



2020-2021

Institute for Human Development Report to the Community

**NORTHERN
ARIZONA
UNIVERSITY**

Institute for Human
Development

2020-2021 SNAPSHOT

IHD:
Improving access,
attitudes, and inclusion
for over 50 years!

Message from our Director

As executive director of the Institute for Human Development at Northern Arizona University, I am proud to present our 2021 annual report to the community. Due to the ongoing COVID-19 pandemic, the last year has been trying for everyone – especially for the disability community we serve at IHD. I am always thankful for our staff's passion and commitment to improving the lives of others, and never more so than during the past year. The following pages are filled with examples of resiliency and fortitude, highlighting our team's ability to adapt to new challenges and continue doing exceptional work with the goal of improving attitudes, enhancing access, and ensuring inclusion for all. Thank you for joining us on this important journey.

Kelly Roberts

Executive Director, Institute for Human Development at Northern Arizona University

Vision

People with disabilities fully participate in all life experiences.

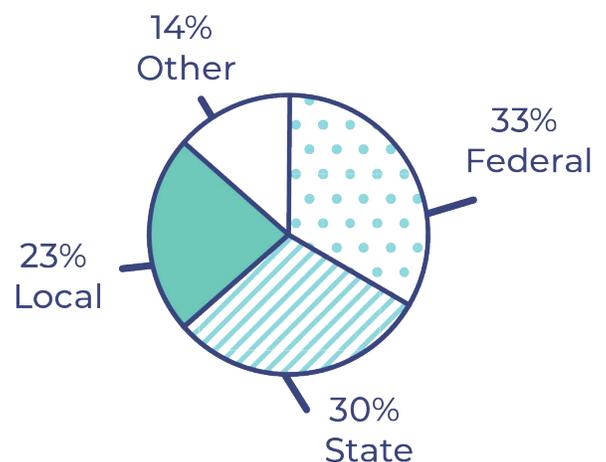
Mission

Promote full inclusion by advancing attitudes that value persons with disabilities and enhancing access to all aspects of the human experience.

Data Overview



Over \$6.7 Million of Leveraged Funding



COVID-19 Response

Most staff transitioned to remote work but found creative solutions to continue providing services:

Alternatives to in-person client services

- **Our early intervention program** on the Navajo Reservation offered telehealth services in lieu of home visits.
- **Our augmented communication team** pioneered virtual AAC (augmentative and alternative communication) assessments with actual device trials.

COVID-19 Specific Webinars Delivered via Zoom

12 weekly Zoom meetings
March-June 2020



Focused on COVID-related topics impacting persons with disabilities



Combined attendance **1,903**

Attendance in each ranged from **80-330, with an average of 159**

AIVRTTAC (American Indian Vocational Rehabilitation Training and Technical Assistance Center) **produced a series of COVID-related webinars**

6 webinars hosted in April and May

Combined attendance **70+**



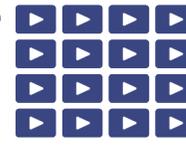
Series became a blueprint for webinars in the following year, growing attendance significantly.

Virtual Conference



IHD held a virtual mini-conference in July 2020 using Zoom.

2 days



16 sessions



1 virtual toy adaptation workshop

Combined attendance **1,734**



Attendance in each ranged from **64-149, with an average of 108 per session.**

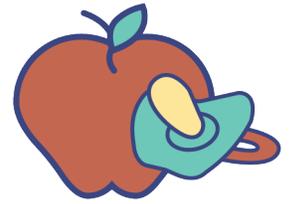


High satisfaction reported by attendees, with an average score of **★ 3.66 out of 4.00 ★**

That means most attendees gave our sessions the highest possible ratings! Inclusiveness features included CART and ASL interpreters in every session.



“ I love this new virtual format. A lot less stressful, and the sessions can easily be recorded for later viewing. They also allow the viewer (and presenter) to be in a more comfortable environment **”** attention-wise...



Community Service Providing Direct Services

The community service programs offered by IHD are highly diverse in terms of service type, partnerships, populations served, and reach. These services include:

Growing in Beauty Partnership Program (GIBPP), providing early intervention for infants and toddlers on the Navajo Reservation.

