

Annual Report July 1, 2020 - June 30, 2021



# Institute for Disability™

Research, Policy & Practice



We innovate. We include. We collaborate. We care.



## From Our Director: Dr. Matt Wappett

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The world around us is going through an era of change and upheaval that is unparalleled in its scope and magnitude. The traditional rules of work, school, and daily life have all been called into question and we are all trying to figure out what it means to live and work in a post-COVID world. Some organizations are struggling to adapt and evolve, but the Institute for Disability Research, Policy & Practice (formerly the Center for Persons with Disabilities [CPD]) has continued to grow and thrive despite the many challenges. Although COVID certainly impacted our operations, it did not slow us down, and Institute for Disability staff have continued to demonstrate their grit, creativity, and resilience in the face of these many challenges.



Last year was a record-breaking year for us in many areas. We surpassed our prior benchmarks for the total number of people served by our programs, the number of projects we managed, the number of research and evaluation studies completed, the number of peer-reviewed publications accepted, and the number of products we developed and disseminated. We have focused our efforts on cultivating new collaborative relationships and pivoting to address the emerging needs in a post-pandemic world, and we are excited about the many new projects we have brought in this year. These new projects will continue our legacy of excellence in serving children and adults with disabilities and will help us continue to create evidence-based programs that improve the capacity of educators and other professionals in the human services.

The biggest update over the past year is a name change and rebranding. We began the process of renaming prior to the pandemic, and we received approval from the Utah State University (USU) Board of Trustees in January 2021 to rename the USU Center for Persons with Disabilities to the USU Institute for Disability Research, Policy & Practice. This name change and rebranding coincides with the post-COVID return to the office and provides us with an opportunity to celebrate our past success and to recommit to our mission for the future.

Over the last couple of years, we worked closely with administrators and marketing professionals at USU to develop a new name and brand identity that would accurately capture the breadth, depth, and capacity of our programs. Our prior name, the “Center for Persons with Disabilities,” was a reasonably descriptive name in 1991 (when the name was adopted), but linguistic trends have changed and the CPD grew in size and in the scope of our programs. Over the years, many other “centers” emerged from our various projects, and it became awkward to describe the multiple centers within the Center in our marketing and outreach materials. Therefore, with university approval, we elevated our status from a “Center” to an “Institute.” Becoming an “Institute” that houses multiple “centers” helps clarify our organizational structure and increases our visibility on campus, in the state, and among our peer institutions.

Along with all the growth and change, we have also said goodbye to many long-time staff who decided to retire this past year. Several of these staff have been at the IDRPP for 30+ years and we have been sad to lose their institutional knowledge and experience. One of the hallmarks of a healthy organization is staff retention, and the fact that we have so many staff who have chosen to spend their entire career at the IDRPP is a testament to the teamwork and supportive culture at the Institute. Although it is difficult to say goodbye, we are grateful for the contributions of these staff members and for their commitment to the mission of the IDRPP.

As staff have retired, and as the human services evolve to accommodate a post-pandemic society, we have brought in new staff with new energy, ideas, and areas of expertise. Over the past year, we have launched new programs in mental health, tele-health, family support, equity & diversity, public health, and disability studies. We have launched new collaborative projects with university and state partners to build capacity and improve supports within education, health, and social service systems. We are excited for the opportunities that lie ahead, and our team of skilled professionals and staff will continue to deliver the high-quality research, services, and training that have been the foundation of our growth and success.

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2021 is also our 49<sup>th</sup> year of operations! We opened our doors in 1972 as a local specialized education program, and since then we have grown to be a national and international leader in research, training, and services for people with disabilities, families, and the professionals who serve them. We will be spending some time this next year reflecting upon our past and planning for the future. Please watch for several events this next year that will highlight our history and accomplishments for our 50<sup>th</sup> anniversary. This opportunity to celebrate our 50<sup>th</sup> anniversary is an opportunity to recommit to our core values of innovation, inclusion, collaboration, and care that have been the foundation of our success.

None of our accomplishments would be possible without the support we receive from USU and our community. We are grateful for the trust of our loyal clients, colleagues, and collaborators and we are excited to continue to work with you to create a more equitable and inclusive world. We are always striving to be better than we were yesterday, and we would love to hear from you if you have any thoughts on how we can improve our image and our impact. If you are on social media, please connect with us there. You can also contact us and stay up to date through our website at [idrpp.usu.edu](http://idrpp.usu.edu) and our blog at [idrpp.usu.edu/blog](http://idrpp.usu.edu/blog). As always, please do not hesitate to contact us anytime.

Thank you again for your trust and support. We appreciate you!

Matt Wappett  
Executive Director

*IDRPP staff, family, clients, and community friends celebrate 49 years of service to families and individuals with disabilities in Cache Valley and across the country.*



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## Our Mission

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We are working together to create inclusive communities and improve the lives of children and adults with disabilities and their families through sustainable innovation, collaborative research, responsive service, and interdisciplinary training and education.

## 1972

### EXCEPTIONAL CHILD CENTER

The ECC was established as the last of 19 University-Affiliated Facilities at public research universities across the nation. The building was funded under legislation with roots reaching back to President Kennedy’s Panel on Mental Retardation. Opened primarily as an education facility for local children with disabilities, the ECC included an assessment component that assisted in screening children with suspected disabilities, soon reaching children throughout a 4-state region.



## 1984

### DEVELOPMENTAL CENTER FOR HANDICAPPED PERSONS

As the ECC began a 5-year process of closing their classrooms and mainstreaming students into local school districts, services and programs expanded to reach people with disabilities of all ages. The name of the facility was changed to reflect the shift towards serving people across the lifespan, and the DCHP was born.



## 1991

### CENTER FOR PERSONS WITH DISABILITIES

As more emphasis was placed on self-advocacy and community inclusion, person-first language became vitally important. The name of the Center was changed to include “disabilities” and placed the person first. Research, service, and training programs continued to expand and encompass all types of disabilities as well as at-risk and underserved populations.



## 2021

### INSTITUTE FOR DISABILITY RESEARCH, POLICY & PRACTICE

Over our long history, the IDRPP has grown into one of the largest programs of its kind in the nation. With several “centers” operating within our structure, our name needed an update. The IDRPP is characterized by programmatic autonomy and an annual operating budget fiscally independent of other academic units, but primarily by its over 150 projects all working to create inclusive communities and improve the lives of children and adults with disabilities and their families.



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## IDRPP Spirit of Service Award

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The IDRPP presents an annual award to four employees each year who exemplify our mission and values through their hard work, dedication, and their example in solving problems. The 2020 awardees, shown below, are Joy Gines, Laura Lema, Dan O’Crowley, and Drake Rasmussen.



### Joy Gines

*Business Assistant, Administration Division*

Over the past couple of years, the IDRPP has received outstanding marks for our financial management and budget processes, and much of this success can be attributed to Joy’s remarkable organizational efforts at keeping our financial records up to date and ship shape.

### Laura Lema

*Dispute Resolution Coordinator, Technical Assistance Division*

Laura is constantly looking for ways to improve every aspect of what we do in the Division and for the Center for Technical Assistance for Excellence in Special Education (TAESE). Laura is touched by how the services provided by TAESE impact the lives of children with disabilities and their families.



