



# The Center for Development and Disability

ANNUAL REPORT 2006

A University Center for Excellence  
in Developmental Disabilities Education,  
Research and Service



THE UNIVERSITY OF NEW MEXICO

HEALTH  
SCIENCES  
CENTER

Dear Friends and Colleagues,

Our work at the Center for Development and Disability over the past year has been characterized by many changes including the culmination of specific projects, the initiation of new work, and personal and professional transitions. We have grown to a faculty and staff of 140 in pursuit of our mission, “*the full inclusion of people with disabilities and their families in their community...*”, in every county in New Mexico and across the Navajo Nation. Our partnerships with people with disabilities and their families, local communities, and state and federal agencies are evidence that “together we are better”.



This 2006 Annual Report describes our efforts in education, research and service; what it does not describe is the personal relationships and individual dedication that makes our work successful. Our long time Associate Director and friend, Judy Liddell, retired after many years of service to the CDD and to New Mexico. As a parent, professional, and friend, she will be missed. At the same time, we welcomed new employees, engaged new technology, and pursued new areas of service to promote our mission.

Because our work is conducted in partnership “with local communities to build resources and improve systems of care”, our success is not possible without you. As you look through the 2006 Annual Report, you may even see pictures of yourself or your colleagues, illustrating our shared commitment to people with disabilities and their families. Indeed, while our work and our communities continue to change and grow, we will always be better together.

Sincerely,

A handwritten signature in black ink, appearing to read 'Cate McClain'. The signature is fluid and cursive, written on a light-colored background.

Cate McClain, MD, PT  
Director, Center for Development and Disability

## *Our Vision*

Guided by individuals with disabilities and their families who help design, provide, and evaluate our efforts, the Center for Development and Disability:

- Identifies, develops, and strengthens opportunities and choices for all persons with disabilities and their families throughout their lives so that they are included in all aspects of society;
- Participates in collaborations to enhance resources and maximize opportunities for all persons with disabilities, their families, and those who support them;
- Responds to the most important interests and concerns of all persons with disabilities and their families through leadership in education, research and service; and
- Influences policies to reflect what is known about the variety of strengths and needs of all persons with disabilities and their families, while recognizing and integrating the diverse values of individuals, families, and communities.





# The Center for Development and Disability

The Center for Development and Disability (CDD) is New Mexico's University Center for Excellence in Developmental Disability Education, Research and Service (previously known as UAP). These centers, authorized by the Developmental Disabilities Assistance and Bill of Rights Act, build the capacities of states and communities to respond to the needs of individuals with developmental disabilities and their families. The centers receive core funding from the Administration on Developmental Disabilities (ADD) and obtain funding for other programs and projects through state contracts, federal grants, and private agencies. Together, the 67 centers, located in every state and territory, function as a national network of programs.

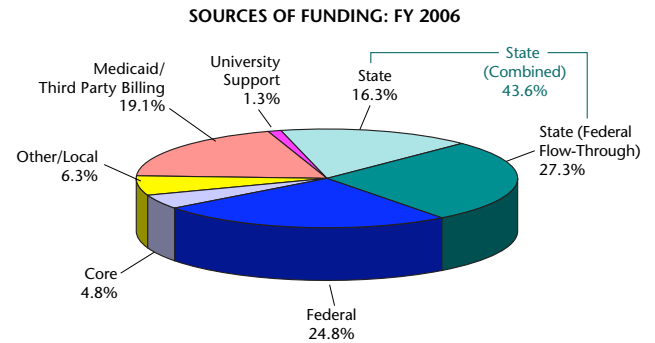
The mission of the CDD is the full inclusion of people with disabilities and their families in their community by engaging individuals in making life choices, partnering with communities to build resources, and improving systems of care.

