Developmental Disabilities Institute Overview

The Developmental Disabilities Institute (DDI) is Michigan’s Center for Excellence in Developmental Disabilities. It is one of 63 UCEDDs nationwide, established in 1983 at Wayne State University by the Administration on Developmental Disabilities (ADD), U.S. Department of Health and Human Services. DDI is mandated by ADD to provide statewide services and programs designed to enhance the lives of persons with disabilities. DDI’s programs and services accomplish the following:

• provide education to individuals;
• assist community agencies and human service systems as they shift policies and procedures to support consumers in making choices and controlling their own lives;
• investigate processes and products through systematic qualitative and quantitative methods;
• conduct research; and
• produce and distribute products that inform and contribute new knowledge.

Through its project sites, the institute provides support statewide to more than 28,000 persons with disabilities annually. DDI collaborates with organizations in almost every Michigan county to develop innovative strategies for meeting the needs of diverse communities.

Community Advisory Council

- Sally Burton-Hoyle, Autism Society of Michigan
- Robert D. Cecil, Office of Adult Services, Family Independence Agency
- Vendella Collins, Michigan Developmental Disabilities Council
- Curtis Davis, Self-advocate *
- Jack Dobrecki, Self-advocate
- Arlene Gorelick, Epilepsy Foundation of Michigan
- Kim Harding, Governor’s Office
- Virginia R. Harmon, Michigan Department of Community Health
- Dohn Hoyle, Association for Community Advocacy
- Sarah Irvine, People First of Oakland County
- Chuck Jenkins, Parent
- Radwan Khoury, Arab-American and Chaldean Social Services Council
- LuAnn Loy, Partners in Policymaking
- Larry Maniaci, Wayne County Residential Association, Homes of Opportunity
- Dennis McDougal, Self-advocate
- Mark McWilliams, Michigan Protection and Advocacy Services, Inc.
- Deborah Patterson, Self-advocate
- Linda Potter, United Cerebral Palsy Association of Michigan
- Hugh Reid, Michigan Department of Education - Office of Special Education and Early Intervention Services
- Rosanne Renauer, Michigan Department of Career Development – Michigan Rehabilitation Services
- Eric Richards, The Arc Michigan
- Robin Setton, Self-advocate
- Verna Spayth, ADAPT/Michigan
- Sheila Starks, Self-advocate
- Robert Stein, Michigan Assisted Living Association
- Lea VanAmberg, Self-advocate
- Mark Weeks, Freedom Work Opportunities, Inc.
- Cassandra Wells, Office of Services to the Aging
- Vanessa Winborne, Department of Education Comprehensive Program for Health & Early On Child Care

* At the time this report went to print, we were notified that Curtis Davis had died. He was a tireless advocate for disability rights and community living.

In his honor, memorial contributions can be made to Diversity First, c/o ACA, 1100 N. Main St. #205, Ann Arbor, MI 48104

DDI Tackles Difficult Questions
Table of Contents

DDI Staff Highlights ........................................................................................................ 2
Dr. Gaji Dantata, Fulbright Scholar at DDI ................................................................. 3
Institute Director Co-Authors Book ............................................................................. 3
How Best to Reach Underserved Families? ................................................................. 4
What Court Actions Might Impact Guardianship Decisions? ................................. 5
What Do Personal Assistants Tell Us About Their Jobs? ........................................ 6
Is Inclusive Education a Shrinking Option? ................................................................. 7
What Do At-Risk Families Need? .............................................................................. 8
Women, Disability and Abuse: Where are the Intervention Points? ...................... 9
DDI Projects ............................................................................................................... 10
DDI Publications ......................................................................................................... 12
DDI Presentations ......................................................................................................... 12
Staff Professional and Community Service............................................................... inside back cover
International Outreach Activities ............................................................................... back cover

Board of Governors

Richard Bernstein ............................... Eugene Driker ............................... Diane L. Dunaskiss
Elizabeth Hardy ............................... Paul Hillegonds ............................... Paul E. Massaron
Annetta Miller ................................... Jacqueline E. Washington ............... Irvin D. Reid, ex officio

