



# 2018 ANNUAL REPORT



**DISABILITY AND  
HUMAN  
DEVELOPMENT  
COLLEGE OF  
APPLIED HEALTH  
SCIENCES**





## Table of Contents

- 3** Academic, Artist, and Advocate: Dr. Carrie Sandahl Named AHS Professor of the Year
- 4** Kuansong (Victor) Zhuang Explores Disability in Singapore
- 4** AnnaMaria Baraglia Graduates with DHD Minor
- 5** DHD Students Co-Host 4th Annual Chicago Disability Studies Conference
- 6** Illinois LEND Prepares the Next Generation of Leaders to Work with People with Disabilities
- 7** DHD Students Participate in Diversity Fellowships
- 8** DHD Staff Collaborates to Train Professionals About Future Planning
- 9** DHD Alumni Flourish Post-PhD
- 10** Assistive Technology Unit and College of Education Offer ATLiS Program
- 11** Family Clinic Postdoctoral Fellow Teaches Skills to Families
- 12** PRIDE Connects Refugees with Disabilities with Employment
- 13** Short-Term Stabilization Homes Support People in Crisis
- 14** Dan Goodley Presents Inaugural Albrecht Global Lecture on Disability
- 15** DHD Students Recognized with Awards

## Welcome Statement from Tamar Heller



Tamar Heller, PhD

We are excited to present the **2017-2018 Annual Report** for the **Department of Disability and Human Development (DHD)** along with its **Institute on Disability and Human Development (IDHD)**. It has been a busy and productive year and we are so proud of the accomplishments of our staff, faculty, students, and alumni. Our undergraduate and PhD programs continue to flourish. The DHD minor was the ninth largest minor on campus last year, which is impressive for only being available for five years! Over 1,800 students were enrolled in DHD courses in the Fall 2017 and Spring 2018 semesters. Our research and training projects continue to focus on pressing and timely issues for the disability community. With the current political environment around immigration, the federally funded PRIDE project that is helping refugees with disabilities find employment is especially relevant. Another project evaluating stabilization homes for people with developmental disabilities and mental health disabilities experiencing crises began last year, and will provide important information on ways to serve the population in a time where more and more focus is on providing increased resources for mental health disabilities. This year, we were

able to send our four Diversity Fellows and LEND trainees to Washington, DC with faculty and others to participate in the Disability Policy Seminar. The Fellows met with politicians on Capitol Hill and participated in sessions at the seminar. Our alumni are successful in their post-PhD careers, and several have gone on to obtain faculty positions within various departments at assorted universities and policy positions within national organizations. While our state finally has a budget, there is still much more work to be done to break down barriers for people with disabilities! We look forward to continuing to support people with disabilities in our state and nationwide.

A handwritten signature in black ink that reads "Tamar Heller". The script is fluid and cursive.

Tamar Heller, PhD  
Distinguished Professor, Head and Director

*Cover images (clockwise from upper left): DHD faculty and students at commencement; IDHD Research Specialist Kaitlin Stober with a light-house she painted as part of a disability awareness campaign; Researchers and participants discuss future planning; photograph from the Chicago Disability Studies Conference.*

# Academic, Artist, and Advocate: Dr. Carrie Sandahl Named AHS Professor of the Year



DHD faculty member Dr. Carrie Sandahl

The past year was particularly bright for Dr. Carrie Sandahl, who was awarded AHS Professor of the Year at UIC for her extraordinary achievements and contributions to the College of Applied Health Sciences (AHS) and DHD. Over the past year, Carrie saw the premiere of her feature-length documentary, had multiple high-impact journal articles published, was awarded a Ragdale artist residency, and continued

to be a leader in DHD, the Bodies of Work Network, and the 3Arts Residency Fellowship.

Carrie describes academics, arts, and advocacy as central to her work, which is apparent in her extensive career. Upon arrival at UIC in 2009, Carrie built the Program on Disability Art, Culture and Humanities (PDACH), which she continues to direct today. Carrie has used this curriculum to guide thousands of students' exploration of the disability experience via the study and creation of art. Her undergraduate course, Disability in American Film,

is extremely popular, filling up every semester with many students on the waiting list.

Carrie works closely with a number of graduate students within DHD and the UIC's Museum and Exhibition Studies program. Carrie encourages students to explore beyond the classroom and connects many of them with events by Bodies of Work, which is a community-based organization that supports art events and initiatives nationally and internationally. Carrie has directed and curated the past 10 seasons of Bodies of Work. In the last year, Carrie led a prominent initiative with Chicago's Museum of Contemporary Art to create a series of relaxed performances that are accessible to and comfortable for people with disabilities.

Carrie's feature-length documentary film, *Code of the Freaks*, developed along with colleagues, premiered in the summer of 2018. *Code of the Freaks* critiques images of disability in Hollywood film and analyzes how these films impact the disability community.

While Carrie has much to be proud of, she points to her development and direction of the artist residency program, 3Arts Residency Fellowship at UIC, as her most significant creative contribution to date. This fellowship is a customized residency fellowship, open to professional artists with disabilities in Chicagoland. Carrie also serves as an important mentor to the selected artists.