Augmentative Communication Evaluation and Training Services, providing comprehensive evaluations to help determine the best speech-generating devices for non-speaking children and adults.

The Adaptive Sports and Recreation Program, providing access to adaptive recreation programs for skiing, snowboarding, and kayaking.

The Arizona Technology Access Program (AzTAP), a statewide, comprehensive assistive technology program available to persons regardless of their age or type of disability.

The American Indian Vocational Rehabilitation Training and Technical Assistance Center (AIVRTTAC), delivering training and technical assistance to the 92 AIVRS projects across the U.S.

New initiatives:

- Through a grant awarded by the Administration on Community Living (ACL), **IHD and several partners have been working to address COVID-19 vaccine hesitancy** among people with disabilities, including parents, caregivers, and the elderly.
- **The Supporting Inclusive Practices in Colleges (SIP-C)** program began as a pilot project last year to help students with intellectual and/or developmental disabilities attend and succeed in post-secondary education. The U.S. Department of Education awarded a large, five-year grant to IHD, allowing for significant expansion of the program.



Research & Evaluation

Investigating & Analyzing

A total of 23 grant applications submitted

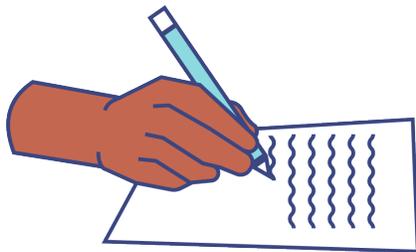


By the end of June 2021,

14 proposals were funded
and **7** were pending.



A writer's group was formed to provide peer support to staff interested in improving their writing skills for grant submissions and manuscript preparation.



15 articles were accepted for publication in peer-reviewed scholarly journals

3 were published in the *Developmental Disabilities Network Journal*

IHD initiated new research projects:

The Culturally Appropriate Research in American Indian Employment (CARE) Project

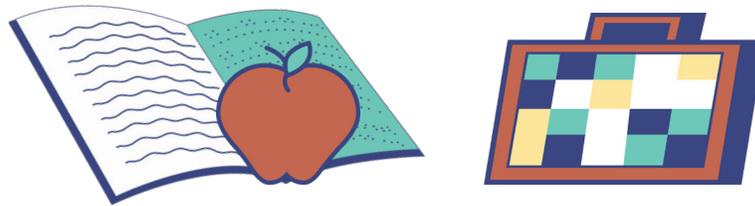
studies the practices and policies used by American Indian Vocational Rehabilitation Services projects, focusing particularly on their cultural appropriateness and how they contribute to employment outcomes for participants.

Developing a Collaborative Infrastructure for Educating STEM Undergraduate Students Who Are Neurodiverse Learners

is a collaboration between NAU and other universities across the nation to develop a strategic plan for supporting the success of neurodiverse students in higher education.

The University of Arizona program site

received a sub-award from the Arizona University Center on Disabilities (AzUCD) to conduct research aimed at improving health and other services for individuals with birth defects, developmental disabilities, and genetic conditions.



Pre-Service Preparation Educating & Training

IHD's Pre-Service Training and Community Education initiatives consist of interdisciplinary programs that foster professional growth and development.

There are a total of 2,403 professionals participating in University Center for Excellence in Developmental Disabilities (UCEDD)/IHD continuing education programs.

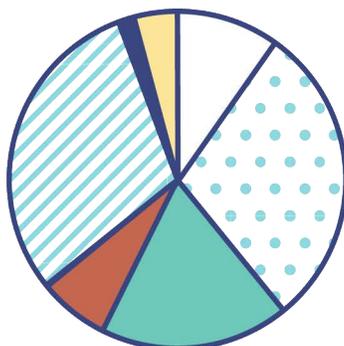
73 continuing education programs with **1,408** total hours of continuing education provided (primarily Special Education Learning Experiences for Competency in Teaching [SELECT], IHD's annual conference, and AzTAP).

