The theme of our 2009 Annual Report is “Behind the Numbers”. The idea is not so much to highlight our training numbers, the courses we have taught, the publications, projects, and funding totals — though all of these are very important — but rather to showcase the achievements and the contributions of a few of the individuals behind those numbers. We want to convey a “deeper”, more tangible sense of what it means to be a University Center for Excellence.

The words on the cover of this report connote action – words like Empower, Advocate, Teach, Engage, Collaborate, and Sustain. They describe the activities, the “becoming” at the heart of our work, and the fact that our work is nowhere near done. The economic conditions that have affected so many of us in the past year and a half have had a particularly pronounced impact on many individuals with disabilities and their families. This report highlights things we have achieved, but the greater purpose is to remind us of what we still must accomplish.

There are two things of which I am especially proud. First is the contribution of our trainees. They are our future leaders; they will sustain and improve upon our work long after our careers have ended. You will have a chance to meet four of our students in this Report. Secondly, I take great pride in the recognition that our students and staff have received from our national network — the Association of University Centers on Disabilities (AUCD) — over the course of this decade. During this span, two of our trainees have been honored with the Anne Rudigier Award, given annually to one outstanding trainee by our national organization of 66 University Centers for Excellence. Our Consumer Advisory Council was also recognized for its superb advocacy by AUCD, as was Shannon Caldwell last year for his individual “Leadership in Advocacy”. And finally this year, Dr. Kathy Sheppard-Jones was honored at the Annual AUCD Conference with the Outstanding Young Professional Award. Our Institute is recognized nationally for the quality of its trainees, its young leaders, and its advocates — it is this vital foundation of “who we are” that suggests we have both the talent and the heart to do the work that lies ahead.

Harold Kleinert
Director, Human Development Institute
The Human Development Institute (HDI) is the University Center for Excellence in Developmental Disabilities Education, Service, and Research for Kentucky, and operates as a major, university-wide unit of the University of Kentucky. HDI was established in 1969 as part of UK’s Department of Pediatrics. Now, nearly 40 years later, the Institute generates approximately $20,000,000 in external funding per year, with nearly 200 employees, and its work impacts every corner of the state, and programs within approximately 20 other states as well.

At HDI, we focus our efforts on improving lifelong opportunities and services for individuals with disabilities, their families and the community. The Institute provides a strong foundation for more than 40 research, training and service projects, addressing a wide range of topics and issues in areas including early childhood, education and alternate assessment, transition across the lifespan, employment, community living, and personnel preparation.
HDI Core Workscope
Examples of HDI’s five areas of emphasis for 2008-2013

Interdisciplinary Pre-service Training. HDI Graduate Certificate coursework, HDI research assistantships, family mentorships, graduate and undergraduate instruction across a broad array of disciplines.

Continuing Education. HDI Fall & Spring Seminar Series, Early Childhood e-learning courses for KY’s Early Intervention and Child Care workers, statewide Supported Employment and Para-educator trainings.

Community Collaboration. Assistance to nine states in educating children with disabilities, home modifications so Kentuckians in residential facilities can return to the community, school-to-work programs.

Interdisciplinary Research. National Alternate Assessment Center, KY Post-School Outcomes Center, National Early Childhood Transition Center, HDI student research projects.

Dissemination. HDI’s website (www.hdi.uky.edu), HDI’s life-span transition website (www.transitiononestop.org), HDI’s Resource Manual and other downloadable online products.

HDI’s Consumer Advisory Council

HDI’s Consumer Advisory Council is made up of self-advocates, family members of individuals with disabilities, and representatives of state agencies. The role of the council is to advise, inform, and guide the work of HDI, as well as to serve as a bridge between the community and the University. Our HDI-CAC and COCA liaison is Shannon Caldwell. Members include:

Karen Boudreaux
Alan Wells
Arthur Campbell
Joe Cowan
Sandra Duverge
Lee Gordon
Claudia Johnson
Marsha Hockensmith