Executive Officers

Irvin D. Reid, president ............................ George Dambach, vice president for research
Charles R. Bantz, provost & senior vice president for academic affairs ............ Julie Miller, secretary to the Board of Governors and executive assistant to the president
Meredith E. Gibbs, executive vice president and chief of staff ....................... Faye Alexander Nelson, vice president for governmental and community affairs
John L. Davis, senior vice president for finance and administration ............... James Johnson, vice president for computing and information technology
Louis Lessem, vice president and general counsel ........................................... Gary Rounding, senior vice president for development and alumni affairs
Charles L. Brown, vice president for student development & campus life
**DDI Staff Highlights**

**Terry Lerma**

Appointed Education Director

Dr. Terry Lerma joined the Institute this past year to direct our graduate certificate program. Terry has a doctorate in psychology from Wayne State University. She brings a wealth of community experience to the Institute, having worked in program design, development, implementation and evaluation in underserved communities.

Dr. Lerma is Chair of the American Psychological Association’s Committee on Disability Issues in Psychology, Expert Advisor to the Michigan HIV/AIDS Council, member of the Centers for Disease Control Standing Panel, and a community reviewer for the National Institute of Mental Health. She has also agreed to chair the Michigan Developmental Disabilities Council’s workgroup on Cultural Competence.

**Sharon Milberger**

Named Associate Director for Research

Dr. Sharon Milberger was a fitting choice as Associate Director for Research when Dr. Sharonlyn Harrison left the Institute to enter private practice. She enthusiastically accepted the position and leads an active program area.

Dr. Milberger has an undergraduate degree in nursing from the University of Michigan and a master’s in physiology and a doctorate in psychiatric epidemiology from Harvard University. Her research interests include child behavioral disorders, early intervention, violence against women with disabilities, and cross-cultural perspectives on disability.

Currently, Sharon is the lead researcher and evaluator on numerous DDI projects, including Community Integrated Personal Assistance Services and Supports, Supporting Families in Pediatric Practice, Project CARE, and Cross-cultural Perspectives on Disability.

**Elizabeth Janks**

Named Associate Director for Community Support

Elizabeth Janks became the associate director for community support upon the departure of Karen Wolf-Branigin, who accepted a job in Washington, D.C. with Easter Seals at the end of her Kennedy Fellowship. In fact, Elizabeth has been providing vision and advocacy at DDI for many years, having first joined the Institute as an intern and since working on program development related to family needs, early childhood and childcare programs, caregiving, and advocacy.

Elizabeth has a MSW from the Wayne State University School of Social Work, and also holds ACSW accreditation.

Among her many tasks, she directs various training programs, including Empowerment Education, a multi-university mini-course on disability issues, and a community training series. She is a member of the National Association of Social Workers, Arc Michigan, Michigan Child Care Coordinating Council State Board of Directors, University Centers for Excellence in Developmental Disabilities National Consumer Council, Wayne County Inter-Agency Coordinating Council, Children’s Hospital Skillman Early On Board of Directors, Wayne County Head Start Council and is the President of the Farmington Special Education Forum.
For the Fall term, DDI was honored to host Dr. Gaji Dantata as a Visiting Fulbright Scholar. Dr. Dantata came to DDI from Bayero University in Kano, Nigeria. In Nigeria, she is a lecturer in the Special Education department of the faculty of Education. For her doctorate, she conducted an appraisal study of early childhood intervention programs. In her Fulbright program, she studied the structure, funding, practices, and research related to Michigan support programs for young children with disabilities.

Dr. Dantata quickly endeared herself to our many early childhood colleagues. With the help of the DDI Community Support Program, Dr. Dantata had the opportunity to spend intense time visiting health clinics and community outreach programs at Children's Hospital of Michigan, Detroit Institute for Children, Interagency Coordinating Councils, state departments, intermediate school districts, and family homes.

Dr. Dantata also shared information about the Nigerian service system with the community, Wayne State University students, and Institute staff. Her presentations and lectures gave everyone new perspectives on cross-cultural issues in childhood disability and service models.