The CDD accomplishes this mission through innovative:

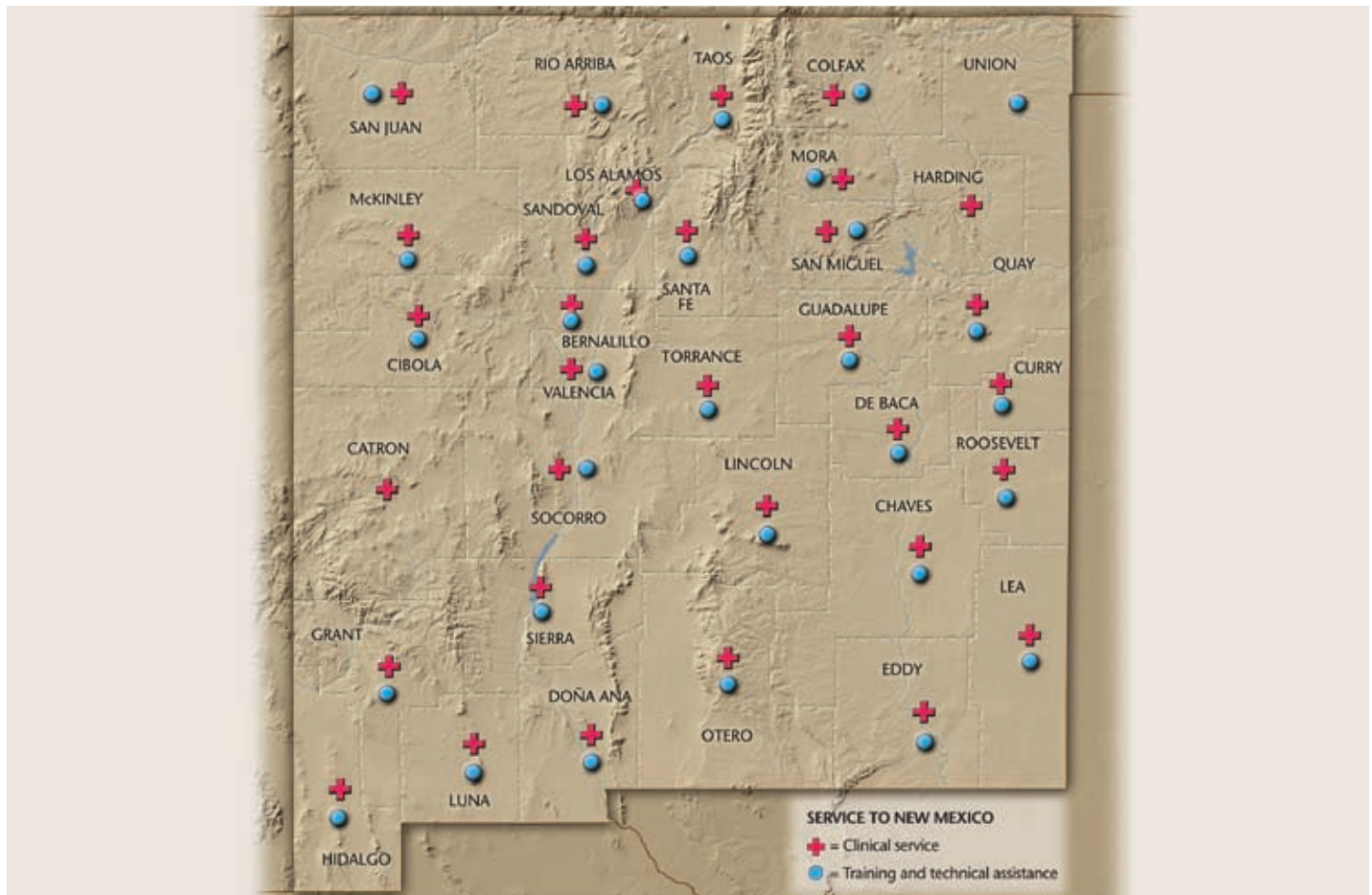
- Interdisciplinary training
- Dissemination of information
- Provision of exemplary direct service and technical assistance
- Applied research

The following values direct the work of the CDD and its programs:

- Cultural and linguistic diversity
- Inclusion and accessibility for all individuals
- Partnerships and collaboration that encourage capacity building within communities
- Innovative, interdisciplinary, and research-based practice



## The Center's Impact in New Mexico



## CDD Programs and Projects

The Center for Development and Disability is made up of numerous programs and projects funded by a variety of federal, state, agencies and private partners. All programs are aligned with the mission of the CDD and to assuring that services and supports are culturally appropriate and available statewide. CDD programs also support the mission of the University of New Mexico Health Sciences Center as follows:

### Innovative, Collaborative, and Interdisciplinary Education

**AIM High Support**, funded by the New Mexico Public Education Department, provides training and technical assistance to the CYFD contractor for Child Care support in Bernalillo County.