Jason Jones
Harold Kleinert
Pam Mattox
Dr. Malkanthie McCormick
Dr. Peter Perry
Norb Ryan
Pat Seybold
Fannie Stonestreet

Melanie Tyner-Wilson
Kerri Wells
Megan Baker
Chastity Ross
Dr. Hazel Forsythe
Jessie Birdwhistell
Paula Caldwell
Morry LaTour
HDI By the Numbers

Numbers rarely tell the whole story about an organization. However, HDI core activities this past year reached 25,760 individuals, including:

- **21,074** professionals and paraprofessionals
- **410** policymakers
- **1,423** students
- **2,244** individuals with disabilities (including 305 children with special health care needs)
- **593** family members and caregivers

HDI carried out a diverse range of pre-service activities across all levels of university preparation (associate and undergraduate, masters and doctoral level students) and across a very diverse set of colleges (e.g., Medicine, Dentistry, Education, Social Work, and the Lexington Theological Seminary).

Funding Sources

Total Project Awards received 2008-09

$22,164,698

Individual project funding 2008-09 fiscal year

$16,200,602

- **State**
  - (54% - $8,753,818)
- **Federal**
  - (34% - $5,479,270)
- **Other**
  - (11% - $1,752,243)
- **Local**
  - (1% - $215,271)
Student & Faculty Highlights

- Twenty-four resident physicians participated in the month-long Developmental/Behavioral Rotation, jointly coordinated by HDI and the UK Department of Pediatrics.

- Fifty-one graduate and/or professional students participated in our Family Mentorship, including 16 Lexington Theological Seminary students enrolled in “Principles of Pastoral Care & Counseling;” 22 Pediatric, Medicine/Pediatrics and Triple Board Residents from the College of Medicine; and 15 graduate students in HDI’s Graduate Certificate in Developmental Disabilities. The Family Mentorship Program matches trainees with a family of a child or young adult with a developmental disability in a series of visits to enable the trainee to experience first-hand the perspective of the family.

- During the past year, HDI faculty and staff taught 15 graduate level courses, including 10 courses within the UK Department of Special Education and Rehabilitation Counseling, and 5 courses as part of our Graduate Certificate in Developmental Disabilities. In addition, HDI faculty also taught a Freshman Discovery Class in disability awareness, as well as eight undergraduate courses at Bluegrass Community and Technical College.

- Twelve students participated in our Graduate Certificate in Developmental Disabilities (an eleven hour, Graduate-level course of study) this year. All twelve on-campus students received funding support from the U.S. Administration on Developmental Disabilities through our Core grant. Student disciplines included: School Psychology, Exercise Physiology, Special Education, Rehabilitation Counseling, Social Work, and Gerontology.

- Fourteen graduate students participated as HDI Research Assistants this past year; in addition to their paid assistantships, research assistants receive full in-state tuition support.
Examples of HDI’s research


Meet Megan.
Megan McCormick is an energetic and inspiring individual. As a college student, she maintains a cumulative GPA of 3.75.

Megan is a bright young woman with Down syndrome who is currently completing her general education courses at Bluegrass Community and Technical College. Her goal is to become a certified occupation therapy assistant and to work with children.

Megan is often asked to speak at state and national conferences. In fact, last year she presented as an ambassador for the Postsecondary Inclusion Partnership (PIP) and the Human Development Institute at a Pacific Rim Conference in Hawaii where her presentation received a standing ovation. She utilizes her skills of public speaking in order to promote and advocate for people going to college who have been traditionally excluded by sharing her personal story of success. In November of 2009, Megan attended the premiere film documentary called Megan’s Story that featured her life and perspective of what it is like to attend college. The premiere was attended by 250 people at Lexington’s historic Kentucky Theater.

Megan’s hobbies include swimming, piano, gymnastics, and cheerleading. She also volunteers for a mentoring project that supports people with intellectual disabilities at the University of Kentucky called “Best Buddies”. Megan is a true inspiration to all who connect with her.
Meet Silas.
Silas Jones was one of the first students with whom PIP worked. He has since blossomed from a shy and very quiet young man into a confident college student and artist.