3Arts Residency Fellow and dancer, Kris Lenzo, engages with the audience before the showing of his documentary 'Ripped'

One graduate student explained,

“Carrie’s classes are always engaging. She does an excellent job at explaining course content through her lived experiences, as well as how the students can apply new concepts to their research interests. Carrie’s passion for disability culture and disability rights is infectious and inspiring.”

## Kuansong (Victor) Zhuang Explores Disability in Singapore

**Kuansong (Victor) Zhuang** recently finished his first year in the PhD program in Disability Studies. Originally from Singapore, Victor earned Bachelor's and Master's degrees in History from the National University of Singapore, where his work focused on disabled activists by tracing the evolution of disability discourse in Singapore and its impact on the lives of disabled people. Victor also spent five years working in the disability sector in Singapore at SG Enable, a national agency focused on the needs of disabled people, where he provided information, referrals, and employment services. Victor also earned a Master's degree in Disability Studies at the University of Leeds in England. In England, Victor used the social model of disability as a lens to examine disability policy in Singapore. His current work builds on those experiences and focuses on inclusive employment and the ways in which it creates normative discourse of disability.

Victor's passion for disability stems from meeting Ron Chandran-Dudley, or as Victor refers to him "Uncle Ron", the first chairperson of Disabled Peoples' International. Uncle Ron was like family to Victor and the stories that Ron shared about struggles in Singapore and internationally have been a consistent motivation for Victor.



Victor and his wife at a diversity parade in Singapore.

**“As we pursue inclusion in Singapore, we need to always remember that claiming to include others is not enough, rather true inclusion happens only when those who are to be included are themselves involved in the process of doing so.”**

**- Victor Zhuang**

## AnnaMaria Baraglia Graduates with DHD Minor



AnnaMaria at the UIC graduation.

**AnnaMaria Baraglia** enrolled at UIC in 2016 as an undergraduate student with a goal of eventually earning a graduate degree in Occupational Therapy. In May of 2018, AnnaMaria graduated with a BS in Rehabilitation Sciences and a minor in Disability and Human Development, the first of her family to graduate from college. Nearly 10 years ago, at 27 years old, AnnaMaria had a stroke and encountered difficulties finding a job. After enrolling in community college, AnnaMaria decided to become an Occupational Therapy Assistant because she wanted to help others with disabilities become more independent. She began moderating young stroke survivor groups on social media and started to understand how her experience impacted other stroke survivors across the world. AnnaMaria decided to minor in DHD because of her personal experiences with disability and feelings of depression. Her favorite course was DHD 102, a disability film course taught by DHD Professor Carrie Sandahl. That course encouraged her to think critically about how disability is, mostly negatively, portrayed in film. AnnaMaria was awarded DHD's Neal Gottlieb award for students with a physical disability in May 2018.

**“Not only did I learn valuable paradigms in DHD classes, I felt as if I found my place and belonged which made me feel empowered and hungry to succeed with my educational goals.”**

**- AnnaMaria Baraglia**



# DHD Students Co-Host 4th Annual Chicago Disability Studies Conference



Conference organizers pose for a photo.

In April 2018, the UIC Disability and Human Development Student Association (DHDSA), along with the students from the University of Chicago, organized the **4th annual Chicago Disability Studies Conference**, themed “From the Margins to the Center: Disability Studies in Other Disciplines.” Since it started in 2014, this conference has grown every year and the conference in 2018 was the biggest yet. Almost 200 people attended the conference across the two days (DHD hosted Friday sessions, and University of Chicago hosted Saturday sessions)! This year’s conference also was the first to feature concurrent panels, allowing attendees to choose which session to attend. One of the most well-attended sessions was Friday’s Roundtable on Accessibility in Higher Education, a widely expressed area of interest among conference attendees.

Friday featured a disability art and culture performance, “Revealing the Secret Abilities of the Blind,” by 3Arts and Bodies of Work resident Andy Slater. Slater, a legally blind musician, took the audience on a comical journey in which he pondered the magical abilities of blind people to have trans-dimensional experiences and proposed a Crypto-

Acoustic-Audio-Non-Hallucination theory. Saturday’s keynote address was given by Dr. Karen Nakamura, a Professor of Anthropology and the Haas Distinguished Chair of Equity and Inclusion at the University of California, Berkeley. Her keynote, entitled “Trans/Disability: Transmen and the Reframing of Trans as Disability in Contemporary Japan,” offered insight into how trans issues can be understood within a disability framework in Japan.

The conference prioritized accessibility to ensure the full participation of conference attendees with ranging disabilities and support needs. American Sign Language interpreters were present and active throughout conference sessions and informal breaks, such as lunch, to facilitate communications. Real-time captioning, audio descriptions, accessible language, online question forums, and large print materials were a feature of every presentation over the two days. Additional access features such as detailed food descriptions, gender-inclusive restrooms, scent-free spaces, quiet spaces and overflow rooms helped create an inclusive and welcoming conference environment.

The conference was well-received by participants, and the majority of attendees reported being satisfied or very satisfied with the presentations provided. One attendee said, “the panels were very interesting and the conference organizers were dedicated to accessibility. It was a stimulating intellectual space.”