Through a contract with the SouthWest Autism Network (SWAN), **Albuquerque Public Schools Training & Consultation** provides training and consultation to meet the needs of students with autism.

**Closing the Gap** provided site-specific training and technical assistance on accessing reliable information on the Internet to assist with patient care to health care personnel across the state that serves individuals with developmental disabilities.

The **Early Childhood Evaluation Program** offers training & technical assistance to community agencies and healthcare providers serving young children with suspected disabilities or special health care needs and provides clinical experience for students in a variety of fields.

**Early Childhood Network** provides collaborative training and consultation statewide to professionals working with young children who have developmental delays or risk conditions.

**Educational Support Project** provides individually tailored training for schools on the Navajo Nation dealing with school performance and support for staff serving children with disabilities.

The **Family and Community Education in ASD** is a statewide family support, technical assistance and training program of the SouthWest Autism Network utilizing experienced parent coordinators in their local communities.

**Improving Communities of Practice** is helping to build a comprehensive system of personnel development for eighty-three Bureau of Indian Affairs schools across the Navajo Nation in Arizona, Utah, & New Mexico with the purpose of building expertise in special education as well as supporting schools in corrective action.

**Leadership Education Excellence in Maternal & Child Health Nutrition Program (NM LEEP)** is a partnership between the UNM Nutrition Program and the NM LEND to train graduate students to become leaders in pediatric nutrition.

The **Medically Fragile Case Management Program** trains undergraduate and graduate nurses in RN case management.



**Native American Early Learning Projects (NAEL)** developed and piloted two courses for college credit designed for professionals working with young Native American children and their families.

**NM LEND Program** is a graduate and post-graduate leadership training program in neurodevelopmental disabilities covering specific areas such as clinical skills, public policy, leadership skills, genetics, ethics, and family centered care.

**Parent Home Training** is a pilot program to provide training and education to parents of young children with Autism Spectrum Disorders in effective techniques to engage and interact with their children

The **Preschool Network** provides training, technical assistance, and evaluation support to those working with young children 3-5 years old with developmental delays, or special education needs in New Mexico.

**Project Central** provided training and technical assistance to the Workforce Center of Central New Mexico staff members were be certified to provide on-site coaching and classroom training to customers completing Project GO, a self study on-line basic computer literacy course.

**Project Pueblo Connections** is a five-year collaborative project between the CDD and Five Sandoval Indian Pueblos, Inc to implement a Family Support Center in five Pueblos that will provide a comprehensive array of culturally appropriate services and supports for families who have a son or daughter with a disability.

**Project SET** is part of the SouthWest Autism Network and offers training and technical assistance to local teams of parents and professionals who work with young children with Autism Spectrum Disorder.

An annual **Public Policy Institute** provides training for graduate students, family members, and pediatric residents on the legislative process and positively impacting public policy.

**School Based Consultation Projects** with a variety of school districts throughout New Mexico support students with Autism Spectrum Disorder in the classroom through staff training, consultation, technical assistance and assessment.

## Meeting the needs of people with Autism Spectrum Disorder and their families...

The CDD has worked with advocates and state agencies to develop programs addressing the needs of people with Autism Spectrum Disorder (ASD) since the early 90s. At that time, a small appropriation was awarded to the CDD based upon advocacy work by parents from New Mexico. The CDD developed the **SouthWest Autism Network (SWAN)** to provide technical assistance, training and parent support to the state's ASD population.