Silas received special education services when he was a high school student in Lexington. He is now enrolled at Bluegrass Community and Technical College, where he took a graphic arts class and was thrilled to receive the grade of an A for his efforts. Currently, Silas is taking a drawing course and is receiving college experiential education credit for working in a local art related business. Silas reports that he loves working with PIP and having the chance to pursue his dream as an artist.

Silas’ artwork was recently displayed at the video premiere of Megan’s Story in Lexington. This event was cosponsored by TASH of Kentucky and was attended by approximately 250 people. The event’s purpose was to raise awareness concerning the many talents of people with disabilities.

Silas’ work was exhibited along with another PIP artist’s work as well as amazing photography created by Cindy Paulding, a local blind photographer.
Meet Megan.

Megan Thomas is a third-year doctoral student in UK’s School Psychology program, as well as a Research Assistant for HDI’s National Alternate Assessment Center.

Megan has been working as an research assistant for NAAC since beginning her graduate program in August 2007. As an RA, Megan has had the opportunity to be involved in a wide range of research projects. She has conducted data analysis and interpretation of the Learner Characteristics Inventory data, which investigates the characteristics of students with significant cognitive disabilities who participate in an alternate assessment. She also developed and completed a research study exploring states’ participation criteria for alternate assessments. She has helped write two manuscripts based on the findings from these research studies and has presented the findings at regional conferences.

Along with the other RAs at NAAC, Megan is currently involved in a study examining the fidelity of alternate assessment scorer training.

Megan is currently pursuing her Graduate Certificate in Developmental Disabilities through HDI. For this program, she is involved in a practicum with the Down Syndrome Association of Central Kentucky (DSACK). Megan and another RA at NAAC, Ashleigh Gray, are co-leading a social group for elementary school children with Down syndrome.
Meet Bev.

Bev Harp was the 2009 recipient of the Paul Kevin Burberry Award for her achievements, the highest honor for students involved at the Human Development Institute.

Bev is a Research Assistant with the Postsecondary Inclusion Partnership (PIP). Returning to college as an adult, she earned her Bachelor’s Degree in Social Work at the University of Kentucky in 2008, and is now enrolled in the MSW program at UK. Bev’s interests include Supported Employment, advocacy and all issues pertaining to inclusion for adults on the autism spectrum. She has presented information on autism for a variety of groups, including APSE and TASH at the national level. She is a regular presenter at the Kentucky Autism Training Center (KCTC) Institute and as the University of San Diego’s Autism Institute. She coordinates a statewide social group for teens with Asperger syndrome through the Kentucky Partnership for Families and Children.

Bev offers her first-person perspectives on issues related to autism through the popular autism blog, Asperger Square 8. When she is not working, she enjoys spending time with her cockatiels, Dylan and Brubeck, as well as her animatronic “assistant”, Squawkers McCaw.
Meet Vince.
Vince Bingham’s passion lies in assisting underrepresented populations and their dreams to pursue a college degree.

Vince is currently the Director of Multicultural Affairs at Transylvania University. He joined the HDI Certificate Program to increase his competency of developmental disability issues in higher education. Vince feels that persons with exceptionalities are often left out of college diversity conversations, and he wants to readdress this issue as a high priority.

Vince is confident that the research opportunities in this program will provide him with a strong foundation to engage in critical exchange with policy makers. He’s looking forward to learning from top experts in their respective fields, and his insightful classmates.

Vince earned his Bachelor of Arts degree in Business Administration from Transylvania University, and is currently pursuing his Masters degree in Educational Policy Studies and Evaluation at the University of Kentucky. His career goal is to become a Chief Student Affairs Officer at a major Research University, but would not balk at the opportunity to assume the ranks of the Presidency. Vince is a native of Nicholasville, Kentucky.
Meet Jessie.
As part of her practicum, Jessie Birdwhistell organized a soccer league for individuals with disabilities which attracted 48 players and almost 90 volunteers in its first season.