Her experience did not stop at DDI, however. During her few months with us, she was able to travel to Canada, Florida, Georgia, Alabama, New York, New Jersey, Connecticut, Virginia and Washington, D.C. to gain further insights and share her perspectives. She attended a World Bank conference on disability and development, made connections with Rehabilitation International and attended an African Studies Association conference.

With assistance from the Nigerian Embassy, her research and program development is expected to continue at the African Regional Meeting of Rehabilitation International in Durban, South Africa in 2003. We anticipate that Dr. Dantata’s visit has opened many doors for cross-cultural program development for both Michigan and Nigerian colleagues.

Institute Director Co-Authors Book

Barbara LeRoy is collaborating with Dr. Patricia Noonan Walsh, University College Dublin Chair in Disability Studies, to write a book on successful aging of women with intellectual disabilities. This book is gathering information from 200 women over the age of 50, in more than 15 countries throughout the world.

The women are providing their stories to local collaborators who are using a uniform protocol to explore issues of health, economic and personal security, social roles, and well-being. The book is under contract with Paul H. Brookes Publishers (Baltimore) and is expected to be available by June 2004. In Michigan, 25 women have provided their stories, including several from the Upper Peninsula as well as the Detroit metropolitan area. Refer regularly to the DDI website (www.wayne.edu/DDI) for updates and previews.
How Best to Reach Underserved Families?

The evenings were noisy, joyous and informative. Families enthusiastically shared information and stories as they gathered for dinner and networking. For the past two years, the Developmental Disabilities Council, DDI, and the Family Information Exchange (Arc/Michigan) have repeated this scene across the state as the Family Support Outreach Project sought to provide families, who have children with a disability and who are traditionally unserved and/or underserved, with information to seek and obtain the family support services they need. More than 400 families attended 11 gatherings from Baraga to St. Joseph, Saginaw to the east side of Detroit. The gatherings particularly targeted families from the state’s four largest ethnic groups: Latinos, African Americans, Native Americans, and Arab Americans. As families dined together, they provided valuable information about their needs and how to assist them. The key word, which dominated every discussion was respect. Families simply requested that they be treated with respect! To support that request, the project developed a “Respect” poster that was sent to all service agencies statewide.

For Respectful Interactions with Families - Ask These Questions:
- What is your primary language?
- How would you like to be addressed?
- Who needs to be involved in the decision-making process with your family?
- Where would you like to meet?
- Would you like to contact other professionals working with your family?
- Would you like more information?
- Do you have any questions or concerns before I begin?

A slide presentation for service providers was developed with the primary purpose of making sure that persons providing family support services are not only aware of, but more importantly are also attentive to the needs of the families they support.

What Type of Information is Desired or Needed by Families?
- General Information
- Financial Services
- Educational
- Community supports
- Health
- Legal
- Training and advocacy

Art for the “Respect” poster was solicited through a statewide contest. It was later decided that, to disseminate the idea as widely as possible, the word “respect” should appear around the poster’s border in Chinese/Japanese, Arabic, Korean, German, Italian, Vietnamese, Russian, Polish and Spanish.
What Court Actions Might Impact Guardianship Decisions?

Michigan has the highest rate of guardianship in the United States. To try to understand how the conduct of judges and attorneys may be impacting decisions for guardianship, DDI collaborated with Michigan Protection and Advocacy Services, Inc. and the WSU Law School and Center for Legal Studies on a study of 243 hearings (209 cases, legally incapacitated persons; 27 cases, persons with developmental disabilities; seven cases, unspecified) in four counties in southeast Michigan (Genesee, Macomb, Wayne and Oakland).

Courtroom observations, file reviews, and petitioner interviews were conducted. Here are a few bulleted findings from the study.