Since the inception of SWAN, the incidence of ASD has risen dramatically nationwide and certainly in New Mexico. The Centers for Disease Control and Prevention now estimate that autism affects as many as 1 in 166 children. Through various CDD programs, the Center provides interdisciplinary diagnostic evaluations for children from throughout New Mexico and engages university students and medical residents in training opportunities and clinical experiences. Community training for early interventionists, educators, paraprofessionals, therapists and family members is provided throughout the state and includes topics such as the assessment of ASD, communication and sensory characteristics/strategies and the evidence based interventions of positive behavior support and pivotal response training. Staff and faculty provide limited child specific

consultation to families, school personnel and other providers and develop training opportunities to meet the needs of parents and professionals. A technical assistance document was developed for the State of New Mexico's Department of Health and Public Education Department regarding best practices for young children with ASD and has been used as the basis of several intensive training institutes. Family specialists, who are themselves parents of children or adults with ASD, are employed by the program to provide assist families in their communities in the navigation of New Mexico's system of services. The Center's library houses a large collection of ASD related materials that are available for loan to parents, students, providers and state agencies. Finally, advocating for the needs of individuals with ASD and their families is a high priority and is done through membership on statewide task forces, disability related boards and panels. Information is provided to state policy makers about the needs of individuals with ASD through dissemination of various products and committee testimony. In 2004, an action plan outlining a blueprint for developing supports and services was developed with the input of advocates, state agencies and health care organizations and continues to drive our planning process for new and expanded services and training.

*Albuquerque Journal Photo by Pat Vasquez Cunningham*







### Distance Learning and Web-based Courses

**Assessment and Interventions: Case Studies in Deafblindness** is an online web course using problem based learning and case analysis to encourage participants to discuss assessment and intervention strategies.

**Early and Emergent Literacy** is an online web course developed by the Preschool Network that grants three college credit hours through New Mexico State University or a Certificate of Completion.

**Functional Behavior and Positive Supports** is an online web course on functional behavioral analysis and positive behavior supports for children in public schools.

**On-line Courses for Medical Professionals** includes six training modules for CME credit, developed to support medical professionals in their work with young children.

**On-Line Self-Study Computer Training Tutorials for People with Disabilities** teaches computer basics and keyboarding skills, e.g. Windows, Word, searching the Internet and e-mail.

**Overview of Deafblindness with an Emphasis in Communication** is an online web course sponsored by the CDD and New Mexico State University designed for families, individuals, or educational teams working with an individual who is deafblind.

**Rural and Early Access for Children's Health (REACH)** is a three-year telehealth project providing direct specialty care to young children with disabilities and their families, plus training, technical assistance, and resources to families and programs statewide.

**Self Study Course in Autism** is a web-based course designed for personnel serving adults with autism.

**SELF (Support for Early Learning Foundations) Outreach** is providing comprehensive training that demonstrates exemplary practice addressing in the complex nature of self-regulation for infants and toddlers. The course has been marketed to a wide range of professionals and parents.

### Applied Research and Policy Analysis

**Direct Support Retention Project** is investigating the impact on staff retention of providing a health insurance savings plan for the direct support workforce in developmental disabilities.

**Health Promotion and Disease Prevention for People with Disabilities** is a collaborative effort with the Office of Disability and Health that analyzes disability data, evaluates health promotion interventions and accessibility studies, and promotes emergency preparedness for people with disabilities.

**I Can Do It, You Can Do It** is a pilot evaluation of a national health promotion intervention for youth with a wide range of physical and cognitive disabilities developed by the US Department of Health and Human Services.

**Developmental Disabilities Supports Division Database** oversees the collection & analysis of data around staff training and turnover of personnel in community agencies.

Quarterly meetings of the **MCHB Collaborative**, consisting of representatives from MCHB funded programs in New Mexico, discuss and promote policy issues relating to children with special health care needs.

**Mi Via Implementation** provided public policy recommendations and technical assistance documents in preparation for New Mexico's global Self-directed Waiver.

**Needs Assessment: Parents with Disabilities** is a qualitative research project to obtain information from providers and parents on the support needs of parents who have developmental disabilities.

**Oral Health Surveillance System in New Mexico** is a joint project with the Oral Health Institute and the Department of Health that responded to a House Joint memorial requesting an assessment of the feasibility of establish an oral health surveillance system to provide accurate, timely information to policymakers on the oral health of New Mexicans.

**Project Mealtime** is investigating the feeding behavior of young children with Autism Spectrum Disorder.

**Quality Childcare for All** engaged a diverse group of stakeholders to examine state policies regarding inclusive childcare, resulting in recommendations to state agencies for service to all children and families seeking out of home care.

**Recruitment and Retention for Early Intervention** engaged senior nursing students in conducting a statewide survey of early intervention providers and institutions of higher education in determining training, recruitment and retention gaps and practices in supporting an adequate workforce.