### Dan O’Crowley

*Assistive Technology Lab Coordinator, Research & Training Division*

Dan is always willing to go the extra mile for staff, USU students, and others throughout the community and state to receive assistive technology devices. As COVID-19 hit, he spent many hours developing and producing face shield components via a 3D printer for healthcare workers throughout the state.



### Drake Rasmussen

*Program Coordinator, Services Division*

Drake has worked tirelessly to ensure that Stride Services (formerly the Developmental Skills Lab) is a leading provider in the state of Utah in the transformation process required by the new Home- and Community-Based Services (HCBS) Settings Rule.



[Read more on our IDRPP blog.](#)



### **Mary Ellen Heiner**

2020-2021 Emma Eccles Jones College of Education and Human Services Outstanding Staff of the Year Award.

[Read more](#)

### **Tricia Jones-Parkin**

Elected to the board of the Association of People Supporting Employment First representing the Rocky Mountain Southwest Region

[Read more](#)



### **Bora Lee**

New director of the Utah Assistive Technology Program--Institute for Disability Research, Policy & Practice

[Read more](#)

### **Timothy Riesen**

New director of the Research and Training Division--Institute for Disability Research, Policy & Practice

[Read more](#)



## Agency Representatives

Wendi Hassan  
*Cache Valley Center for the Arts*

Adina Zahradnikova  
*Disability Law Center*

Everette Bacon  
*Division of Services for the Blind/Visually Impaired*

Libby Oseguera  
*Utah Developmental Disabilities*

## Family Representatives

Kimberlee Adams  
Michelle Hoggan (Chair Elect)

## Self-Advocates

Eric Stoker (Chair)  
Kayci Lynam  
Jenna Mosher  
James Steed

## Non-Voting Members

Matthew Wappett

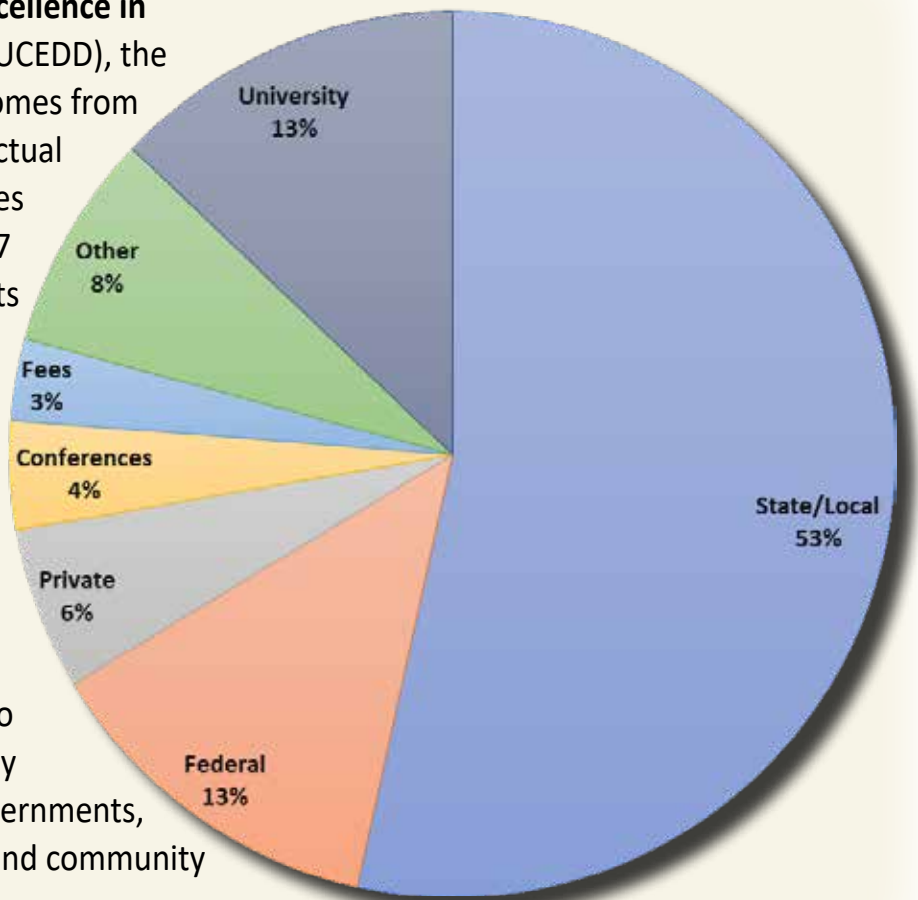
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## FY 2020 Budget - \$18,514,455

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As a **University Center for Excellence in Developmental Disabilities (UCEDD)**, the core of the IDRPP's budget comes from the Administration on Intellectual and Developmental Disabilities (AIDD). There are currently 67 UCEDDs across the U.S. and its territories.

The IDRPP leverages its federal core funding with a variety of federal, state, and local resources. With these partners, the IDRPP provides training, services, technical assistance, and information to people with disabilities, family members, state and local governments, schools, private businesses, and community organizations.





# Appointments

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## TY ALLER

- Co-Chair for the Mental Health Special Interest Group of AUCD
- Council member for Protection & Advocacy for Individuals with Mental Illness (PAIMI) of the Disability Law Center (DLC) Utah
- Ad Hoc Reviewer for *Journal of Family Issues*

## LINDA ALSOP

- Utah Deafblind Advisory Committee
- Advisory Board, Ellis Center of Atlanta

## ALMA J. BURGESS

- Chair, Chrysalis Human Rights Committee
- Utah Center for Assistive Technology Committee
- President, Options for Independence Advisory Board

## JOHN COPENHAVER

- TASK-12 Advisory Board-Training and assessment for educational interpreters
- National Advisory Workgroup for State Advisory Panels and Interagency Coordinating Councils—Office of Special Education Programs.
- Small States Consortium (17 States and Territories), National Association of State Directors of Special Education.

## DAVID FORBUSH

- Utah Leading Through Effective, Active and Dynamic Education (ULEAD) Leadership Committee
- Utah Association of Behavior Analysts - School Collaboration Committee
- Utah Social Emotional Learning Leadership to Work Committee

## MARILYN HAMMOND

- National Task Force on Violence and Abuse of People with Disabilities

## MARY ELLEN HEINER

- Member, Council on Leadership in Advocacy (COLA) of the Association of University Centers on Disabilities (AUCD)

## SHONNA HEMMIS

- Member, Community Development Society
- Marketing Team Committee Member, Annual Community Development Society Conference planning committee
- Secretary, Cache County Sub for Santa Advisory Board
- Vice President, Logan Family Center Advisory Board
- Student Engagement Committee Member, Penn State World Campus Student Advisory Board

## KIMBERLY HUTTER

- Interim Vice President, National Association of Interpreters in Education

## MARK INNOCENTI

- Co-chair, The Ounce, Program Coaching Community of Practice (national) for the 2021 Home Visiting Summit
- Co-chair, The Ounce, Program Community of Practice (national) for the 2022 Home Visiting Summit
- Member, Early Childhood Utah (ECU) and Early Childhood Integrated Data System (ECIDS) Date & Research Subcommittee, Utah Department of Health
- Member, Utah School Readiness Board, School Readiness Quality Workgroup
- Member Zero to Three, National Training Institute, Conference Planning Committee
- Member, Academy of Zero to Three Fellows
- Member, Association for University Centers on Disability: Research, Education, Service, Council on Research & Evaluation (CORE)
- Member, AUCD International Committee Affiliation Committee
- Member, AUCD Early Intervention Special Interest Group