“I loved the conference... spending two days with people who understand and acknowledge what it means to have one or more disabilities and work hard at making everything accessible. It was amazing.”  
- a participant

## DHD Office of Student Affairs

For more information about DHD’s academic programs, please contact DHD Office of Student Affairs:

Email: [dhdsa@uic.edu](mailto:dhdsa@uic.edu)

Phone: 312-996-1508

Room: 207 DHSP

## Undergraduate Studies in DHD

### Major in Disability and Human Development

Apply to DHD’s newest academic program and the first of its kind in the nation. For more information, please visit [go.uic.edu/DHDBachelor](http://go.uic.edu/DHDBachelor).

### Minor in Disability and Human Development

To learn more about the undergraduate minor in DHD, please visit [go.uic.edu/DHDMINor](http://go.uic.edu/DHDMINor).

## Graduate Studies in DHD

### PhD in Disability Studies

Applications due by January 15, 2019.

Visit [go.uic.edu/DHDPhD](http://go.uic.edu/DHDPhD) for more information.

### Graduate Certificate Programs

#### Assistive Technologies Certificate Program (ATCP)

The ATCP gives you hands-on, practical training in assessing and implementing assistive technologies. The 12 credit-hour program is available online or on campus.

For more information, visit [go.uic.edu/DHDATCP](http://go.uic.edu/DHDATCP).

#### Disability Ethics Certificate

Earn a Disability Ethics certificate at UIC with four 3-credit hour courses designed to develop independent scholarship and critical thinking. Learn more at [go.uic.edu/DHDDECP](http://go.uic.edu/DHDDECP).

# Illinois LEND Prepares the Next Generation of Leaders to Work with People with Disabilities



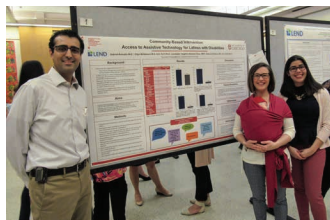
Illinois LEND faculty and trainees outside of Sen. Duckworth's office in Washington, DC

IDHD is proud to host the **Illinois Leadership in Neurodevelopmental and Related Disabilities (IL LEND)** Program. With four training sites across the state, this one-year interdisciplinary training program prepares future leaders, or trainees, to serve children with neurodevelopmental and related disabilities and their families. Trainees may be graduate students, young professionals, family members, or people with disabilities. In FY 2018, 30 trainees from 14 different disciplines, including Special Education, Pediatrics, and Self-Advocacy, completed the IL LEND fellowship.

IL LEND trainees are required to complete a leadership/research project. Several of these projects have directly impacted local service providers and families. Trainees are also required to prepare a policy brief about a disability-related legislation. Trainees presented their policy briefs to staff members of Illinois Senator Tammy Duckworth. IL LEND also provided support for seven trainees and one faculty member to attend the 2018 Disability Policy Seminar in Washington DC.

## Research Spotlight

People with disabilities from culturally and linguistically diverse populations experience language and knowledge barriers to accessing assistive technology (AT) services. Major barriers to Latinos seeking and obtaining AT services include language and lack of knowledge. To address these barriers, Angelica Martinez, Ellyn McNamara, and Gabriel Anzueto developed a culturally and linguistically appropriate AT awareness curriculum. In collaboration with community-based organizations like Lo Que Puede Venir and Grupo SALTO, these trainees conducted educational sessions



IL LEND trainees presenting at the 2018 IL LEND Open House.

in Spanish and English for Latinos with disabilities and their support networks. After the sessions, participants reported increased overall knowledge of AT, and familiarity with AT and the available AT services in the Chicagoland area. Angelica, Ellyn, and Gabriel will continue to work on this project and partner with additional community-based agencies serving Latinos with disabilities and their families.

## Trainee Spotlight: Jessica Buettner's Story

I'm a sibling of a person with Intellectual and Developmental Disabilities (I/DD). A while ago, I was looking for new ways to learn more about and work in the field of disabilities, so I reached out to some other Sibs, or siblings of people with disabilities. Two of them were previous IL LEND trainees and recommended I apply to the program. I'm always eager to learn, so IL LEND seemed like a great opportunity.



IL LEND faculty Brian Grossman and IL LEND trainee Jessica Buettner in Washington, DC.

Unfortunately, it's extremely difficult to find opportunities in my area in Southern Illinois. Even though IL LEND has a training site in Southern Illinois University, it was still far from home. Joining IL LEND meant driving an hour once or twice a week to join the Chicago group by video conferencing in Carbondale. It was a big commitment, but I was grateful for the opportunity to join long distance. Through IL LEND, I've learned from experts in so many fields and participated in many great opportunities, such as an Autism screening and the Disability Policy Seminar in Washington DC.

I also developed a research project. For this, I focused on the Impact of Continuity of Supports and Services, specifically looking at people with I/DD and the direct support professionals (DSPs) that help them with activities of daily living and accessing the community. There's a DSP crisis in Illinois right now, and I think it's important to be aware of how that impacts the people we serve. Vacancies and high turnover among these support jobs leave people with disabilities with instability and added upheaval in their everyday lives. I'm excited to share what I've learned through LEND with the two local groups that I'm involved with and my friends with disabilities and their families.