**Reeve Quality of Life Research** is a multi-faceted program of research and evaluation for the Christopher Reeve Foundation that includes evaluating the effectiveness of the health promotion activities of the Christopher and Dana Reeve Paralysis Resource Center; undertaking research on the incidence and prevalence of paralysis in the United States, and conducting research on the definitions-in-use of “quality of-life” among people with a wide range of physical and cognitive disabilities.

**Tobacco Prevention Project** will evaluate the effectiveness of a health promotion intervention designed to prevent youth with disabilities from using tobacco and other harmful substances.

### Interdisciplinary Healthcare and Client Services

**Autism and other Developmental Disorders Diagnostic Clinic** sees children ages 3 through 21 to confirm or rule out the diagnosis of autism.

**Early Childhood Evaluation Program** provides statewide diagnostic and developmental evaluation services for children birth to three years of age in their communities.

**FOCUS Program** provides early intervention and service coordination to families of young children at environmental risk, including prenatal drug exposure. Extensive services include medical care and support through the UNM Law Clinic.

**Indian Children’s Program** provides supplemental services to Native American children birth through 21 years old that have developmental disabilities and special needs.

**Medically Fragile Case Management Program** provides nurse case management services through nine community based satellites to medically fragile individuals & their families throughout New Mexico.

**Project SET** provides consultative services for young children with Autism Spectrum Disorder to assist early intervention programs & schools in developing effective intervention plans.

**Self-Directed Family Support Program** provides individuals with developmental disabilities and their families an opportunity to self-direct a small annual allotment with the assistance of a local Family Resource Specialist who assists participants to develop an individual support plan and budget to access resources.

**Supports and Assessment for Feeding and Eating (SAFE) Clinic** is a clinic that assesses feeding issues and makes recommendations to prevent aspiration for individuals with developmental disabilities of all ages.

### Dissemination of Information

**Assistive Technology Resources** a directory of assistive technology resources jointly developed and produced with the Developmental Disability Planning Council. .

**Bilingual Services** for the CDD Information Services supports information and referral for Spanish-language callers.

**CDD Library and Information Network for the Community (LINC)** has a web-based catalogue of comprehensive resources, consisting of books, video cassettes, audio cassettes, training manuals, & periodicals, that address the information needs of individuals with disabilities, their families, providers, and advocates.

**CDD Website** features CDD programs, projects, & links to local, state, & national resources: <http://cdd.unm.edu>.

**Color My World** is a newsletter produced jointly with the New Mexico Autism Society to provide information to families & professionals about autism & is disseminated statewide.

**Early Childhood UPDATES** is a monthly newsletter produced & disseminated by the Early Childhood Division with a focus on services for children 0-3 years old & their families. It is also available online.

**Early Success Through Inclusion: A Video Project** features successful inclusion education programs for young children with disabilities throughout the state.

**Friday Fax** is a weekly update sent to all BIA funded schools on the Navajo Nation and the Bureau of Indian Education regional and national staff.

**Health Promotion and Disease Prevention for People with Disabilities** publishes and disseminates policy-briefing papers on issues of disability and health.

**Improving Communities of Practice** website features Navajo language parents’ rights video and a Navajo language glossary of early childhood terminology developed through Project Na’nitin.

**Information Center for NM with Disabilities and Babynet** is an information & referral center.





## Dissemination of Information (continued)

**Navajo Network News** is a bi-monthly newsletter disseminated to Navajo educators and others working with students in Bureau of Indian Affairs funded schools on the Navajo Nation in Arizona, New Mexico and Utah.

**NETWORK NEWS** is a bi-monthly print and on-line newsletter produced and disseminated by the Preschool Network for preschool personnel serving children with special needs in New Mexico.

**Southwest Conference on Disability** is an annual conference focusing on creating common ground between people with disabilities and researchers.

**Sabias Que?** is a Spanish language resource guide for families developed by The Self-directed Family Support Program

**Satellite Resource Collections for Early Childhood** are established at five sites across the state through the Preschool Network to provide wider access to early childhood professional journals, videos, books, & other resources.