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## TRICIA JONES-PARKIN

- Chair of Utah Employment Partnership
- Utah HCBS Settings Workgroup
- Supported Employment Leadership Network-Utah
- At large Board Member, Utah Association of People Supporting Employment First (APSE) Chapter
- Co-chair, Utah School to Work Interagency Transition Initiative Advisory Council Utah Capacity Building Transition Team
- Utah Protection & Advocacy for Individuals with Mental Illness (PAIMI) Council
- Utah Transition Action Team
- National Association of People Supporting Employment First (APSE) Board Member Regional Delegate for the Southwest/Rocky Mountain

## TERESA LARSEN

- Co-Chair, of the Developmental Skills Laboratory Human Rights Committee
- Member, Local Homeless Coordinating Council
- Member, Legislative Coalition for People with Disabilities
- Member, Representative Chris Stewart's Disability Advisory Committee

## JEN MORGAN

- Member, Utah Statewide Independent Living Council Board

## MARLA NEF

- Member, Utah Interagency Coordinating Council
- Member, Utah early Intervention Provider Consortium
- President, Utah Division of Early Intervention Subdivision

## SUE OLSEN

- Utah Early Intervention Provider Consortium
- Board Member, The Family Place
- Member, Early Childhood Utah (ECU) and Early Childhood Integrated Data System (ECIDS) Data & Research Subcommittee, Utah Department of Health
- Member, AUCD Early Intervention Special Interest Group
- Member, AUCD Autism Special Interest Group

## EDUARDO ORTIZ

- Guest Reviewer, Infant Mental Health Journal (IMHJ) (2020-2021)
- Member, City of Logan Planning Commission (2016-20)
- Member, Cache Valley Refugee Immigrant Connection Board (2015-2021)
- Member, Casa Grande University Graduate School Academic Commission
- Director, Casa Grande University Early Intervention Research Group (2018-2021)

## JANEL PRESTON

- Utah Act Early Ambassador
- Vice President, Utah Division for Early Childhood (DEC) (2021)

## SACHIN PAVITHRAN

- Architectural and Transportation Barriers Compliance Board (U.S. Access Board)
- U.S. Commission on Civil Rights
- Association of University Centers on Disability Executive Committee
- Advisory Board, Election Assistance Commission
- Technical Guidelines Development Committee (Elections Assistance Commission)

## SUE REEVES

- Utah Transition Action Team
- Utah Higher Education Inclusion Alliance Board

## CORBAN REMUND

- At Large Board Member, National ACRE Board
- At Large Board Member, Utah Association of People Supporting Employment First (APSE) Chapter

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## TIM RIESEN

- Guest Reviewer: *Research and Practice for Persons with Severe Disabilities*
- Guest Reviewer: *Career Development Exceptional Individuals*

## CYNDI ROWLAND

- Chair, Universities Task Force, Teach Access
- Advisory Board, federally funded Universal Design into University Classrooms (UDUC) Project
- Advisory Board, National Federation of the Blind (NFB's) Accessibility Switchboard
- Project Advisory Board, IES Early Career Award (Video- and App-based naturalistic Language Instruction [VALI] for Spanish-speaking Caregivers to Support Bilingual Language Development in Children with Language Delays)
- Symposium Committee Member for the International ICT Symposium

## AUBREY SNYDER

- Chapter Secretary, Utah Association of People Supporting Employment First (APSE)
- Utah Home- and Community-Based Services (HCBS) Settings Rule Workgroup (Department of Health)
- Utah National Centers on Advancing Person-Centered Practices and Systems (NCAPPS) Workgroup (Division of Services for People with Disabilities)
- Utah Person-Centered Service Planning Workgroup (Division of Services for People with Disabilities)

## FAITH THOMAS

- Member, Utah Transition Action Team
- Lead Facilitator, Mental Health and Developmental Disabilities National Training Center Advisory Committee
- Guest reviewer, *Developmental Disabilities Network Journal*
- Member, Association of People Supporting Employment (APSE) Special Interest Group on Employment

## DEANNA TAYLOR

- Utah State Board of Education College and Career Readiness Cross-Departmental Implementation Team
- Utah Transition Action Team

## MATTHEW WAPPETT

- President, Board of Trustees for the Utah Disability Law Center
- Chair, Utah Parent Center Board of Directors
- Chair, Utah's Cultural and Linguistic Competence Community of Practice
- Member, Utah Coordinating Council for Persons with Disabilities
- Member, Utah Congressional Delegation Disability Advisory Committee
- Member, Mental Health and Intellectual & Developmental Disabilities National Research Council
- Member, AUCD Disability Studies SIG
- Member, AUCD Mental Health Aspects of IDD SIG
- Member, USU Research Council
- Consultant, DSPD Olmstead Settlement Advisory Committee



*Being involved in Federal, State, and Local organizations and awareness campaigns is an important focus of the IDRPP, with staff serving on numerous committees that help uphold, promote, and expand the rights and opportunities of individuals with disabilities.*

### TY ALLER

Journal of Student Affairs and Research Practice

### DAVE CLARK

Assistant Editor, Developmental Disabilities Network Journal Editorial Board 2020-present

### BRYCE FIFIELD

Managing Editor, Developmental Disabilities Network Journal Editorial Board 2019-present

### DAVID FORBUSH

Journal of Positive Behavioral Interventions

Journal of Early Intervention

Rural Special Education Quarterly

### MARY ELLEN HEINER

Assistant Editor, Developmental Disabilities Network Journal Editorial Board 2020-present

