the report, answers to any additional questions, and if required, referrals to other services.

Students who engage in at least one interdisciplinary training clinic get hands-on experience with learning how to express themselves in team meetings, how to plan and organize an interdisciplinary evaluation and how to present findings as part of a team conference with families. They also gain experience in articulating their findings in an interdisciplinary report. These knowledge and skills will prepare them to be successful when they begin their career!

What is the SELECT Program anyway???

SELECT stands for Special Education Learning Experiences for Competency in Teaching and as acronyms go, the SELECT acronym actually makes sense. The program was founded in the 1970s by the Arizona Department of Education (ADE) to provide some workshop-style training that would make cutting-edge special education information available to Arizona teachers. The ADE wanted to ensure that teachers who had been in the field for a number of years were keeping their pedagogical skills up-to-date. Classes were offered around the state on evenings and weekends. They were set up to be as convenient a way as possible for teachers to keep certifications current. Maintaining a high competency in teaching was the primary aim of the program.

In the 1990s, the ADE united with Northern Arizona University to take the SELECT Program to another level by aligning it with the university graduate level standards. This connection al-

lowed teachers to take SELECT courses for credit. Working with NAU Extended Campuses to offer high-quality courses to teachers in every community in Arizona, the SELECT Program has shifted in recent years from a workshop format to an online format.

Instructors for SELECT courses are fully-certified school employees with MA or PhD degrees in the specific area they teach. Because they work with Arizona's K-12 student population every day, they have the ability to merge educational theory with practical experience. SELECT instructors have developed classes out of their own experiences of working with specific student populations. For example, experts working with pre-teens and teens have developed courses on adolescent behavior management, young-adult literature, using critical reading skills with gifted students, and transition into the work place or into the community. Experts working with administration of spe-

cial education programs have developed courses that address conflict resolution, disability law, and the individualized education plan.

SELECT students are busy teachers who are looking for classes to provide them with specific information about how to handle real challenges in their classrooms. In the SELECT classes they can find this information and the credit or contact hours needed to meet the continuing educational requirements for certificate renewal. The majority of SELECT students are special education teachers, but administrators, regular education teachers, teaching assistants, and related service personnel all can find SELECT classes that provide them with vital information and help maintain their certification. SELECT classes are also open to parents looking for additional information about expanding their child's educational options.



The Arizona Technology Access Program (AzTAP) and its partners Rehabilitation Services Administration (RSA) and the Arizona Department of Education (ADE) invite you to attend!

THE 15TH ANNUAL

Assistive Technology Summer Institute *Catch the Wave*

July 8 & 9, 2013
Arizona Grand Resort & Spa
Phoenix, AZ



CLICK HERE for
on-line registration
(available through
the conference link at
www.aztap.org)

GREAT REASONS TO ATTEND!

- **Gain knowledge and skills** at Arizona's only statewide AT conference. Whether you are a beginner or expert, there will be information for you!
- **Speaker Expertise** – You will want to hear what our presenters have to say
- **Continuing Education Contact Hours**
- **Networking Opportunities** – connect with vendors, colleagues; share ideas!
- **The Resort experience is back!** Take advantage of the amenities offered by the Arizona Grand Resort & Spa. At \$89 per night for this all-suite hotel, combine education with a "staycation". Enjoy the Arizona Grand Resort's waterpark!
- **Value** – The conference offers a lot of value for the price: learn, eat, network, relax at a fraction of the cost of the national AT conferences.

Registration (include breakfasts, lunches, and snacks) For more info contact:

- Early Bird registration (by May 31): \$165
Regular registration (after May 31): \$250
On-Site registration (day of if space available): \$300
- Consumer Early Bird registration: \$65
Consumer regular registration (after May 31): \$95

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IN THE SPOTLIGHT

Katherine Mahosky, Ed.D, CCC-SLP

Katherine Mahosky (Kathy) earned her master's degree in Clinical Speech Pathology from Northern Arizona University in 1982. She worked with the Northern Arizona Child Evaluation Services (NACES) at IHD-AzUCD as part of an interdisciplinary team, evaluating children with disabilities across northern Arizona for approximately 8 years. She left IHD-AzUCD in the early 1990's to begin a private practice, Northland Speech and Hearing Associates, which is operating today as Northland Rural Therapy Associates.