**Tip Sheets for First Responders** is a field guide providing information on how to assist persons with a wide range of disabilities during a natural disaster or national emergency

**Touch Points** is a newsletter for families and providers of children who have dual sensory impairments and is produced and disseminated by the Project for New Mexico Children & Youth who are Deaf/Blind.

## Publications and Resources Developed by CDD Staff and Faculty

### Refereed Journal Articles

**Crowe, T.K. & Florez, S.** (2006). Time use of mothers with school-age children: A continuing impact of a child's disability. *American Journal of Occupational Therapy*, *60*, 194-203.

Donvan, M., VanLeit, B., **Crowe, T.K.** and Keefe, E. (2005). *Occupational goals of mothers of children with disabilities. American Journal of Occupational Therapy*, (Vol.59, pp. 249-261).

**Hall, D., Lopez, B. and Heimerl, S.** (2006). Cost feasibility and trainee satisfaction in rural outreach telehealth training. *Telemedicine and E-Health*, *12*(2), 257.

**Kodituwakku, P.W., Adnams, C.M., Hay, A., Kitching, A., Burger, E., Kalberg, W.O., Viljoen, W.L., & May, P.A.** (2006). Letter and category fluency in children with fetal alcohol syndrome from a community in South Africa. *Journal of Studies on Alcohol*, *67*, 502-509.

**Kodituwakku, P.W., Coriale, G., Fiorentino, D., Aragon, A.S., Kalberg, W. O., Buckley, D., Gossage, J.P., Ceccanti, M., & May, P.A.** (2006). Neurobehavioral characteristics of children with fetal alcohol spectrum disorders in communities from Italy: Preliminary results. *Alcoholism: Clinical and Experimental Research*, *30*, 1551-1561.

**Lopez, B.R., Lincoln, A.J., Ozonoff, S. & Lai, Z.** (2005). An examination of the relationship between executive functions and restricted, repetitive symptoms in a high-functioning autistic population. *Journal of Autism and Developmental Disorders*, *35*, 307-322.

May, P.A., Fiorentino, D., Gossage, J.P., Kalberg, W.O., Hoyme, H.E., Robinson, L., Coriale, G., Jones, K.L., Del Campo, M., Tarani, L., Romeo, M., **Kodituwakku, P.W.**, Deina, L., Buckley, D., Ceccanti, M. (2006). Epidemiology of FASD in a province in Italy: Prevalence and characteristics of children in a random sample of schools. *Alcoholism: Clinical and Experimental Research*, *30*, 1562-1575.

Provost, B., **Heimerl, S., & Lopez, B.R.** (2006). A comparison of motor delays in young children: Autism spectrum disorder, developmental delay, and developmental concerns. *Journal of Autism and Developmental Disorders*, July, (E-publication ahead of print).

Rehm, R. and **Bradley, J. F.** (2005) Normalization in families raising a child who is medically fragile/technology dependent and developmentally delayed. *Qualitative Health Research*, *15*(6), 807-820.

VanLeit, B, Starrett, R. & **Crowe, T.K.** (2006). Occupational concerns of women who are homeless and have children: an occupational justice critique. *Occupational Therapy in Health Care*, *20*(3/4), 47-62.





## Technical Reports & Non-refereed Articles

**Bertrand, S.**, (2006). *Making the Choice* (side-by-side pamphlet). Center for Development and Disability, University of New Mexico, Albuquerque, NM.

**Cahill, A.**, White, G. and Carlin, R. (2005). *Report of the National Working Group on Disaster Preparedness and Emergency Response for People With Disabilities*. Center for Development and Disability, University of New Mexico, Albuquerque, NM.

**Cahill, A., Fredine, H., Barrington, W.E. and Isworth, B.** (2006) *First Report from Consensus Conference on Paralysis Module*. Center for Development and Disability, University of New Mexico, Albuquerque, NM.

**Cahill, A., Liddell, J., Beresford, M., Hamilton, L. and McCampbell, A.** (2005). *Tips for First Responders*. Center for Development and Disability, University of New Mexico, Albuquerque, NM.

**Crowe, T.K.** (2005). *Learn about cultures at the AOTA Conference in Long Beach*. International Perspective Column, Advance, (21, 14).