## DHD Students Participate in Diversity Fellowships



*Diversity Fellows and IDHD Associate Director Randall Owen at the Disability Policy Seminar.*

IDHD supported four diversity fellows in the 2017-2018 academic year: **Christianna Danguilan, Timotheus Gordon, Nell Koneczny, and Patricia Perez.** These fellowships were made available through a diversity fellowship grant opportunity from the Association of University Centers on Disability (AUCD) and are intended to increase leadership of people from minority backgrounds within AUCD and disability-related positions more broadly. The Diversity Fellows had the opportunity to engage with one another and diversity fellows from across the country, receive mentorship from IDHD leadership and faculty, shadow IDHD leadership in state-level meetings, and conduct a community-based project in their areas of interest. The projects that the Diversity Fellows completed are:

- **Christianna's** project focused on families of color and transitions for young adults with disabilities, particularly alternatives to subminimum wage employment opportunities, and developing ideas for advocacy programs around this topic.
- **Timotheus'** project focused on combating police violence against disabled, Deaf, and neurodivergent people of color. He created a curriculum of trainings on informing the general public in marginalized neighborhoods on disability awareness and acceptance.
- **Nell's** project worked with a disabled student group on UIC's campus to create a training that encourages instructors to make classrooms more accessible to disabled students without solely focusing on accommodations and to disseminate this training to various offices and departments at UIC.
- **Patricia's** project focused on improving the quality of Medicaid Home and Community-Based Services for people in low-income, inner-city communities in Chicago. She will continue working on this topic as part of her dissertation.

In addition, the Diversity Fellows attended the Disability Policy Seminar in Washington DC in April 2018 with IDHD Associate Director Randall Owen. Faculty and trainees from Illinois LEND also attended this event (see opposite page), a three-day event that brings together advocates from across the United States to learn about current events and issues relating to disability for US Representatives and Senators to consider. The seminar introduced attendees to tips and strategies for advocating with elected officials on Capitol Hill. On the final day, the attendees arranged meetings with their states' legislators. IDHD's Diversity Fellows had the opportunity to visit staff members in Illinois Senators Richard Durbin and Tammy Duckworth's offices (along with staff from the Illinois Council on Developmental Disabilities), and staff from Representative Bill Foster's office. The Diversity Fellows thanked the legislators for their efforts to support people with disabilities in Illinois and provided further education on key topics, including the importance of Medicaid, continued funding for disability programs in Illinois, and the need to protect the Americans with Disabilities Act.

The Diversity Fellows found this event to be extremely informative and useful; it was a great way to practically apply many of the disability concepts that they have learned as graduate students within DHD's disabilities studies programs and to further engage with the AUCD network. Nell Koneczny summarized her experience: **"The 2018 Disability Policy Seminar in Washington D.C. was an enriching and enlightening experience that accentuated the importance of community engagement and collaboration. While attending as an AUCD Diversity Fellow, I was able to nurture new and old relationships with both the other UIC Diversity Fellows and this year's LEND Trainees; I also established new contacts with people from across the country, both in person and when live tweeting the Seminar's events."**

## Staff Collaborates to Train Professionals About Future Planning

Planning for the future is a critical issue for individuals with IDD and their families, yet many families do not plan for when a caregiver may be unable to provide support in the future. IDHD staff members Lex Owen and Jae Jin Pak partnered with The Arc's Center for Future Planning (CFP) to educate professionals to assist families in the process of future planning. Future planning includes a variety of considerations, from financial planning and employment preferences, to living arrangements and supported-decision making strategies. All of these decisions directly impact a person's access to the community, and their likelihood of experiencing inclusion.

Professionals are in a position to support families in creating future plans that is centered around the person with disabilities. However, future planning is often left out of typical case management settings and professionals are not necessarily prepared to provide counseling or support in respect to future planning. Training and research is needed to provide insight into how professionals can better assist individuals with disabilities and their families in future planning.

Over 75 professionals in Wisconsin, Illinois, and Arizona participated in this innovative training intervention. Across all three states, participants increased their confidence levels in knowledge of future planning, their skills in supporting families, their comfort in providing assistance in the future planning process, as well as their ability to incorporate person-centered approaches and ensure that the person with disabilities is at the center of the process after participating in the trainings. Furthermore, preliminary findings also suggest that professionals who participated in the training increased their outreach to individuals with disabilities and their families, particularly in families with aging caregivers. You can find more about future planning through The Family Support Research and Training Center, also housed at UIC (<https://fsrtc.ahslabs.uic.edu/>), and visit The Arc's Center for Future Planning here: (<https://futureplanning.thearc.org/>).

“Professionals can make such an impact on families. For a lot of participants, we gave them a language and a framework to pull together and recognize the work they were already doing to help families.”