### MARK INNOCENTI

Child Development

Infant Mental Health Journal

Infant Behavior and Development

Developmental Disabilities Network Journal

Journal of Early Intervention

Topics in Early Childhood Special Education

### TIMOTHY RIESEN

Journal of Vocational Rehabilitation

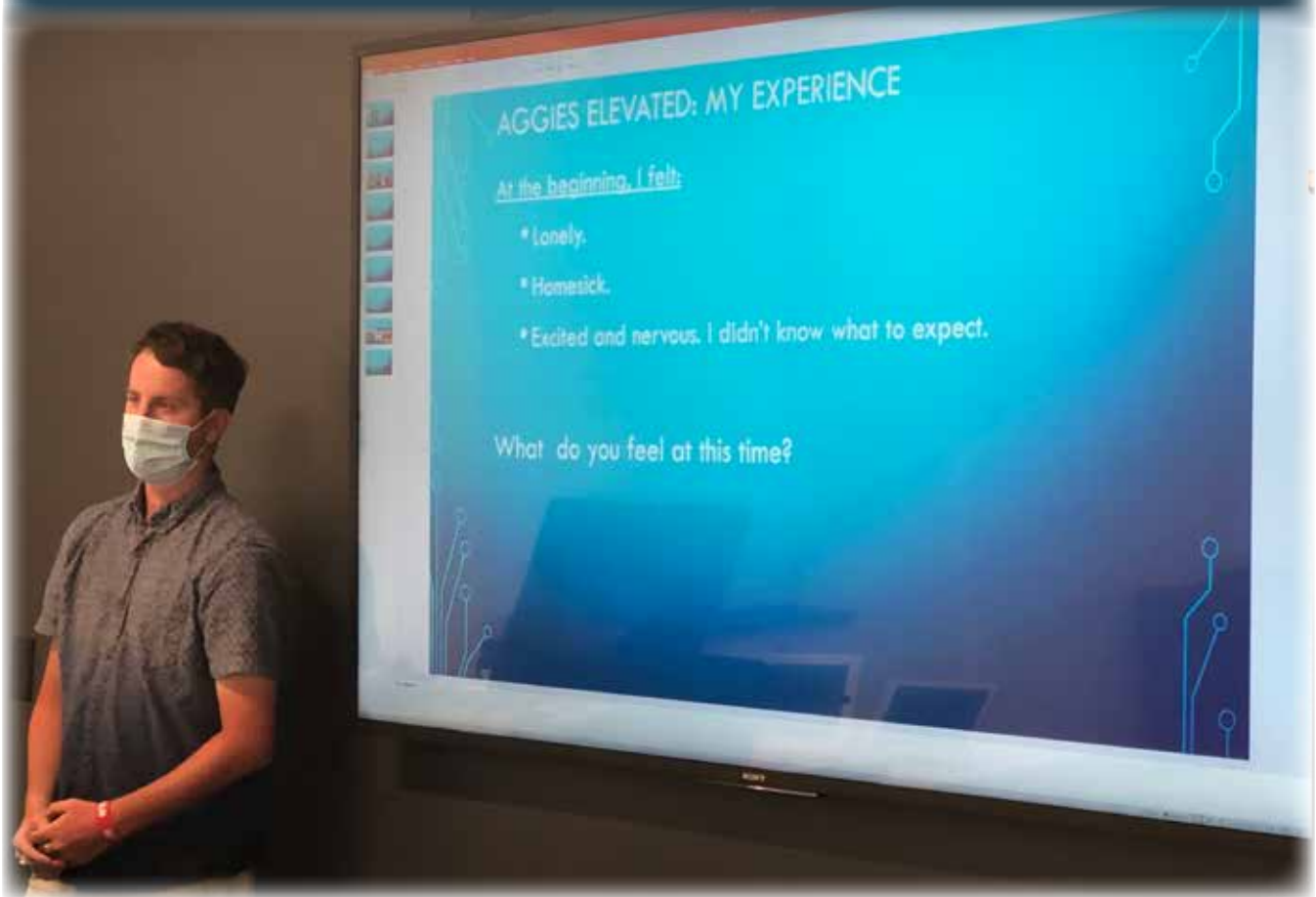
### MATTHEW WAPPETT

Editorial Review Board Member, Review of Disability Studies, 2008-present

Editor in Chief, Developmental Disabilities Network Journal Editorial Board, 2019-present



18,284 Utahns received IDRPP services in areas such as education, employment, recreation, technology, and literacy.



Aggies Elevated .....	11
AmeriCorps VISTA.....	16,625
Employability Clinic .....	53
Stride Services .....	27
Southeast Early Intervention.....	50
Utah Assistive Technology Program.....	735
Up to 3.....	765
Up to 3, Early Literacy.....	18

## Technical Assistance and Training

*Community training, technical assistance, & continuing education provided by IDRPP staff reached 54,200 individuals.*

Type of Participant	# of Individuals
Trainees .....	4,794
Students .....	1,113 *
Professionals and Paraprofessionals .....	30,765
Family Members/Caregivers .....	1,799
Adults with Disabilities .....	687 **
Children/Adolescents with Disabilities .....	423
Legislators/Policy makers .....	9
General Public .....	12,884
Local/Community Partners .....	1,494
State/National Partners.....	232
TOTAL HOURS .....	43,471

\* Includes students trained who are not formally enrolled IDRPP trainees or in USU courses taught by IDRPP staff.

\*\* This category includes individuals who are receiving training and are not reported as receiving direct services.

*Staff from **WebAIM** conduct a multi-day web-accessibility training with web designers from around the region.*



## Professional Presentations

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1. Aller, T. B., & Anderson, S. (2020, August). *Integrating an early intervention developmental framework and systemic family therapy to support early father-child interaction*. Workshop presented at the annual meeting of the Zero to Three National Conference, Salt Lake City, UT.
2. Ames, N. (2020, September). *Leading for learning*. Paper presented at the National Association of State Directors of Special Education Conference.
3. Anderson, S., Wei, Q., Farkas, C., Vilaseca, R. M., Rivero, M., Roggman, L. A., & Innocenti, M. S. (2021, April 7). *Assessing mothers developmental parenting capacity in Chinese, Chilean, and Spanish cultures*. Presentation at the Covid-19 pandemic impact on parenting of young children in the U.S., China, and Israel, at 2021 Society for Research in Child Development Conference (virtual).
4. Brown, B. J., Aller, T. B., Brown, R. E., Lyons, L. K., Jensen, J. F., & Hodgson, J. L. (2021, April). *We have spoken, but are you listening? The impact of adverse childhood experiences and biopsychosocial health disparities among student-athletes of color*. Paper presented at the 5th Annual Association for Applied Sports Psychology Diversity in Sport Regional Conference, Indianapolis, IN (virtual).
5. DeBruler, A., & Sisson, A. (2020, July). *Aggies Elevated—Online learning: Creating a new normal*. Paper presented at the Transition and Postsecondary Programs for Students with Intellectual Disability (TPSID) Project Directors Meeting. (Virtual meeting)
6. Durran, L., Innocenti, M. S., Newton, J., Blanchard, S. B., Mereoiu, M., O’Grady, C., Shapland, D., Williams, M., Winneker, A., & Mwenelupembe, A. (2021, January 28). *Advancing equity through meaningful inclusion*. Panel discussion at the Division for Early Childhoods (DEC) Annual International Conference on Young Children with Special needs and Their Families (virtual).
7. Hall, A., Kelley, H., Aller, T. B., & Fauth, E. B. (2021, February 19). *Associations Between childhood socio-economic status and mental health literacy in college students*. Poster accepted for presentation at the annual meeting of the Utah Conference on Undergraduate Research, Ogden, UT.
8. Hammond, M., & Perilla, T. (2020, September 22). *Best practices when working with victims of crime with disabilities*. Presentation at the Bridging the Gaps for Underserved Communities Online Forums, Utah Office for Victims of Crime (virtual).
9. Hess, K., Jones-Parkin, T., & Snyder, A. (2020, December 1-9). *The power to lead a self-determined life through person-centered planning*. Paper presented at the 2020 TASH Conference (Virtual).
10. Innocenti, M. S. (2021, January 26). *Coaching practitioners who deliver services via home visiting*. Presentation in symposium at the Division for Early Childhoods (DEC) Annual International Conference on Young Children with Special needs and Their Families (virtual).
11. Innocenti, M. S. (2021, February 22). *Supervisors: Are field expectations reasonable or beyond reach*. Lightning session at the 2021 National Home Visiting Summit (virtual).
12. Innocenti, M. S., Korfmacher, J. Manz, P., & Walsh, B. (2021, April 9). *Growing the evidence base for home visitor professional development: Research, systems, and current practices*. Conversational roundtable presented at 2021 Society for Research in Child Development Conference (virtual).
13. Innocenti, M. S., & Manz, P. (2021, February 22). *Professional development community of practice: Coaching*. Poster presentation at the 2021 National Home Visiting Summit (virtual).
14. Innocenti, M. S., Roggman, L., & Cook, G. (2021, January 27). *Using the Home Visit Rating Scales to engage families and improve outcomes*. Presentation at the Division for Early Childhoods (DEC) Annual International Conference on Young Children with Special needs and Their Families (virtual).
15. Joeckel, G. (2020, November 12). *Lab: Create accessible documents in Word and PowerPoint*. Preconference session for Accessing Higher Ground (virtual).
16. Joeckel, G. (2020, November 18). *Lab: Optimizing Excel workbooks for accessibility*. Preconference session for Accessing Higher Ground (virtual).
17. Knott, J., Axlerod, J., Hanley, G., Rowland, C., & Sherwood, D. (2021, January 28). *Lessons from COVID-19: Using digital content to increase diversity, equity, and inclusion*. Panel presentation for OLC Webinar Series (virtual).
18. Law, C., Groves, K., Hoffman, A., Lewis, A., O’Neill, D., & Rowland, C. (2020, October 23). *Accessible overlays*. Plenary Panel presentation to participants of the ICT Symposium (virtual).
19. Morgan, J. (2020, October). *The doorway to helping rural veterans*. Paper presented at the Association of Programs for Rural Independent Living (APRIL) Conference (virtual).
20. Morgan, J. (2021, June 7-10). *Veterans are calling YOU: Are you ready to serve them?* Paper presented at the 2021 NCOA Aging+Action Conference, Washington, DC (virtual).
21. Morgan, J. (2021, May). *How YOU can serve veterans and their caregivers*. Paper presented at the Utah Elder Justice conference, Salt Lake City, UT (virtual).