Number of trainees reporting satisfaction with training ranged from 96% to 99%

Survey comments from trainees demonstrate that program participation has had a positive impact on their professional achievements:

“ The disability studies minor helped me be a well-rounded individual. I will be going to grad school for occupational therapy where I will take what I learned from this program and apply it to the program and future job. ”

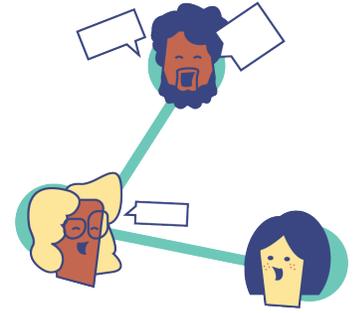
1,239 participants in **45** community service trainings broken into the following areas of interest:



- 121 Childcare-related activities
- 363 Employment-related activities
- 225 Education & early intervention
- 83 Health-related activities
- 375 Assistive technology
- 18 Leadership
- 54 Other

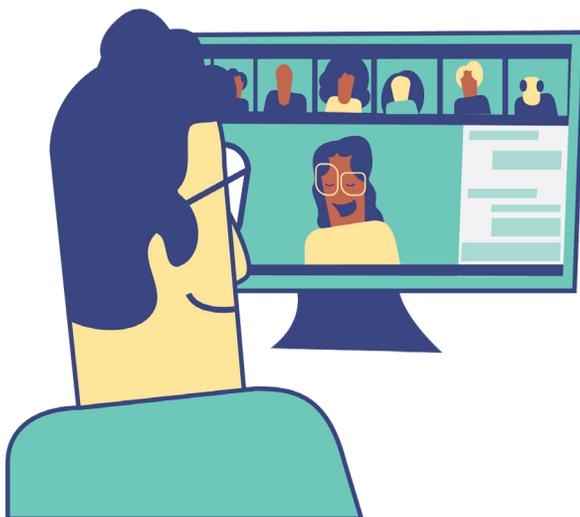


Dissemination Sharing & Informing



The IHD dissemination team is responsible for the real-time dissemination of materials produced by our scholars and researchers. This year, team members played a key role in the organization's shift from in-person events to online and virtual formats due to the COVID-19 pandemic. The dissemination team proficiently managed a wide array of Zoom features during webinars for IHD projects as well as for the Arizona Developmental Disabilities Network.

Updates and revisions have been made to websites, brochures, and information sheets to include information on new projects and their corresponding activities. This includes a complete re-design of some products to align with IHD's marketing plan.



IHD's dissemination efforts across all projects resulted in the development and dissemination of 107 products:

17	peer-reviewed publications <i>submitted</i> to scholarly journals
15	peer-reviewed articles <i>accepted</i> for publication in scholarly journals
8	reports and monographs
4	electronic products
6	conference presentations and posters
1	newsletter
32	pamphlets, brochures, and fact sheets
15	web-based products
1	distance learning module

Success Stories

SIP-C



Daisy's time management

It can be difficult to be a college student and maintain a job at the same time. Daisy, a first-year student at Mohave Community College (MCC) and member of the SIP-C program, experienced this firsthand during the fall '21 semester. After falling behind in math class, Daisy reached out to her educational coach for help developing time management skills. By utilizing the skills they discussed in her daily schedule, Daisy was not only able to get back on track in math class, but also found time to participate in the school's culinary club.

Daisy's self-advocacy and social involvement on campus are exactly what the SIP-C program hopes to encourage in its students.



Jason and social anxiety

Finding opportunities to socialize in college can be challenging, especially for individuals who are shy in unfamiliar settings. Jason, a first-year student at Mohave Community College (MCC) and member of the SIP-C program, was faced with this challenge during the fall '21 semester. During conversations with

his educational coach about developing confidence, Jason was given tools and strategies to be successfully involved in social activities on campus. By using these tools, Jason has blossomed into an active participant in class and is making friends around campus. One of Jason's professors noticed this change and even commended Jason's engagement in class.

Jason's capacity to face his fears in social settings has enabled him to be successful throughout his time in higher education.