- Lex Owen, IDHD staff



Training participants brainstorm about future planning.  
Photo credit: Jae Jin Pak



IDHD staff Lex Owen records participants' ideas.  
Photo credit: Jae Jin Pak



## Luca Badetti



Luca Badetti

**Luca Badetti** is a 2016 graduate from DHD's PhD program in Disability Studies where he also participated in the LEND program. His work in the community focuses on the role of encounters with disability in human growth and social transformations. His main role is as the Director of Community Life at L'Arche Chicago, an interfaith and multi-cultural community in which people with and without intellectual disabilities live inclusively. In that role, he supports the community's quality of life, accompanies

members in their community journey and growth, hires and trains assistants, leads team meetings, and creates and coordinates community events. Luca co-chaired the national Inclusion Team for L'Arche USA, to foster inclusion in communities across the nation.

Luca has a background studying theology, philosophy, and clinical psychology, and he credits the PhD program in Disability Studies with helping him to understand disability more broadly. He noted, "What I learned about disability theory, advocacy, and identity has influenced my work to this day." For example, Luca was invited to give the first Jean Vanier Emerging Scholar lecture at the 2016 Summer Institute on Theology and Disability based on his doctoral dissertation on the relationship between self-determination and community life. Luca also works as an Adjunct Assistant Professor at Loyola University's Institute of Pastoral Studies and teaches at DePaul University's Peace, Justice, and Conflict Studies program, where he created an introductory course to Disability Studies. In addition, Luca will be teaching for Adler University's Department of Leadership and Public Service starting in September, 2018. Luca describes his approach to community life as holistic and his scholarship as interdisciplinary. Most recently Luca has written a book, "I Believe in You," which will be published in November 2018.

## Heather Feldner

**Heather Feldner** graduated in 2016 from DHD with a PhD in Disability Studies and a Certificate in Assistive Technology. She was recruited for a postdoctoral research position in the Department of Mechanical Engineering at the University of Washington (UW) in Seattle, WA and is transitioning during the summer of 2018 to a full-time, research assistant professor appointment within the UW Department of Rehabilitation Medicine. She is part of a multidisciplinary team examining perceptions of disability and technology in rehabilitation, how inclusive technology can be co-designed with disability communities, and how technology can be leveraged to maximize accessibility and participation for people with disabilities. She conducts research specifically on examining the intersections between mobility, disability, and technology with the Go Baby Go program. Go Baby Go modifies commercially available ride-on toy cars for safety and accessibility as an alternative early mode of powered mobility for young disabled children.

Heather has been the recipient of the UW Disability Studies program Harlan Hahn Endowment Fund grant to support her work of infusing disability studies and



Heather Feldner

inclusive design principles into a combined graduate and undergraduate engineering design course, and is the recent recipient of a National Institutes of Health/ National Center for Advancing Translational Science KL2 Multidisciplinary Clinical Research Career Development Program grant to support her pathway to independence as a junior investigator.

Heather has become connected with a growing community of disability studies scholars at UW and is actively bringing ideas that she learned within DHD to her new roles.

# Assistive Technology Unit and College of Education Offer ATLiS Program

Over 7,000 students in Chicago Public Schools (CPS) need assistive technology to effectively learn in the classroom, but they are limited by a lack of physical resources and staffing shortages. DHD's Assistive Technology Unit (ATU) recognized these constraints and worked with the UIC College of Education to initiate the **Assistive Technology Leaders in Special Education (ATLiS)** program. ATLiS is a unique combination of special education and assistive technology courses that enable participants to provide high-quality services to students within the Chicagoland area. ATLiS merges assistive technology development and implementation with current practices and policies. The program consists of 36 credits over four consecutive semesters, including a summer semester. Online and in-person, evening courses are scheduled to accommodate students who work full-time.

As Patricia Politano, Clinical Associate Professor, reflected on the past two years of ATLiS, she noted that the students have brought their real life experiences and questions to

the program, making it that much stronger. The program participants rely on each other within and outside of the classroom, forming a close-knit group of scholars that are able to continue their relationship post-completion. The ATLiS program is creating a larger network of AT specialists that will address need across Chicagoland schools.

DHD and the College of Education will continue to offer the ATLiS scholarship program until 2022. The program aims to continue to enhance assistive technology in schools through providing tools for school professionals to become leaders in the field. Through the ATLiS scholarship, students are able to participate in the program with full coverage of tuition, an annual book stipend, and opportunities to attend conferences. As the program continues, DHD is eager to see the work of the scholars as they graduate and apply their assistive technology knowledge to school districts in and around Chicago.

## ATLiS Application Process:

Applications for the 2019 Cohort are open until **October 1, 2018**.

If interested in applying or obtaining more information, please visit our website:

<http://education.uic.edu/content/atlis-scholarship#assistive-technology-leaders-in-special-education-scholarship>



*ATLiS participants in the ATU lab*

The ATU performs services in:

- Activities of daily living
- Adaptive equipment
- Augmentative communication
- Computer access
- Electronic aids to daily living
- Environmental control
- Environmental modification
- Specialized seating and mobility
- Worksite modification

For more information, please visit the website at [www.uicatu.org](http://www.uicatu.org) or call 312-413-1555.