**Crowe, T.K.** (2006). *How about joining the Peace Corps?* International Perspective Column, Advance, (21, 14).

**Crowe, T.K.** (2006). *Volunteering Internationally*. International Perspective Column, Advance, (21, 13).

**Fredine, H. and Barrington, W.**, (2006) *Quantitative Findings from the 2003 New Mexico BRFSS on Access to Health Care for People with Disabilities*. Center for Development and Disability, University of New Mexico, Albuquerque, NM.

**Fredine, H. and Barrington, W.** (2006) *Barriers to Accessing Health Care in New Mexico: Communication and Culture*. Center for Development and Disability, University of New Mexico, Albuquerque, NM.

IACC and **Finlayson, G.** (2006) *Interagency Autism Coordinating Council: Autism Services Roadmap*, Report to Congress.

**Isworth, B., Fredine, H., Barrington, W., Ibanez, B. and Cahill, A.** (2006) *Barriers To Access To Health Care For People With Disabilities In New Mexico: Towards Improved Public Health Practice*. Center for Development and Disability, University of New Mexico, Albuquerque, NM.

**King, L.** (2006). *Finding the Best Path: A Parent's Journey to Discovering the Intervention Plan for a Child with Autism*. Exceptional Parent Magazine.

**Liddell, J.** (2006). *Needs and supports of parents in New Mexico who have a developmental disability*. The Developmental Disabilities Network, Albuquerque, NM.

**Peebles, P. & Pedersen, M.** (2005). *Recruitment and retention practices for New Mexico's early intervention programs*. Center for Development and Disability, University of New Mexico, Albuquerque, NM.



**Peebles, P., Stevens, J., Vigil, I., Liddell, J. & Reid, S.** (2005). *Parents with Disabilities in New Mexico - Needs and Supports: Findings from Small Focus Groups*. Center for Development and Disability, University of New Mexico, Albuquerque, NM.

**Trumbull, K.**, and Kimmel, J. (2005). *90-Day Transition Conference Guidance Document*. Center for Development and Disability, University of New Mexico, Albuquerque, NM.

## Audio/Visual Materials

Beresford, M., **Isworth, B.**, et al (2006). *There's No Excuse for Parking Abuse*. Center for Development and Disability, University of New Mexico, Albuquerque, NM.

**Cahill, A.** (2006). *How To Design A Performance-Based Program*. Center for Development and Disability, University of New Mexico, Albuquerque, NM.

**Fredine, H.** (2006). *Access to Healthcare: Communication and Culture*. Center for Development and Disability, University of New Mexico, Albuquerque, NM.

**McClain, C** (2006) Training video series: *Autism Spectrum Disorders Part One, Autism Spectrum Disorders Part Two, Autism Spectrum Disorders Live Question and Answer Session*. Social Security Administration and the Association on University Centers on Disability, Baltimore, MD.

## Educational Modules and Testing Instruments

**Bertrand, S.** (2006). *The Least Restrictive Environment: Building a Continuum of Options in Preschool*. Center for Development and Disability, University of New Mexico, Albuquerque, NM.

**Bertrand, S.** and **Peebles, P.** (2006). *New Mexico Regional Education Cooperatives Association Survey Report*. September 2005. Center for Development and Disability, University of New Mexico, Albuquerque, NM.

## Educational Modules and Testing Instruments (continued)

**Cahill, A., Liddell, J., Beresford, M., Hamilton, L. & McCampbell, A.** (2005). *Tips for First Responders*. Center for Development and Disability, University of New Mexico, Albuquerque, NM.

**Davis-Costanza, S.** (2006). *PubMed The Basics*. Center for Development and Disability, University of New Mexico, Albuquerque, NM.

**Davis-Costanza, S.** (2006). *Medline Plus User Guide*. Center for Development and Disability, University of New Mexico, Albuquerque, NM.

**Freedman, H., Arnold, C., Gomm, A., & VanHorn, J.** (2006). *Evaluation and assessment: Guidance on evaluating and assessing infants and toddlers within the Family Infant Toddler (FIT) Program*. New Mexico Department of Health, Santa Fe, NM.

**Hall, D. & Heimerl, S.** (2006) *On-line training series for health care providers of young children, with CME credit*. Center for Development and Disability, University of New Mexico, Albuquerque, NM.