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22. Murphy, K., Boyce, L., & Ortiz, E. (2021, April). *Young children's nutrition, growth, and cognitive development in the Ecuadorian Amazon*. Paper presented at the Society for Research in Child Development annual conference (virtual).
  23. Ortiz, E. (2020, August). *Collaborative research as a critical instrument to improve intervention and practice on Ecuadorian child development efforts*. Paper presented at the International Conference organized by Universidad Nacional del Chimborazo (UNACH), Ecuador (virtual).
  24. Ortiz, E. (2021, April). *Importance of research for policy decision making on early childhood areas*. Paper presented at the International Conference Small Children and Big Expectations, Guayaquil, Ecuador (virtual).
  25. Ortiz, E. (2021, March). *Cultural diversity considerations to improve health and healthcare outcomes*. Paper presented at the National Student Speech Language Hearing Association (NSSLHA) Conference (virtual).
  26. Ortiz, E. (2021, May). *Diversity considerations for the intersection between employment and mental health*. Paper presented at the 2021 Mental Health & Employment Summit (Level Up Indiana) (virtual).
  27. Ortiz, E., & Boyce, L. (2021, April). *Caregiving practices and child development with emphasis on language development of young children*. Workshop presented at the International Conference Small Children and Big Expectations, Guayaquil, Ecuador (virtual).
  28. Ortiz, E., Boyce, L., Murphy, K., Grant, M., Santos, M., & Balseca, G. (2020, October). *Risk and protective factors associated with toddlers development in the Amazon region of Ecuador*. Paper presented at the Zero to Three Annual Conference, Salt Lake City, UT.
  29. Perilla, T. (2020, October 2). *Dual diagnosis: Mental health and developmental disabilities*. Presentation at the ALPS: Advocacy Leadership Policy Success Program (virtual).
  30. Perilla, T., & Hammond, M. (2020, October 14). *Best practices when working with victims of crime with disabilities*. Presentation to the State of Utah Adult Protective Services (virtual).
  31. Perilla, T., Hammond, M., & Koenig, H. (2021, April 28). *Best practices when working with trauma/crime victims with disabilities*. Presentation at 18th annual Hawai'i international summit on preventing, assessing & treating trauma across the lifespan (virtual).
  32. Reeves, S. (2020, July). *Aggies Elevated—mad skillz: Supporting students emotional self-regulation using the skills system*. Presentation at the Transition and Postsecondary Programs for Students with Intellectual Disability (TPSID) Project Directors Meeting (virtual).
  33. Riesen, T., Keeton, B., & Snyder, A. (2021). *The importance of customized job development fidelity*. Paper presented at the 21st Association of People Supporting Employment First (APSE) Conference (virtual).
  34. Roggman, L., Olson, T., Rinaldi, M. C., Wences, I., Gongora, A., Park, S., & Innocenti, M. (2020, December 3). *Using tele-visiting to support families with infants and toddlers*. Poster session at the National Conference on Early Childhood, Washington, DC (virtual).
  35. Roggman, L. A., & Innocenti, M. S. (2021, May 10). *Developmental parenting and the new normal: Lessons from 2020 & before*. Keynote presentation to ISBE (Illinois State Board of Education) Preventive Intervention Forum, Balancing Through Transitions: Navigating the New Normal (virtual).
  36. Roggman, L. A., & Innocenti, M. S. (2020, September 18). *The value: Purpose and process of personal visit observations*. Guest presentation in national webinar: The Parents as Teachers Personal Visit: Personal Visit Observation. Parents as Teachers, St. Louis, MO (virtual).
  37. Roggman, L. A., Innocenti, M. S., & Traube, D. (2021, February 23). *Virtual coaching: Innovations in professional development*. Presentation at the 2021 National Home Visiting Summit (virtual).
  38. Roggman, L. A., Olson, T., Rinaldi, M. C., Cook, G., & Innocenti, M. S. (2020, October 8). *Tele-visiting to support families with infants and toddlers*. Presentation at Zero to Three National Conference (virtual).
  39. Rowland, C. (2020, August 6). *Things you can do today to make your course more accessible*. Accessibility Spotlight: Presentation delivered to Texas A&M Big Splash 2020 (virtual).
  40. Rowland, C. (2021, January 11). *Background and climate in web accessibility*. Presentation to ITC Annual Meeting (virtual).
  41. Rowland, C., Keegan, S., Domanski, R., Wiley, C., & Ladner, R. (2021, May 18). *TeachAccess university partners*. A panel moderated by Rowland for AccessU 2021 (virtual).
  42. Smith, J. (2020, September). *Implementing and evaluating web accessibility*. Virtual presentation for Carlisle WordPress Meetup.
  43. Smith, J. (2020, December). *Your digital inclusion quick start*. Presentation for Accessibility Camp Bay Area (virtual).
  44. Snyder, A., Stoker, E., & Rajcevic, S. (2021, May). *Planning for your future goals*. Paper presented at the 2021 Unpacking Advocacy in a Digital World Conference (virtual).
  45. Thomas, F. (2021, June). *Shining the spotlight on job retention*. Paper presented at the National APSE Conference, Richmond, VA.