Jessie is a second-year graduate student in the school psychology doctoral program. She is also a research assistant for the Human Development Institute, and is enrolled in HDI's Graduate Certificate program for Developmental Disabilities. In addition, Jessie serves as student representative on HDI's Consumer Advisory Council. As part of her practicum for the certificate program, she was able to start The Outreach Program for Soccer, a soccer league in Lexington for individuals with disabilities.

Jessie hopes to expand the league and develop a community component by offering monthly events for all TOPSoccer participants, which will help increase community awareness and involvement as well as facilitate friendships and parental support.

For her research project in the certificate program, Jessie will be conducting an evaluation of the TOPSoccer league through parent surveys utilizing multiple choice and open-ended questions. This evaluation will look at outcomes from participants in the league, such as an increase in social skills, an improved self-concept, and a sense of belonging. She hopes that her findings will contribute to literature on sports and recreation for individuals with disabilities, as well as the significant need for such programs.
Meet Sara.

Through CBWTP, Sara Bryant was able to obtain employment in 2001 and has kept the same job for over eight years.

The Community-Based Work Transition Program at HDI provides a positive beginning for special education students entering the job market during their last two years of high school. Graduating and entering the adult world is an exciting time for students; however, individuals with disabilities face many challenges as they prepare to transition from a public school system that was required to provide individualized services to an adult system that offers services based on eligibility and available funds.

Sara Bryant has been a part of the Community-Based Work Transition Program for several years. Thanks to CBWTP, she was able to obtain employment in 2001 and has maintained the same job ever since. Sara works in the cafeteria at Asbury College in Wilmore, Kentucky, alongside several other staff members and college students. Her supervisor, Todd Goepper, commented that Sara is a very dependable hard worker and he enjoys having her as an employee.
Meet Bruce.

HDI helped introduce Bruce to a computer-based communication system which has allowed him to be involved in social and academic settings like never before.

Bruce is an energetic 16-year-old high school student with multiple disabilities and complex communication needs. He understands speech and language, but, due to severe motor challenges, he must use a power chair and is not capable of oral speech.

Bruce participated in the Kentucky Youth Advocacy Project (KYAP), an initiative designed to provide students with disabilities the opportunity to learn how to advocate for themselves. With the technical assistance provided by KYAP, Bruce was introduced to a computer-based communication system which he learned to use in just a couple of months. When the school system saw how well Bruce was able to communicate with this system, they purchased the necessary laptop and software for him in order to participate more fully in his academic setting and more readily communicate with others.

In addition to his participation in KYAP, Bruce has also benefited from the work of HDI’s Low Incidence Initiative, funded by a Kentucky Department of Education State Personnel Development Grant. This grant provides training and technical assistance to teachers and speech/language pathologists who work with students with the most significant disabilities and who have complex communication needs.
The STARS for KIDS NOW (Kentucky Invests in Developing Success NOW!) program is Kentucky’s voluntary quality rating improvement system for Licensed Type I, Type II, and Certified Family Child Care Homes. In order to assist programs with participation in STARS for KIDS NOW, HDI’s Quality Enhancement Initiative (QEI) provides: 1) Technical assistance for participation in the STARS for KIDS NOW Quality Rating System; 2) Assistance in accessing KIDS NOW scholarship programs; and 3) Evaluation of the effectiveness of services provided to child care facilities and homes. These services are provided by 15 Professional Development Counselors (PD) and 25 STARS Quality Coordinators (SQC) throughout Kentucky.

One beneficiary of QEI’s services is Child Development Centers of the Bluegrass (CDCB), which has participated in the Stars Quality Rating System since 2002. CDCB is a NAEYC accredited preschool for children with and without disabilities. The staff at CDCB provides a curriculum that is both age and developmentally appropriate for each child.

“QEI has provided a framework for improvement for CDCB and a way to communicate quality to parents in our community”, notes Stella Crutcher, CDCB’s Executive Director. “Kristy Boggs (QEI staff member) has been an invaluable asset to the staff as they strive to maintain the highest level of care for the children of central Kentucky,” according to Stella, whose agency is proud to be part of STARS.
To view a complete annual report, visit
www.hdi.uky.edu