*ATLiS participants in the ATU lab*



# Family Clinic Postdoctoral Fellow Teaches Skills to Families

The Developmental Disability Family Clinic began in 1992 at IDHD and offers a variety of services to people with intellectual and developmental disabilities and their families. Over the past year, postdoctoral research fellow, Dr. Haleigh Scott, provided families and other stakeholders with tools to work with their children with disabilities through a series of free courses entitled, "Behavior Strategies for Parents of Individuals with Developmental Disability." This series of four courses was offered at four times throughout the year, and over 25 families were served. Two of the four classes were for parents of children with an intellectual disability and the remaining two classes were targeted to parents of teenagers and adults with intellectual disability. Family members who attended these courses were typically parents of children with autism spectrum disorder.

The intention of the classes was to teach families new skills and ways to work through problem behaviors. Parents would present real-world problems that they were having with their children and then would work to troubleshoot

the issue in class. For example, the courses discussed barriers to skill acquisition and taught families how to break skills into smaller parts, instead of teaching a skill all at once. Dr. Scott educated families about people using challenging behaviors as ways to communicate, so that families could identify the function of the behavior and in turn teach their children with disabilities different ways to ask for what they want or need. While the classes were provided in English, Dr. Scott also compiled a resource with a summary for Spanish-speaking family members.

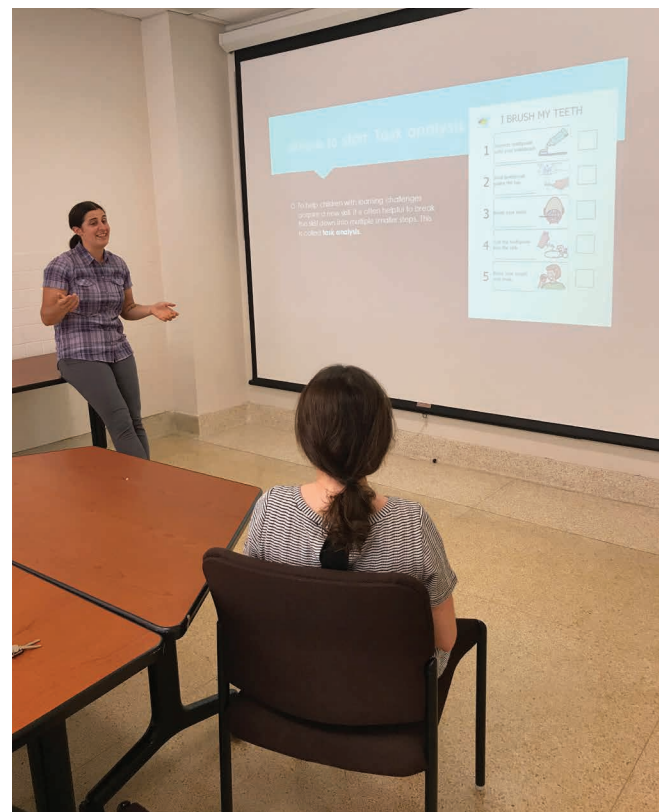
When asked what concepts in the class were most useful when working with their children with disabilities, a family member said, "I found that ignoring my child's screaming and tantrums helps him calm down a lot quicker. Adding in breaks during homework time helps some days. Rewarding good behavior and not giving in to something because he's misbehaving helps as well." Families found the information useful and claimed it was "well-presented" and "quality knowledge".

“Haleigh did a great job thoroughly explaining each topic and she allowed us to ask as many questions as we needed to.” - A family member claimed

## Other services offered by the Family Clinic include:

- Individual and group counseling therapy
- Diagnostic services
- Autism screenings
- Social skills groups for children 8+
- Behavioral consultation
- Early intervention diagnostic and therapy services for children 0-3
- Autism therapy and diagnostics through The Autism Program (TAP)
- Webinars
- Grupo SALTO - support groups for mothers and fathers who are Spanish-speaking

For more information, go to <http://go.uic.edu/DHDFamilyClinics> or email [familyclinic@uic.edu](mailto:familyclinic@uic.edu).



*Haleigh Scott explains task analysis.*

# PRIDE Connects Refugees with Disabilities with Employment

## Partners of Refugees in Illinois Disability Employment (PRIDE)

is the first project that addresses employment disparities that refugees with disabilities experience in the U.S. PRIDE is a community-engaged research project whose activities are driven by an advisory board of multisector partner organizations and disability advocates. To address existing employment gaps, PRIDE has developed two training programs: a bilingual employment training program for refugees with disabilities and an online disability awareness training for service providers who work with refugees. PRIDE is now recruiting Arabic-speaking former and current refugees with disabilities who are interested in finding work, changing jobs, or advancing in their professions for its employment training program, which will begin in July 2018. Subsequently, PRIDE will provide this bilingual training to refugees who are speakers of other high-need languages. In May 2018, PRIDE launched its online provider training. Providers can enroll in the training until July 2019.

### Q: What is PRIDE?

#### Dr. Rooshey Hasnain, PRIDE's Principal Investigator:

PRIDE is a 3-year capacity building project, now in its second year, funded by the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR). Little research has been conducted in the U.S. on the role of workforce support systems for refugees with disabilities, so we are excited to bring long-overdue attention to the importance of including this underserved group in Illinois' workforce.