46. Thomas, F. (2021, March 13). *Building a rock-solid foundation: Professional development research for writing compliant transition IEPs*. Paper presented at the Council for Exceptional Children (CEC) National Conference, Arlington, VA (virtual).
47. Trang, K, Wuemli, A., Yoshikawa, H., Schwartz, K., Innocenti, M. S., & Roggman, L. A. (2019, April 9). *Measuring caregiver-child interaction across cultures*. Presentation at the 2021 Society for Research in Child Development Conference (virtual).
48. Walsh, B. A., Innocenti, M. S., & Manz, P. H. (2020, July 9). *Boundaries and intersections: Conceptualizing coaching within the early childhood home visiting field*. Presentation to Family Life Coaching Association (virtual).
49. Wappett, M. (2020, October 27). *The laughter elixir: Managing stress and finding fulfillment in the human services*. Invited Keynote at the 2020 Critical Issues Facing Children & Adolescents Conference (virtual).
50. Wappett, M. (2021, February 9). *Why so serious: Why stress is making you a terrible person and why you should laugh about it*. Paper presented at the Utah Generations Conference, Salt Lake City, UT.
51. Wappett, M. (2021, March). *Managing stress and finding fulfillment in the pursuit of educational excellence*. Presentation at the San Juan School District Professional Development Meeting, Logan, UT.
52. Wappett, M. (2021, March). *Managing stress and finding fulfillment in the pursuit of educational excellence*. Presentation at the San Juan School District Professional Development Meeting, Blanding, UT.
53. Wappett, M. (2021, March). *No more staying silent: Masculinity and mental health*. Paper presented at the 36th Annual Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
54. Whiting, J. (2020, October 21). *Creating an evaluation checklist for Microsoft Office users*. Presentation at the 2020 ICT Accessibility Testing Symposium (virtual).
55. Whiting, J. (2020, October 21). *What every HR office needs to know about digital accessibility for those with disabilities*. Keynote address presented to Workforce Workplace Disability Summit (virtual). address presented to Workforce Workplace Disability Summit (virtual).

*For Christmas 2020, IDRPP's AmeriCorps VISTA members, staff, family, and friends volunteered with Cache County Sub for Santa to help 125 families (413 children) living in Cache County have a memorable Christmas.*



# Publications

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## Book Chapters

Rowland, C., & Herman, K. (in press). Chapter 10: Accessibility. In G. Miller & K. Ives (Eds), *Leading the eLearning transformation of higher education* (2<sup>nd</sup> ed.). Stylus Press.

## Refereed Journal Articles (in press or published)

- Aller, T. B., Fauth, E. B., & Seedall, R. B. [in press]. Mental Health Awareness and Advocacy (MHAA): An evaluation of a college-based mental health literacy curriculum. *Mental Health and Prevention*. DOI: <https://doi.org/10.1016/j.mhp.2021.200204>
- Aller, T. B., Fauth, E. B., Hodgskiss, S., Sheen, J., & Levin, M. (2021). Mental health supportive services during COVID-19: Proposing an online, self-guided Acceptance and Commitment Therapy program for parents in the disability community. *Developmental Disabilities Network Journal*, 1(2), 160-169. <https://digitalcommons.usu.edu/ddnj/vol1/iss2/14/>
- Aller, T. B., Fauth, E. B., Novak, J. R., & Schwartz, S. (2021). Measuring mental health literacy: Development of the Mental Health Awareness and Advocacy Assessment Tool. *Journal of Multidisciplinary Evaluation*, 17(39), 15-31.
- Brown, B., Aller, T. B., Lyons, L. K., Jensen, J. & Hodgson, J. (in press). NCAA student athlete mental health and wellness: A biopsychosocial examination. *Journal of Student Affairs and Research Practice*.
- Fifield, M. B., & Fifield, M. G. (2020). The origins of University Centers on Developmental Disabilities: Early expectations and legislation. *Developmental Disabilities Network Journal*, 1(2), 15-33. <https://digitalcommons.usu.edu/ddnj/vol1/iss1/4/>
- Jones-Parkin, T., Thomas, F., Hess, K., & Snyder, A. (in press). Employment first and transition: Utah school-to-work initiative. *Journal of Vocational Rehabilitation*.
- Lund, E. M., Andrews, E. E., Bouchard, L. M., & Holt, J. M. (2021). Left wanting: Desired but unaccessed resources among health service psychology trainees with disabilities. *Training and Education in Professional Psychology*, 15(2), 159-166. <https://doi.org/10.1037/tep0000330>
- Reeves, S., McKnight-Lizotte, M., Dimond, E., Landon, T., & Gerald, M. (in press). Mental health needs for students enrolled in inclusive postsecondary education programs. *Journal of Inclusive Postsecondary Education*.
- Riesen, T. (in press). Book review: Employment and disability: Issues, innovations, and opportunities. *Rehabilitation Research, Policy, and Education*.
- Riesen, T., Hall, S., Keeton B., & Snyder, A. (in press). Building consensus among experts regarding customized job development fidelity descriptors: A Delphi study. *Journal of Rehabilitation*.
- Riesen, T., Trainor, A., Traxler, R. E., Padia, L. B., & Remund, C. (2021). Understanding internships for transition-aged students with disabilities. *TEACHING Exceptional Children*. <https://doi-org.dist.lib.usu.edu/10.1177/00400599211018835>
- Smith, B., Sheen, J., & Christensen, K. (2020). Activism among college students with disabilities and the move beyond compliance to full inclusion. *Review of Disability Studies*, 16(2). <https://rdsjournal.org/index.php/journal/article/view/950>
- Thomas, F., & Morgan, R. L. (2021). Evidence-based job retention interventions for people with disabilities: A narrative literature review. *Journal of Vocational Rehabilitation*, 54(2), 89-101.
- Walsh, B. A., Steffen, R., Manz, P. H., & Innocenti, M. S. (2020). An exploratory study of the process of coaching Early Head Start home visitors. *Early Childhood Education Journal*, 48(6). <https://doi.org/10.1007/s10643-020-01119-4>
- Wappett, M. (2020). Opening editorial: The origin and aims of the Developmental Disabilities Network Journal. *Developmental Disabilities Network Journal*, 1(2), 1-10. <https://digitalcommons.usu.edu/ddnj/vol1/iss1/2/>
- Whicker, J. J., Smith, B. K., & Munoz, K. (2020). Parent and professional perceptions and feedback on the content of an eHealth hearing aid learning series for parents of children who are deaf or hard-of-hearing. *Perspectives*, 1(2). [https://pubs.asha.org/doi/full/10.1044/2020\\_PERSP-20-00093](https://pubs.asha.org/doi/full/10.1044/2020_PERSP-20-00093)

## Refereed Journal Articles (submitted for publication)

- Aller, T. B., Fauth, E. B., Kelley, H., Hodgskiss, S., Brown, A., & Hellstern, R. (manuscript submitted for publication). *College students with personal mental health experiences have greater mental health literacy: A strengths-based perspective using two unique samples*.
- Aller, T. B., Kelley, H., Barret, T. & Fauth, E. B. (Manuscript submitted for publication). *Can we move it online? An investigation of effects between in-person and online delivery of a college mental health literacy curriculum*.