- The hearings’ average length was just under three minutes
- More than 70 percent of decisions were for full guardianship
- Persons with developmental disabilities were less likely to have full guardianship
- Attorney presence was influential only when the attorney presented supportive evidence and challenged the petitioner
- Petitioners reported their most frequent reason for seeking guardianship was for medical decision-making, followed by financial decision-making
- If the respondent was in the courtroom, full guardianship was a less likely outcome
- Hearings for persons with developmental disabilities most often had both attorney and respondent present (85%) and the hearings were longer (6-10 minutes)
- When the respondent was present, the judge took more time in explaining his/her decision and asking the respondent questions

Next Steps

The Michigan Developmental Disabilities Council has awarded a grant to train self-advocates, families, and advocates on legal rights, guardianship, and behaviors to challenge guardianship requests to the Association for Community Advocacy, Michigan Protection and Advocacy Services, Inc., and DDI.
What Do Personal Assistants Tell Us About Their Jobs?

The typical personal assistant is a middle-aged woman with a high school diploma. On average, she has worked as a personal assistant for three years, and one-third of these women say they view their job as a permanent career choice. The vast majority of them say they choose this work to help others and they stay in the work because of the intrinsic rewards and satisfaction associated with helping others. But, statewide statistics also tell us that there is a 55-75 percent annual turnover in personal assistants and that the average pay is $8/hour, with few benefits.

Persons with disabilities who use personal assistance report high levels of satisfaction. They also agree with their assistants that systemic factors interfere with the recruitment and retention of high quality workers.

Factors Interfering with Personal Assistants Doing Their Job
(in rank order)

1. Lack of time
2. Lack of career path
3. Paperwork
4. Lack of respect
5. Lack of training
6. Child care
7. Transportation
8. Lack of supervision

Most Important Working Conditions for Personal Assistants
(in rank order)

1. Wages
2. Health insurance
3. Job stability
4. Respect
5. Paid sick leave
6. Paid vacations
7. Training opportunities
8. Workload
9. Tuition reimbursement
10. Transportation assistance
11. Child care assistance

Personal Assistants and those concerned with the conditions and status of their work met in their second annual forum to discuss issues of mutual interest.
Is Inclusive Education a Shrinking Option?

In a word, YES. We have been analyzing the demographics of inclusive education in Michigan for the past several years and there is a downward trend toward less inclusive education across all student demographic characteristics (gender, race, age, and disability). In 1999, 45.7 percent of Michigan special education students, ages 6-21 years, were included (at least 80% time in regular education classrooms), while in 2001, 44.4 percent were included. Only Hispanic (40% vs. 37%) students and students with hearing impairments (50% vs. 49%) fared better in 2001.

In looking at particular demographic groups, here is what we know:

• Gender: Approximately 44% of each gender is included.

• Race: Whites fare best at 48%, while Blacks are included in 30% of all instances. Native Americans fall in the middle at 42% included.

• Age: Elementary students are more included (54%) than secondary students (31%).

• Disability: Of the children that were included in 2001, 81% had speech and language impairments (37,421 or 91.6% of all such students) and learning disabilities (36,242 or 38.2% of that category). At the same time, of students with cognitive disabilities, only 1,393 (5.1% of these categories, the last four listed in the table below) were included.

What is most disturbing are the tremendous differences in rates of inclusive education placement by type of disability. The table below shows the rates by year and disability label.

In a survey that we conducted with special education parents, statewide, we found that half of the parents who did not have inclusive education placements for their children wished they were educated somewhere other than their current placement. So why is there such a disconnect between what parents want for their children and what the system provides?

We asked parents this very question in a series of focus groups around the state. Again probably no surprise, the parents identified the following five big reasons for the disconnect:

1. A lack of supportive principals
2. The constant and elusive “treasure hunt” for information on the special education system, including processes, placement options, services, and outcomes
3. Purposeful isolation of parents
4. A system that is more focused on meeting the systems’ needs than the child’s needs
5. A lack of adequate training for teachers.

So, it would certainly appear that inclusive education is not only a shrinking option, but one in which parents feel they have been dealt a losing hand from a deck of stacked cards.