### Q: What is your unique role as a peer mentor for PRIDE?

#### Abla Gharib, PRIDE's Arabic-Speaking Peer Mentor:

Being a peer mentor for PRIDE allows me the opportunity to fulfill my desire to help others improve their lives. As a person with a physical disability, I can relate to others

who have disabilities. Mentoring will be a positive learning experience for me and for my mentees as well. Refugees are the backbone of our country, and it gives me pride to help them cultivate their future.

### Q: What are your employment goals and hopes for the PRIDE program?

#### PRIDE Refugee Employment Training Participant:

I want to go back and study to be a case worker helping people like old people or children. I hope that PRIDE can help people with disabilities achieve their goals like other people who do not have disabilities; we are like others. I hope PRIDE can help us to decide different goals, possibilities.

### Q: From your perspective as a service provider who works with refugees, what is an aspect of PRIDE that is making a difference?

#### Tamar Frolichstein-Appel, Upwardly Global, PRIDE

**Online Provider Training Participant:** It is so important to break down silos between different support communities and let refugees with disabilities know there are resources and opportunities available. Note: Upwardly Global is a PRIDE partner agency that supports immigrants and refugees with professional backgrounds to find employment in the U.S.

### Q: How can PRIDE help diversify state VR services in Illinois?

#### Dr. Francisco Alvarado, Division of Rehabilitation Services-Vocational Rehabilitation (DRS-VR):

Rehabilitation providers face the challenge of providing appropriate employment services. Traditionally, the rehabilitation professional sees the customer's disability as primary. Because of this, we have failed to address cultural and linguistic aspects that can ensure improved outcomes. PRIDE partners with DRS to address these challenges.

For more information on PRIDE, please visit our website at <http://pride.ahslabs.uic.edu/> or contact the PRIDE team at [prideteam@uic.edu](mailto:prideteam@uic.edu) or 312-413-0416.



PRIDE team members Mansha Mirza, Aman Khan, Sumithra Murthy, Rooshey Hasnain, and Kathryn Duke meet to discuss the project.



Staff at PRIDE partner agency Asian Human Services participate in PRIDE's orientation for service providers.



# Short-Term Stabilization Homes Support People in Crisis



More than a third of individuals with intellectual and or developmental disabilities (IDD) have a psychiatric disability (dual diagnosis). These individuals are among the last and least served in our communities. They experience difficulty accessing behavioral and psychiatric services, remain disproportionately institutionalized and are more likely to be incarcerated than the general population. They need additional supports to live and thrive in the community. The availability of community-based crisis services to this population needs to improve as well.

The Short-Term Stabilization Home (SSH) program started in September 2016 and was designed to address the systemic barriers facing the population with dual diagnosis. The program offers a community-based alternative to people with dual diagnosis in crisis who are at a high risk for institutionalization at state-operated developmental centers. Envision Unlimited and Individual Advocacy Group (IAG), two Illinois agencies serving

individuals with IDD, have contracted with the Division of Developmental Disabilities (DDD) to implement this program. Each provider agency operates two homes. Each home is equipped to support four residents at a time and is staffed with variety of support personnel. The program is intended to support individuals on a short term basis and they transition back to their home or to a different home upon achieving their individualized stabilization goals. Even though the SSH program is a short-term intervention, its objective is to have a long-term impact on the individuals' health and well-being after they leave the program. This requires a productive collaboration between the SSH home and the home to which the individual will move.

Envision Unlimited and IAG have contracted with IDHD to conduct an evaluation of the SSH program. This evaluation examines the barriers and facilitators experienced by the agencies in meeting the objectives of the program. It also aims to identify factors that may impact the length of stay of individuals in the SSH homes and their long-term well-being. Additionally, this evaluation provides recommendations for improving the SSH program. For more information about the SSH program and its evaluation, please contact Dr. Lieke van Heumen at [lvheumen@uic.edu](mailto:lvheumen@uic.edu).

**“The SSH program was very important to our family. It showed us that our son was not an uncontrollable monster that only the police and ER could manage.”**

**- Parent of a son that participated in the program**

## Institute on Disability and Human Development

IDHD is home to many centers, programs, and units. They include:

- Academic Programs:
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  - Office of Student Affairs: Maitha Abogado and Maris Fujiura, [dhdosa@uic.edu](mailto:dhdosa@uic.edu), (312) 996-1508
- Advocacy and Empowerment: Fabricio E Balcazar, [fabricio@uic.edu](mailto:fabricio@uic.edu), 312-413-1646
- Assistive Technology Unit: Glenn Hedman, [atu@uic.edu](mailto:atu@uic.edu), 312-413-9065
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## Dan Goodley Presents Inaugural Albrecht Global Lecture on Disability



Dan Goodley with DHD faculty.

In September 2017, DHD held the Inaugural Albrecht Global Lecture on Disability. Thanks to a generous donation from Dr. Gary Albrecht, this lecture series brings international scholars in the field of disability and disability studies to DHD for a formal lecture and events related to global perspectives on disability. In 2017, this lecture series coincided with the one-year anniversary of DHD's undergraduate major program!