- Aller, T. B., Russo, R. B., Fauth, E. B., Bates, L. & Kelley, H. (manuscript submitted for publication). *Mental health issues in individuals with developmental disabilities: Improving mental health literacy trainings for caregivers.*
- Inge, K., Sima, A. P., Riesen, T., Wehman, P., & Brookes-Lane, N. (manuscript submitted for publication). *A gap analysis of practitioner knowledge of customized employment practices.*
- Jensen, A. C., Jorgensen-Wells, M. A., Pickett, J. M., Andrus, L. E., Leiter, V. K., Graver, H., Pollard, B. M., Kroff, S. L., Russo, R.B., & Hannah-Walker, V. R. (manuscript submitted for publication). *Marital relationships and parents differential treatment of siblings: A multi-level meta-analysis.*
- Lamar, R., Aller, T., Wappett, M., Ward, K., & Seedall, R. (manuscript submitted for publication). *Mental health treatment of individuals with intellectual and developmental disabilities: Thoughts for systemic family therapists.*
- Larson, A., Romano, M., Meyers, C., Eugenio, J., & Olsen, S. (manuscript submitted for publication). *Exploration of web-based professional development to support caregiver coaching in telepractice.*
- Riesen, T., Trainor, A., Padia, L. B., Traxler, R., & Remund, C. (manuscript submitted for publication). *Work-based learning internships: Ensuring compliance with the Fair Labor Standards Act.*
- Russo, R. B., & Seedall, R. B. (manuscript submitted for publication). *#ThisIsWhatAnxietyFeels Like: Twitter users' narratives about the interpersonal effects of anxiety.*
- Sheen, J., Aller, T. B., Currier-Kippin, K., & Morgan, B. (manuscript submitted for publication). *Parent Perspectives on Preparing Students with Intellectual Disabilities for Inclusive Postsecondary Education.*
- Walsh, B. A., Innocenti, M. S., Manz, P. H., & Community of Practice for Professional Development, Ounce of Prevention Fund (manuscript submitted for publication). *Boundaries and intersections: Conceptualizing coaching within the home visiting field.*
- Walsh, B. A., Innocenti, M. S., & Weldin-Frisch, J. (manuscript submitted for publication). *Coaching home visitors: A thematic review of the literature with an emphasis on cross-field perspectives.*

The *Interdisciplinary Disability Awareness and Community-Engaged Learning (IDACEL)* class is part of the new *Disability Studies Minor* taught by IDRPP staff. The photo below shows Derrick Anderson, a trainer of service dogs, demonstrating some techniques used in training dogs to assist individuals with a variety of disabilities.



*Financial support to USU students totalled \$286,428 during the past fiscal year. IDRPP staff members taught 30 courses in 5 university departments, generating 995 credits.*



**USU Courses Taught by IDRPP Staff**

Departments ( <i>SPED, CESP, SPER, HDFS, PSYCH</i> ) .....	5	<b>DOCTORAL &amp; MASTERS COMMITTEES</b> .....	9
Courses .....	30	<b>GRADUATE ASSISTANTSHIPS</b> .....	5
Credits .....	995	<b>STUDENT EMPLOYEES</b> .....	75
<b>USU STUDENTS</b> .....	<b>400</b>		

**Project Support**

**# of Trainees**

Aggies Elevated Mentors .....	10
IDACEL .....	13
URLEND Trainees .....	37
<b>TOTAL TRAINEES</b> .....	<b>60</b>

## IDRPP Projects

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21st Century Students with Sensory Impairments .....	Judith Holt
Act Early Ambassador.....	Janel Preston
Act Early COVID-19 Recovery .....	Janel Preston
ADRC: Relief Funds for COVID 19 .....	Jen Morgan
Advocates as Leaders, Speakers Network .....	Susan Olsen
Aggies Elevated .....	Sue Reeves
Alabama Dispute Resolution Consortium - TAESE .....	John Copenhaver
Alabama LEA Assistance - TAESE .....	John Copenhaver
Alabama Special Education Advisory Panel Training .....	Norman Ames
Alabama TASK12 - TAESE .....	John Copenhaver
AmeriCorps VISTA Public & School Partnership.....	Shonna Hemmis
Arizona Advisory Panel FY21 .....	John Copenhaver
Arizona Center for Professions in Education - TAESE.....	John Copenhaver
Arizona DRC FY21 .....	John Copenhaver
Arizona State Personnel Development Grant - TAESE .....	John Copenhaver
Arizona TASK12 FY21 .....	John Copenhaver
Arizona Web Project - TAESE .....	John Copenhaver
Asset-Based Community Development.....	Matthew Wappett
ASSIST: State Grant for Assistive Technology (UATP) .....	Bora Lee

*Candace Anderson, an IDRPP student employee majoring in education, plays with Lil' Aggies class participant, Kennedy Lund.*



*Dan O’Crowly demonstrates the assistive technology used for an accessible shower in the bathroom of a “Smart Apartment.”*



Bridgerland Literacy ..... Alice Shepherd  
 Center for IDEA Fiscal Reporting (CIFR) - TAESE..... John Copenhagen  
 Center for Technical Assistance for Excellence in Special Education ..... John Copenhagen  
 Child Care Nutrition Program (Center) ..... Michael Diehl  
 Child Care Nutrition Program (Homes)..... Michael Diehl  
 CIL: Training and Technical Assistance ..... Jen Morgan  
 Colorado Dispute Resolution Consortium - TAESE..... John Copenhagen  
 Colorado Parents Encouraging Parents Academy ..... Norman Ames  
 Colorado Special Education Advisory Panel (SEAP) Training - TAESE ..... John Copenhagen  
 Connecticut Indicator 8 and 14 Surveys - TAESE ..... John Copenhagen  
 COVER to COVER: Rural Veterans Health Access Program ..... Jen Morgan  
 COVID-19 Targeted health campaign to reach multicultural communities and high-risk populations  
 across Utah, including people 65 and older, people with disabilities, and caregivers ..... Bora Lee  
 COVID-19 Vaccine Outreach in Utah ..... Bora Lee  
 CPD Core Grant: University Center for Excellence in Developmental Disabilities ..... Matthew Wappett  
 CPD Operating Funds..... Matthew Wappett  
 CREATE: Citizens Reutilizing Assistive Technology Equipment..... Bora Lee  
 Customized Employment Training and Technical Assistance..... Tricia Jones-Parkin  
 Early ECHO..... Sue Olsen  
 EmployAbility Clinic..... Scott Bell  
 Environmental Influences on Child Health Outcomes (Utah Children’s Study) ..... Mark Innocenti  
 Expanding Disabilities Network’s (UCEDDs) Access to COVID 19 Vaccines..... Jen Morgan  
 Farm and Ranch Stress Assistance Network..... Ty Aller  
 Fidelity Scale Research ..... Tim Riesen

Georgia Dispute Resolution Consortium - TAESE.....	John Copenhaver
GHA Self Employment Research.....	Tim Riesen
Home-and Community-Based Service Waiver Study (HCBS Data Collection) .....	Tim Riesen
Idaho Dispute Resolution .....	Norman Ames
Idaho Indicators.....	Norman Ames
Idaho Indicators Survey Work - TAESE.....	John Copenhaver
Idaho TASK12 FY21 .....	Norman Ames
IMET- NE Mentoring .....	Norman Ames
IMET/OK1 .....	Norman Ames
IMET-NE Language Labs.....	Norman Ames
IMET-NE Tips.....	Norman Ames
Implementing the Equity, Diversity and inclusion Action Plan .....	Eduardo Ortiz
Interagency Outreach Training Initiative .....	Tim Riesen
Interdisciplinary Disability Awareness and Community-Engaged Learning (IDACEL) .....	Mary Ellen Heiner
IOTI - Autism Employment Training.....	Tim Riesen
IOTI - Dual Diagnosis Training and Outreach .....	Tim Riesen
IOTI - Social/Emotional Outreach Training .....	Tim Riesen
IOTI - Supported and Customized Employment .....	Tim Riesen
IOTI-Mental Health Literacy for Youth in Rural Utah: Training and Curriculum Development .....	Ty Aller
IOTI-Utah-Paraeducator Behavior Summit (U-PBS).....	Dave Forbush
Iowa TASK 12 .....	Norman Ames
Iowa Tri-State Special Education Law Conference .....	Norman Ames