<table>
<thead>
<tr>
<th>Disability Label</th>
<th>1999</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech &amp; Language Impaired</td>
<td>91.1</td>
<td>91.6</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>40.7</td>
<td>38.2</td>
</tr>
<tr>
<td>Physical &amp; Otherwise Health Impaired</td>
<td>50.3</td>
<td>49.4</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>49.2</td>
<td>49.9</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>60.8</td>
<td>59.7</td>
</tr>
<tr>
<td>Emotional Impairment</td>
<td>30.4</td>
<td>29.4</td>
</tr>
<tr>
<td>Autism</td>
<td>25.2</td>
<td>25.6</td>
</tr>
<tr>
<td>Educable Mental Impairment</td>
<td>9.6</td>
<td>6.5</td>
</tr>
<tr>
<td>Trainable Mental Impairment</td>
<td>3.2</td>
<td>2.1</td>
</tr>
<tr>
<td>Severe Mental Impairment</td>
<td>1.8</td>
<td>1.3</td>
</tr>
<tr>
<td>Severe Multiple Impairment</td>
<td>2.9</td>
<td>2.5</td>
</tr>
</tbody>
</table>
What Do At-Risk Families Need?

DDI has been supporting the Early On initiatives of the Social Work department at Children’s Hospital of Michigan (CHM) for the past several years, through partial funding of their training programs and evaluation of their projects. Following on the success of initial in-hospital Early On activities, CHM has extended their Early On program to at-risk families in the community through a second Skillman Foundation grant.

This grant uses the hospital’s mobile pediatric team to reach out to some of Detroit’s most vulnerable families. Through this effort, project professionals and parents meet with families who come to the pediatric mobile clinics for medical services and have one or more children who are at risk for, or who have developmental disabilities. While the professional conducts a developmental assessment of the child, the project parent works closely with the child’s parent to assess and foster parenting skills and developmental growth for the child.

Listed below are the presenting child health and family needs of the project participants, and some of the parent-to-parent intervention strategies that are used by the project.

### Presenting Health Needs of Children
- Chronic health issues
- Safety
- Immunizations

### Intervention Strategies
- Demonstrate parent/child interactions
- Leave a toy with ideas for interactive parent/child play
- Suggest interactive play activities as alternatives to TV
- Link child developmental benefits with activities

### Family Needs
- Financial
- Transportation
- Housing
- Clothing
- Food
- Insurance
- Parenting skills
- Information on child development
- Parent literacy

Leaving a toy to stimulate interactive parent-child play as an alternative to the television set is one suggested intervention strategy.
Women, Disability and Abuse: Where are the Intervention Points?

United Cerebral Palsy Association of Michigan and DDI collaborated to examine abuse among women with disabilities and the potential for shelters to meet their needs. In interviewing 172 women we found that:

- 59 percent of the women indicated a history of abuse
- women with abuse histories were significantly more likely to be laid off or unemployed, to be divorced, and to have multiple disabilities
- women with hearing impairments had higher rates of abuse than other women

Of the women who reported abuse:
- most reported multiple abuse situations that were chronic
- most reported abusers were male partners
- drugs and alcohol were involved in over half the cases
- only a small number of women successfully sought and received help

With regard to the potential of shelters to help these women, we found:
- most shelters are accessible to wheelchairs
- more than half had interpreters available for sign language
- only one third had a TTY/TDD machine
- nearly all indicated they had served women with disabilities
- they can serve women who can care for themselves or bring their own personal assistant
- they are interested in learning more about women with disabilities

While increased staff training and accessibility at shelters may be part of the answer, it’s not the only piece of the puzzle. Self-determination and self-protection training for girls with disabilities must be provided before abuse and violence starts. Intervention at the middle school level is recommended.

above art from: www.disabilityart.com
Copyright © 1997-2000, madgraphics, Rockville, MD. All rights reserved.
## DDI Projects