Kathy served as the Director of the Speech and Hearing Clinic at NAU, overseeing the graduate clinical practicum curriculum for the Communication Sciences and Disorders (CSD) department, from 1995 through 2006. In August 2006, she returned to IHD-AzUCD to oversee the Interdisciplinary Training Clinic as part of the graduate certificate program in Disability Policy and Practice under the direction of Dr. Karen Applequist. Since returning to IHD-AzUCD, Kathy completed her Doctorate in Education with a specialization in Curriculum and Instruction.

Currently, at IHD-AzUCD Kathy works across a number of different projects with her primary duties being that of pre-service training. She works with other IHD-AzUCD colleagues on the Disability Experience project, teaches in the Disability



Minor, and works closely with Karen Applequist to manage the Graduate Interdisciplinary Certificate in Disability Policy and Practice. She oversees the applied experiences of the graduate students in the certificate program and runs the Interdisciplinary Training Clinic, which provides students with first-hand experiences working together across disciplines to evaluate children with disabilities. Kathy also provides language and literacy trainings to families on the Navajo reservation as part of the Nihiyazhi Ba' iit' ih (For our children) home visiting program.

Kathy's areas of expertise are evaluating children and adults with multiple disabilities, mentoring students in a variety of clinical experiences particularly team-based settings and evaluating and providing intervention for adolescents and adults with limited literacy skills.

1. Since moving from a clinical position at CSD to IHD-AzUCD how have you changed?

In some respects, returning to IHD-AzUCD to oversee the interdisciplinary training clinic and to work with students from a variety of disciplines was like coming home. After completing my Master's degree, I began my career as a speech-language pathologist on an interdisciplinary team here at IHD-AzUCD and it was the best experience I had in my early career. I learned a tremendous amount from the many talented people (some are still working here) who made up the NACES evaluation team and learned the value of interdisciplinary work. Learning to work within a team is essential in so many settings and it provided me a strong foundation for all the work I have done since. Coming back to IHD-AzUCD to mentor students in this process has been so rewarding.

Now, in my work at IHD-AzUCD I am able to draw upon the knowledge and skills from my particular discipline while recognizing the limitations that can create. Being aware of this helps me to mentor graduate students in the Disability Policy and Practice cohort. I encourage them to continually look at how their discipline knowledge, valuable as it is, constrains a broader view when working with individuals and families with disabilities. Learning to really listen and learn from other disciplines and from the individuals with disabilities and their families is essential for successful collaboration and achieving outcomes. I don't think I'm finished learning how to do this well so I learn something new each year along with the students.

Completing my doctorate in curriculum and instruction since I have returned to IHD-AzUCD has also changed me personally. I have learned to think much more critically about issues concerning education, especially education for students with disabilities. Also, it has made me a stronger mentor and teacher at the university level. I hope this translates to excellent learning experiences for the students here at IHD-AzUCD.

2. How has your work in Disability Studies influenced you and your perceptions of working with individuals with disabilities?

I have learned so much since I've worked on creating the minor in Disability Studies and taught courses in the program these past few years. It has challenged me to reflect upon my discipline specific training, particularly what I didn't consider for people with communication disorders, and it has made me realize how much I still need to learn about the issues and experiences of individuals with disabilities. I definitely have a much more holistic view of individuals with communication disorders and this influences how I work as a speech pathologist.

I am much more sensitive and perceptive about how others view individuals with disabilities and how they talk about them. It makes me uncomfortable and leaves me unsettled at times. I am never sure how to insert my own perspective since I've learned so much from disability studies myself, without offending people I've known for a long time. I'm aware that professionals who work in many disciplines with people with disabilities could benefit from a

critical disability perspective. That being said, I have enjoyed becoming a spokesperson for Disability Studies and the value it can bring to students from any major. I look forward to all that I can learn from this field.