*Utah Assistive Technology Program lab assistant, Brandon Griffin, shows a 3D-printed prosthetic hand to visitors from Edith Bowen Laboratory School.*



*The “Flying Machine” that hangs in the atrium of the IDRPP. The model was created by the “Jump the Moon Art Studio and Gallery.”*



IPA Assignment Agreement Building a Model State VA Partnership to Support Non-Institutional Long-Term Care (Veteran Affairs C2C) .....	Jen Morgan
Kansas Technical Assistance .....	Norman Ames
Kentucky Dispute Resolution FY21 .....	John Copenhaver
Kentucky Technical Assistance - TAESE .....	John Copenhaver
Living Well: Self-Management Education Programs.....	Alma Burgess
Louisiana Interagency Coordinating Council Training.....	Norman Ames
Maine Special Education Advisory Panel Training .....	Norman Ames
Mississippi Special Education Advisory Panel Training .....	Norman Ames
Montana Dispute Resolution FY21 .....	John Copenhaver
Montana TASK12 FY21.....	John Copenhaver
Montana Technical Assistance - TAESE .....	John Copenhaver
Multidisciplinary Team Service Provider Needs Assessment .....	Alex Schiwal
NASDSE Conference Event Planning.....	Norman Ames
National Center on Disability and Access to Education .....	Cynthia Rowland
National Council on Aging (NCOA) Technical Assistance .....	Jen Morgan
Nebraska Dispute Resolution FY21.....	John Copenhaver
Nebraska JAW FY21 .....	John Copenhaver
Nebraska TASK12 FY21 .....	John Copenhaver
Nebraska Technical Assistance - TAESE.....	John Copenhaver
New Hampshire TASK12 - TAESE.....	John Copenhaver
New Mexico Consulting.....	John Copenhaver
New Mexico Consulting FY21 Gross Receipts.....	John Copenhaver
New Mexico Dispute Resolution FY21 .....	John Copenhaver
New Mexico JAW FY21 .....	John Copenhaver
New Mexico McKinney Vento Homeless Project.....	John Copenhaver
New Mexico McKinney Vento State Advisory Council Services and Trainings.....	John Copenhaver
New Mexico TA FY21 .....	John Copenhaver



New Mexico TASK12 FY21 .....	John Copenhaver
New Mexico Technical Assistance 3 - TAESE .....	John Copenhaver
New Mexico Video Project .....	John Copenhaver
North Carolina Special Education Advisory Council .....	Norman Ames
North Dakota DRC FY21 .....	John Copenhaver
North Dakota G/T Guidelines FY21 .....	John Copenhaver
North Dakota JAW FY21 .....	John Copenhaver
North Dakota State Assessment - TAESE .....	John Copenhaver
North Dakota TA - TAESE .....	John Copenhaver
North Dakota Web-Based Recruitment - TAESE .....	John Copenhaver
Oklahoma Dispute Resolution .....	John Copenhaver
Oklahoma Educational Interpreter Training .....	Jennifer Harvey
Oklahoma TASK12 - FY21 - TAESE .....	John Copenhaver
Oklahoma Technical Assistance - TAESE .....	John Copenhaver
One-on-One Interpreter Training .....	Jennifer Harvey
Oregon Dispute Resolution Consortium - TAESE .....	John Copenhaver
Oregon Interagency Coordinating Council - TAESE .....	John Copenhaver
Oregon JAW - TAESE .....	John Copenhaver
Oregon TASK12 FY21- TAESE .....	John Copenhaver
Oregon Technical Assistance - TAESE .....	John Copenhaver
Outreach to People with Disabilities, Older Adults, and Multicultural Populations .....	Bora Lee
Pay for Success Longitudinal Study .....	Mark Innocenti
Pre-Employment Transition Services .....	Curt Phillips
Professional Development and Technical Assistance (Utah Event Planning - TAESE) .....	Norman Ames

*Alice Shepherd, Director of Bridgerland Literacy, works one-on-one with an adult client.*



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Psychological flexibility in adults with ASD: Psychological distress in the context of COVID-19.....	Ty Aller
Reducing Trauma Through a Family-Focused Evaluation Lens (TFP) .....	Vonda Jump
Serious Mental Illness National Training Center (MHDD).....	Faith Thomas
Sign Language Interpreter Training - TAESE .....	John Copenhagen
SILC: Training and Technical Assistance .....	Jen Morgan
SKI-HI Institute Donations .....	Linda Alsop
SKI-HI Reg Campus Support.....	Linda Alsop
SKI-HI Special Activities .....	Elizabeth Dennison
SKI-HI Training .....	Paula Pittman
SKI-HI Viisa Residual Funds.....	Elizabeth Dennison
South Dakota Dispute Resolution FY21 .....	John Copenhagen
South Dakota JAW FY21.....	John Copenhagen
South Dakota State Personnel Development Grant - TAESE .....	John Copenhagen
South Dakota Technical Assistance - TAESE .....	John Copenhagen
Southeast Early Intervention COVID Funding.....	Sue Olsen
Southeast Early Intervention Program .....	Sue Olsen
Stride Services.....	Drake Rasmussen
Supporting Children of the Opioid Epidemic (Project SCOPE).....	Janel Preston
Tate Topa Tribal School Training .....	Norman Ames
Tennessee Students with Disabilities Advisory Council Training .....	Norman Ames
The Social Bonds Concept Study (United Way Salt Lake) .....	Mark Innocenti
Training and Assessment Systems for K-12 Sign Language Interpreters Alaska.....	Norman Ames
Training and Assessment Systems for K-12 Sign language Interpreters Iowa.....	Norman Ames
Turtle Mountain Staff Training.....	Norman Ames
UATP Dept. of Workforce Services.....	Bora Lee
UDOH Intermediate Care Facility Staff Training) .....	Tim Riesen
Up To 3 Early Intervention .....	Sue Olsen
Up to 3 Early Intervention COVID Funding .....	Sue Olsen
URLEND: Utah Regional Leadership Education in Neurodevelopmental Disabilities .....	Gretchen Peacock
Utah Dispute Resolution FY21 .....	John Copenhagen
Utah JAW FY21 .....	John Copenhagen
Utah Parent Center Project Evaluation.....	Aubrey Snyder
Utah School to Work Interagency Transition Initiative (PIE).....	Tricia Jones-Parkin
Utah TASK12 FY21 .....	John Copenhagen
Utah Technical Assistance - TAESE .....	John Copenhagen
Utah: No Wrong Door COVID Vaccine Supplement.....	Jen Morgan
Virginia Special Education Advisory Council Training .....	Norman Ames
WebAIM .....	Cynthia Rowland
WebAIM Royalties .....	Cynthia Rowland
Workplace Supports Training .....	Tim Riesen
Wyoming Dispute Resolution FY21 .....	John Copenhagen
Wyoming IMET FY21 .....	John Copenhagen
Wyoming TA - TAESE.....	John Copenhagen
Wyoming TASK12 FY21.....	John Copenhagen

Read more about these projects and the IDRPP at [idrpp.usu.edu](http://idrpp.usu.edu)





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