### Research, Evaluation & Dissemination Program Area

<table>
<thead>
<tr>
<th>project name</th>
<th>project focus</th>
<th>funder(s)</th>
<th>collaborators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aging of Women with Intellectual Disabilities</td>
<td>Examine aging issues across 15 countries.</td>
<td>Administration on Developmental Disabilities; Wayne State University</td>
<td>National University of Ireland</td>
</tr>
<tr>
<td>Consumer Satisfaction Survey</td>
<td>Measure and validate satisfaction levels of consumers receiving services from community providers.</td>
<td>Community Living Services</td>
<td>Arc of Northwest Wayne County; Arc of Western Wayne County; Arc Detroit</td>
</tr>
<tr>
<td>Demography of Inclusive Education</td>
<td>Examine the under-representation of students of color in special education promising practices.</td>
<td>U.S. Department of Education: OSERS</td>
<td></td>
</tr>
<tr>
<td>Detroit Institute for Children Early On Program</td>
<td>Evaluate an initiative to increase the number of infants and toddlers in Early On services and strengthen the family’s role in decision making.</td>
<td>Skillman Foundation</td>
<td>Detroit Institute for Children</td>
</tr>
<tr>
<td>Domestic Abuse Among Women with Physical Disabilities</td>
<td>Investigate the prevalence, risk factors, and service system capacity related to domestic abuse and women with disabilities.</td>
<td>Blue Cross Blue Shield Foundation of Michigan; National Institute of Justice</td>
<td></td>
</tr>
<tr>
<td>Early On: A Collaborative Framework for Service Delivery - Evaluation</td>
<td>Measure the effectiveness of the Early On Collaborative Initiative in its efforts to maximize interagency coordination for children with disabilities.</td>
<td>Skillman Foundation</td>
<td>The Detroit Medical Center – Children’s Hospital of Michigan</td>
</tr>
<tr>
<td>Family Support Minority Outreach Program</td>
<td>Examine the discrepancies in accessing family support and implement an outreach program for minority families.</td>
<td>Administration on Developmental Disabilities</td>
<td>Michigan Developmental Disabilities Council; Arc Michigan</td>
</tr>
<tr>
<td>Family Support Subsidy Update</td>
<td>Update the 1993 study on needs, population demographics, and economic impact of the cash subsidy program in Michigan.</td>
<td>Michigan Developmental Disabilities Council</td>
<td></td>
</tr>
<tr>
<td>Guardianship Study</td>
<td>Examine guardianship decision making in four counties in southeast Michigan.</td>
<td>Richard J. Barber Fund for Interdisciplinary Legal Research (WSU Law School)</td>
<td></td>
</tr>
<tr>
<td>Implications of the Human Genome Project: The Potential for Health Insurance Discrimination</td>
<td>Examine what policies and practices Health Maintenance Organizations in Southeast Michigan have regarding genetic testing and services for individuals with genetic-related disabilities.</td>
<td>Richard J. Barber Fund for Interdisciplinary Legal Research (WSU Law School)</td>
<td>Center for Healthcare Effectiveness Research - WSU</td>
</tr>
<tr>
<td>Parent Help Center</td>
<td>Evaluate a system to strengthen kinship and other at-risk families through tailored faith community outreach services in Detroit.</td>
<td>Spaulding for Children</td>
<td></td>
</tr>
<tr>
<td>Parent Coalition</td>
<td>Evaluate a comprehensive service system for parents of students with disabilities throughout Michigan.</td>
<td>Michigan Department of Education</td>
<td>UCP of Metro Detroit; Arc/Michigan</td>
</tr>
</tbody>
</table>
## Research, Evaluation & Dissemination Program Area (cont’d.)

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Project Focus</th>
<th>Funder(s)</th>
<th>Collaborators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Families in Pediatric Practice</td>
<td>Evaluate the effectiveness of a pediatric mobile team in serving at-risk families.</td>
<td>Skillman Foundation</td>
<td>Children’s Hospital of Michigan</td>
</tr>
<tr>
<td>Supporting the Transition of Medicaid Beneficiaries with Disabilities into Managed Care</td>
<td>Examine the effectiveness of innovative service models on the reduction of secondary conditions among adults with physical disabilities.</td>
<td>Robert Wood</td>
<td>Michigan Assoc. of Centers for Independent Living; Capital Area CIL; Grand Rapids CIL; Lakeshore CIL; Michigan Disability Rights Coalition; Michigan Public Health Institute</td>
</tr>
</tbody>
</table>