3. What would you like to people to know about you outside of work?

I am very passionate about community involvement and do volunteer work for Literacy Volunteers of Coconino County dba The Literacy Center. I became involved with the Literacy Center in 2005, when then Executive Director, Ann Beck and I ran a teen literacy group for struggling adolescent readers in the summer of 2006. I joined the Board of Directors in 2007 and am currently the Board President.

When I'm not working or doing volunteer work, I love spending time outdoors, hiking, biking and cross-country skiing. My husband and I enjoy many outdoor activities and take every opportunity to explore this magnificent state. We recently became grandparents so we try to visit our new grandson and our sons who both live in Portland, Oregon as often as can. Oregon is also a great state for outdoor activities and we look forward to many more trips there over the next few years!

At home, I love to read, work outside in my yard (challenging as that is here in Flagstaff) and spend time with friends. Flagstaff has been home to my husband and I for over 30 years. We raised our boys here and have made many wonderful friends. Who knows what the future will bring, but I hope to be exploring this beautiful state for many more years to come.

Tom Uno Elected as New Chair of Multicultural Council



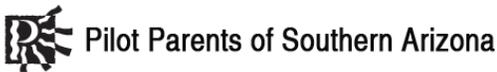
Tom Uno, Associate Director of the Institute for Human Development- Arizona University Center on Disabilities (IHD-AzUCD) has been recently elected to be the new chair of the Multicultural Council (MCC) of the Association of University Centers on Disabilities (AUCD). The mission of the MCC is to advocate on behalf of the cultural diversity and cultural competence mandates in the DD Act and other relevant legislation and policies as amended. The MCC fulfills this mission to the AUCD and its constituent membership by serving as a conduit for technical assistance, providing input into policy, engaging in other support activities deemed necessary to advance the area and secure the meaningful participation of individuals from diverse racial and ethnic and linguistically diverse backgrounds at all levels of the Association's membership. As an outcome of becoming the chair of this standing MCC, Tom will also become a member of the AUCD's Board of Directors.

Financial Support

Financial support is available for self-advocates and family members of individuals with developmental disabilities to participate in conferences, workshops and other training opportunities through the LEAP program.

Trainings must meet eligibility requirements as outlined on the Pilot Parents website. Information on how to apply, the application and supporting information is available online at www.pilotparents.org.

Partial funding is made available by the Arizona Developmental Disabilities Planning Council through contract NO. ADDPC-FFY-11-1112-00-CY2.



Pilot Parents of Southern Arizona

WHAT OUR TRAINEES ARE DOING

Shayna Ashley

Place of employment and title:

Kamehameha Schools – Kapalama campus
Disability Services Program Coordinator
(grades 11 and 12)

Graduate of:

Disability Policy & Practice Graduate

Year completed:

Graduated 2007



Some of your accomplishments since graduating:

- Development of the first Disability Services program at Kamehameha High School
- Increase in the number of students with disabilities accepted to Kamehameha Schools
- Adjustments to admission policies in order to serve families of children with disabilities
- Seniors are receiving acceptance letters to four-year universities and summer internship programs.

What else would you like your classmates/colleagues/current students to know about you:

Mother to Bishop (pictured)

How did your program help you become a better professional who supports people with disabilities?

The IHD Disability Policy and Practice certificate program prepared me exceptionally well for the work I do today at Kamehameha Schools. I would never have been able to accomplish all of what I am tasked to do daily if it were not the guidance and expertise of the IHD-AzUCD's Disability Policy and Practice certificate program.



IHD-AzUCD would like to wish Carrie Raabe farewell and good luck in her career transitions.



Community News Notes is a publication of the Institute for Human Development (IHD). The IHD is a research and training program located at Northern Arizona University and part of a national network of University Centers for Excellence in Developmental Disabilities (UCEDD).

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