AzTAP



Independent living with profound hearing loss

A family contacted AzTAP regarding their elderly mother, who is diagnosed with a profound hearing loss. They were concerned for her safety, as she was living independently but could no longer hear household cues like the doorbell, telephone, or smoke alarm. AzTAP lent the family an assisted listening/alert system to try out, and they found that it worked well for them. AzTAP informed the family that the system was available for free for individuals with hearing loss from the State telephone program and assisted them with completing and submitting the application. The family received the system and, with AzTAP's support, set it up in their mother's home. **They were highly satisfied with our services. Their mother is able to continue living independently in her home, with far less concern for her safety.**

Adaptive Recreation

IHD in collaboration with Northern Arizona Adaptive Sports Association (NAASA) and Arizona Developmental Disabilities Planning Council (ADDPC)

Leo's untapped potential

A mother's story: "Our son, Leo, has cerebral palsy, low muscle tone, left-sided weakness, and other disabilities. He's been in therapy his whole life, which can get old for a 10-year-old, so we started looking for additional activities to stimulate and motivate him. We started ski lessons with NAASA in the 2020 ski season at no cost to us, and Leo loved it! He felt so good being able to go fast, when keeping up with other typical kids has been a struggle. **It has reminded us of Leo's untapped potential; his capabilities sometimes exceed our imagination and having the right people in place at NAASA to help us see that has been such a game-changer.** The best feeling is knowing that Leo is with someone who has that extra experience and motivation to help our son reach his full potential. I'm sure these experiences are something Leo will take with him all his life. Leo can't always explain to us how he feels, but he shows it with the smile on his face and his willingness to do it again, even after a long day."



Sam's love of water

Sam is almost eight years old and is diagnosed with autism. While Sam is like other boys his age in many ways (with his extensive knowledge of dinosaurs and love of Minecraft), his difficulties with socializing and sensory processing made participation in many activities difficult if not impossible. Sam's parents learned of the NAASA kayaking program and enrolled Sam in lessons. As his mother reports, "Sam loves the water and he loves to swim in pools; however, Sam gets anxious around large bodies of water. This last year he begged to go to the beach but for the whole week refused to touch the water. As we drove out to Lake Mary [for his lesson] he kept saying, 'I don't want to go in the water. I am scared.'" But soon, the NAASA instructors changed that. Sam's mom continues, "Just like that they convinced him to ride in a tandem boat with Truman [the instructor]. Before we knew it Sam was paddling and asking to go further down the lake. He even asked me to share his kayak and we got to paddle and play on the water together... [Sam] was outside and enjoying himself. Meeting new people and making new friends. **For a mother of an autistic child who has already struggled so much in his life this was absolutely amazing.**"

Collaborations & Partnerships

Collaborations are at the core of how IHD works to facilitate ongoing improvements in access, attitude, and inclusion for people with disabilities. Faculty and staff come from a variety of backgrounds and represent a wide range of educational disciplines and skills to ensure that they can meet the needs of IHD's diverse clientele.

IHD staff are encouraged to take leadership roles and participate in committees, advisory groups, and councils that support Developmental Disability Network goals or other disability advocacy efforts.

Academic Partnerships:

This year, IHD staff collaborated with the NAU Computer Science Program on a capstone project to develop a prototype app, "AT@Home," which allows individuals with disabilities to use their smartphone or tablet to identify assistive technology needs at home.

IHD Consumer Advisory

Committee (CAC) meets twice a year and provides the organization with feedback and guidance on numerous topics. This past year, the CAC provided preliminary feedback on the upcoming UCEDD grant application. CAC members were also active participants in drafting the Transition Planning Grant.

State Agency Partnerships:

IHD receives considerable capacity building support from key state agencies, including the Arizona Department of Education, the Arizona Division of Developmental Disabilities, the Arizona Department of Health – Office of Children with Special Health Care Needs, the Arizona Rehabilitation Services Administration, and the Arizona Developmental Disabilities Planning Council. This year, IHD partnered with the Arizona Developmental Disability (DD) Network to address the impact of the pandemic on individuals with disabilities and their families by organizing a series of Zoom calls with members of the DD community in Arizona, effectively creating a virtual community of practice and giving voice to a community particularly at risk from the pandemic.

Collaborations with Tribal Entities:

IHD has a long history of successful collaborations with tribal entities within and outside of Arizona, as demonstrated by the Growing in Beauty Partnership Program and the Minority Service Institutions partnership with the Navajo Nation's Navajo Technical University.

Contact us

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