## Education Program Area

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Project Focus</th>
<th>Funder(s)</th>
<th>Collaborators</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Improvement Grant</td>
<td>Research education issues and coordinate sustained learning activities for educators, parents and para-professionals in Michigan schools.</td>
<td>Michigan Department of Education</td>
<td></td>
</tr>
<tr>
<td>The Abbey Project</td>
<td>Develop cross-cultural perspectives on disability through an exchange program for university students.</td>
<td>WSU - Global Education</td>
<td>Educational Accessibility Services – WSU</td>
</tr>
</tbody>
</table>

## Community Support Program Area

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Project Focus</th>
<th>Funder(s)</th>
<th>Collaborators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advancing Self Determination</td>
<td>Train direct service personnel in best practice strategies across the life span.</td>
<td>Access Alliance of Michigan</td>
<td></td>
</tr>
<tr>
<td>Community Integrated Personal Assistance Services and Supports</td>
<td>Optimize community integration and quality of life for people with disabilities by maximizing consumer control across all programs in Michigan that offer personal assistance services.</td>
<td>Michigan Department of Community Health Centers for Medicare and Medicaid Services</td>
<td></td>
</tr>
<tr>
<td>Empowerment Education</td>
<td>Train direct support professionals in best practice strategies across the life span.</td>
<td>Administration on Developmental Disabilities</td>
<td></td>
</tr>
<tr>
<td>Families Advocating for Self-determination Through Communication and Technology Supports</td>
<td>Inform and support families to enhance their child’s self-determination, using multi-media channels.</td>
<td>Michigan Developmental Disabilities Council</td>
<td>UCP of Wayne County; The Parent Advisory Committee (Lapeer County); West Michigan Inclusion Network (Kent County); Parent Support &amp; Advocacy Program, Inc. (Wayne County)</td>
</tr>
<tr>
<td>Independent Facilitation</td>
<td>Train individuals on how to become facilitators in the person centered planning process.</td>
<td>Administration on Developmental Disabilities</td>
<td></td>
</tr>
<tr>
<td>Project CARE</td>
<td>Evaluate and train promising practices in Community Mental Health Services.</td>
<td>WSU School of Medicine</td>
<td>Center for Healthcare Effectiveness Research – WSU</td>
</tr>
</tbody>
</table>
DDI Publications


DDI Presentations

Staff Professional and Community Service

Barbara LeRoy, Ph.D.
Adviser
• Rehabilitation Counseling Program, Michigan State University
• BEAM (Bringing the Eden Alternative to Michigan), Lansing
• Center and Institute Council – Office of the Vice President for Research, WSU

Member
• Children’s Research Initiative, Office of the Vice President for Research, WSU
• AUICD Legislative Affairs Committee
• Statewide Education Coalition
• Special Interest Research Group on Aging and Intellectual Disabilities, World Health Organization

Governor’s Appointee
• Michigan Developmental Disabilities Council

Panel Reviewer
U.S. Department of Education, Office of Special Education Programs

Board Member
• American Association on Mental Retardation, Michigan Chapter
• Association for Community Advocacy (Ann Arbor)
• Arcadia Institute (Kalamazoo)
• United States International Council on Disabilities
• Arab-American and Chaldean Council Teen Health Advisory Committee

U.S. Delegate
Education Commission, Rehabilitation International

Harold Celice
Member
Public Relations Students’ Association
Volunteer
Rehabilitation Institute of Michigan

Katherine A. Dukhan
Member
• Society for Applied Anthropology
• The Howell Group
• Aging and Developmental Disabilities Coalition
• National Council of La Raza
• National Museum of the American Indian
• The Nature Conservancy
• Detroit Institute of Arts

Block Captain
Woodwardside Neighborhood Improvement Association

Nathaniel Israel
Member
• American Psychological Association
• Society for Community Research and Action, Division on Mental Retardation and Developmental Disability
• Detroit Institute of Arts