**Professor Dan Goodley, Chair in Education and Director of Research at the University of Sheffield**, was invited to campus to present the inaugural lecture, "Disability Studies and Human Encounters". In the talk, Dr. Goodley considered questions such as, "who owns disability?" and "what does it mean to be modern?" Much of the content of the lecture was driven by his book that was recently published, "Disability Studies: An Interdisciplinary Introduction (2nd Edition)" which presents theories and perspectives on disability and what it means to be a person with a disability, in the context of current debates in the field of disability studies. Dr. Goodley used the inaugural Albrecht lecture to discuss various political environments and what we can learn from other environments.

As a part of his visit to campus, Dr. Goodley moderated a panel entitled "Journeys to Disability Studies and DHD Celebrates" which explored origins of disability studies perspectives amongst the panelists and the development of disability studies as a discipline at the University of Illinois at Chicago. Panelists included Dr. Gary Albrecht and Dr. Glenn Fujiura, both Professor Emeritus in DHD and UIC PhD graduate Dr. Patrick Devlieger, now an associate professor at the University of Leuven in Belgium. The panelists also discussed where they hoped the field of disability studies would head in the future, emphasizing the need for global perspectives, especially from the Global South. Following the panel, DHD held its annual picnic where panelists and DHD faculty, staff, and students interacted and discussed the panel as well as the new academic year.

Dr. Goodley also participated in an informal discussion with President and CEO of Access Living, Marca Bristo, about the disability rights movement in the United States, United Kingdom, and around the world. This event, entitled "Global Perspectives on the Disability Rights Movement," was hosted at Access Living, one of DHD's important community partners, and a leader in the disability rights and independent living movements in the United States. This event featured a relaxed atmosphere enjoying a beautiful early fall evening in Chicago with informal discussions about disability rights, advocacy, and activism across the globe.



Dan Goodley moderates a panel at DHD.

**“I loved my visit to Chicago. There were some intriguing discussions and it was particularly wonderful to meet disability activists and researchers alike. Also, as a UK scholar, it was wonderful to spend time in a research context that has been so important to the development of global disability studies.”**

**- Professor Dan Goodley**



## DHD Students Recognized with Awards

DHD is fortunate to present a number of student scholarship awards every year. Families have established these generous scholarships in honor of distinctive individuals. In May 2018, DHD held its annual awards ceremony to present five awards to students.

### **Neal H. Gottlieb Memorial Scholarship Award, AnnaMaria Baraglia**

The Gottlieb award was recently established in memoriam of Neal Gottlieb, whose experience with multiple sclerosis led him to become an advocate for workplace accommodations and assistive technologies. The award is intended for students with physical disabilities. The inaugural winner of this award was undergraduate student, AnnaMaria Baraglia.



*Tamar Heller and AnnaMaria Baraglia pose with the Gottlieb Award.*

### **Carlos Drazen Memorial Scholarship, Kristen Salkas**

Carlos Drazen received a MS degree from DHD and was working on a PhD in Disability Studies when she passed away in 2011. In Carlos Drazen's honor, The Carlos Drazen Memorial Scholarship supports educational opportunities for graduate students who are interested in the intersection of race and disability. This year's winner was Disability Studies PhD candidate Kristen Salkas.

### **Anne Hopkins Scholarship, Chih-Chieh (Jay) Hsu**

Disability Studies PhD candidate Chih-Chieh (Jay) Hsu received the Annie Hopkins Scholarship this year. The Annie Hopkins Scholarship was established in memory of former DHD student, Annie Hopkins, to support educational opportunities for graduate students interested in disability and sex, relationships and dating, the social model of disability, and/or social entrepreneurship.



*Jay Hsu receives the Anne Hopkins Award.*

### **Ann & Edward Page-El, M.D. Scholarship, Valerie Barich**

Valerie Barich won the Ann & Edward Page-El, M.D. Scholarship this year. Dr. Page-El was involved in the fields of neurology and developmental disabilities throughout his career and adopted a patient-centered decision-making approach before it became more widely accepted. The award supports educational opportunities for graduate students who are interested in social or medical aspects of neurological disabilities.

### **Charlotte A. Tate Multidisciplinary Research Award, Hailee Yoshizaki-Gibbons**

The Charlotte A. Tate Multi-Disciplinary Research Award honors Dr. Tate's distinguished and varied career in the applied health sciences. The award supports students that show a multidisciplinary approach to health, society, and disability. Disability Studies PhD candidate Hailee Yoshizaki-Gibbons was the award recipient this year.

If you would like to contribute to these scholarship funds, or to DHD in general, please visit <http://ahs.uic.edu/alumni/give-to-ahs/> and choose a DHD fund from the list provided.



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- Lisa Cesal
- Marty Fox
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- Stevie Hopkins
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- Ryan Croke, Illinois Network of Centers for Independent Living
- Donald Dew, Habilitative Systems, Inc.
- Thane Dykstra, Trinity Services, Inc.
- Kathy Ward, Division of Developmental Disabilities
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- Lisa Lew, Clearbrook
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- Teresa Parks, Illinois Guardianship and Advocacy Commission
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