Elizabeth Janks, M.S.W., A.C.S.W.
President
Farmington Special Education Forum

Member
• National Association of Social Workers
• State Board of Directors, Michigan 4Cs (Child Care Coordinating Councils)
• Association of University Centers on Disabilities National Consumer Council
• Children’s Hospital of Michigan Skillman Early On Advisory Council
• Arc Michigan
• Wayne County Inter-Agency Coordinating Council
• Wayne County Chapter Board of Directors, CHADD (Children & Adults with Attention Deficit Disorder)
• Wayne County Head Start Advisory Council

Janette Jennings
Member
• American Occupational Therapy Association
• Michigan Alliance of Direct Support Professionals
• Pi Theta Epsilon Honor Society

Donna M. Johnson
Member
• Michigan Association for Evaluation of Gifted Education
• Gifted Education National Consumer Council

Noel Kulik
Vice-Chair
Wayne State University Sociology Graduate Student Association

Member
• The Association for Persons with Severe Handicaps (TASH)
• American Sociological Association

Volunteer
Wayne State University Graduate Student Association

Krim Lacey
Member
• Council for Exceptional Children
• American Sociological Association

Terry Lerma, Ph.D.
Chair
American Psychological Association Committee on Disability Issues in Psychology
Michigan Developmental Disabilities Council Workgroup on Cultural Competence

Terry Lerma, Ph.D. (cont’d.)
Expert Adviser
Michigan HIV/AIDS Council

Member
• Centers for Disease Control Standing Panel

Community Reviewer
National Institute for Mental Health

Angela Martin, M.S.W.
Facilitator
People First of Oakland County

Member
• Oakland County Regional Inter-Agency Coordinating Council (ORICC)
• ORICC Empowerment Team
• Arc of Livingston County Advisory Committee
• Oakland County Arc
• National Association of Social Workers
• American Association on Mental Retardation
• Association of University Centers on Disabilities
• National Consumer Council

Sharon Milberger, Sc.D.
Adjunct Assistant Professor
Wayne State University
Department of Psychiatry and Behavioral Neurosciences

Member
• The Michigan Adolescent and Adult ADD Network
• American Public Health Association
• American Association on Health and Disability
• Southeast Michigan Census Council
• Supporting the Emotional Needs of the Gifted
• Michigan Alliance for Gifted Education
• Society for Epidemiologic Research

Volunteer
Jewish Federation of Metropolitan Detroit Research Committee

L. Rozelle Moultin, Ph.D.
Member
• Arc of Wayne County
• Brain Injury Association
• The Association for Persons with Severe Handicaps (TASH)
• Council for Exceptional Children
• School for Outdoor Leadership, Adventure and Recreation (SOLAR)

Committee Member
• Wayne County Regional Inter-Agency Coordinating Council
• Michigan Olmstead Committee

Volunteer
Detroit Zoological Institute, Detroit Zoological Park
Northville Dog Park Committee
International Outreach Activities

The Americas
- Argentina
- Brazil
- Canada
- Costa Rica
- Hawaii
- Mexico
- Puerto Rico
- U.S. Virgin Islands
- Washington, D.C.

Europe
- Belgium
- Finland
- France
- Germany
- Greece
- Holland
- Iceland
- Ireland
- Italy
- Romania
- Switzerland
- United Kingdom

Africa and the Middle East
- Cyprus
- Israel
- Kuwait
- Nigeria
- Saudi Arabia
- South Africa
- Tanzania
- Zimbabwe

Asia
- Bangladesh
- China
- Hong Kong
- Malaysia
- Pakistan
- South Korea
- Vietnam

Australia and Oceania
- Australia
- Mariana Islands
- New Zealand

Developmental Disabilities Institute
Wayne State University
268 Leonard N. Simons Bldg.
4809 Woodward Ave.
Detroit, MI 48202

313-577-2654
313-577-3770 – Fax
888-WSU-4DDI (888-978-4334) – toll-free

Visit DDI on the World Wide Web at:
www.wayne.edu/DDI

© Copyright 2003 by DDI/Wayne State University.
All rights reserved.