**Harrison, H.** (2006). *Spring Early Emergent Literacy Course*. Center for Development and Disability, University of New Mexico, Albuquerque, NM.

**Harrison, H.** (2005) *Me and You Together Self-study guide*. Center for Development and Disability, University of New Mexico, Albuquerque, NM.

**Ibanez, B., & Cahill, A., Barrington, W.,** (2005). *I Can Do It! You Can Do It! Program Manual*. Center for Development and Disability, University of New Mexico, Albuquerque, NM.

**Trumbull, K.** (2006). *Evaluating and Assessing Young Children*. Center for Development and Disability, University of New Mexico, Albuquerque, NM.

**Trumbull, K.** (2006). *Supporting Positive Behaviors*. Center for Development and Disability, University of New Mexico, Albuquerque, NM.

**Trumbull, K.** (2006). *Sharing Difficult Information with Parents*. Center for Development and Disability, University of New Mexico, Albuquerque, NM.

**Trumbull, K.** (2006). *Developing Functional, Routines-Based IEP Goals Training Module*. Center for Development and Disability, University of New Mexico, Albuquerque, NM.





## National And International Presentations

**Baker-McCue, T.** (2005, September). *Emerging Models of Leadership in Family Support*. The Alliance for Full Participation Summit. Washington. D.C.

**Baker-McCue, T.** (2005, July). *Developing New Roles in Working with Families of Diverse cultures: Pueblo Connections; a family Support 360 Model in New Mexico*, National Grantee meeting for ADD., Washington D.C.

**Cahill, A. and Liddell, J.,** (2006, March) *Tip Sheets for First Responders*. Pac Rim Conference, Honolulu, HI.

**Cahill, A.** (2006, June) *Planning Tools You Can Use To Meet The Needs of People With Disabilities in An Emergency*. Working Conference on Emergency Preparedness and People with Disabilities and the Elderly. U.S. Department of Health and Human Services, Washington, D.C.

**Cahill, A.,** (2006, June) *Non Traditional Partnerships in Emergency Preparedness/Post Katrina for People with Disabilities*. Annual meeting of the CDC Disability and Health and Research Grantees and External Partners, Ames, Iowa.

**Cahill, A.** (2006, June) *The Fractured Nature of Disability in the States: Implications for Improving Public Health Practice*. Annual meeting of the CDC Disability and Health and Research Grantees and External Partners, Ames, Iowa.

Farley, D., Luckasson, Dr. R., and **Thompson, D.** (2006, March) *Assessment and Diagnosis. Assessing Mental Retardation for Condemned Defendants*. Office of the Federal Public Defender, Capital Habeas Unit, Phoenix, AZ

**Finlayson, G. and Osbourn, P.** (2006, June) *Autism Spectrum Disorders as a Policy Issue*. National State Directors of Developmental Disabilities Programs, Santa Fe, New Mexico.

**Fredine, H. and Barrington, W.** (2006, June) *Access to Health Care: Communication and Culture*. Annual meeting of the CDC Disability and Health and Research Grantees and External Partners, Ames, Iowa.

**Hall, D., Lopez, B., Heimerl, S, and Fulford, K.** (2006, May). *Cost Feasibility and Trainee Satisfaction in Rural Outreach Telehealth Training*. National American Telemedicine Association meeting. San Diego, CA.

**Ibanez, B.** (2006, April). *DSP Retention - New Freedom Initiative Conference Poster Session*. NFI Conference, Baltimore, MD.

**Kodituwakku, P.,** (2005. July). *Roots of Conduct Disorder in Children with Fetal Alcohol Syndrome*. 29th International Congress on Law and Mental Health, Paris, France.

**Kodituwakku, P.,** (2005. July). *Health Promotion Model of Intervention for Children with Fetal Alcohol Alcohol Syndrome in South Africa*. 29th International Congress on Law and Mental Health, Paris, France.



**Kodituwakku, P.,** (2005. November). *Defining the Behavioral Phenotype in Children with Fetal Alcohol Spectrum Disorders*. University of Rome, La Sapienza, Rome, Italy.

**Kodituwakku, P.,** (2005, July). *Roots of delinquency in children with fetal alcohol syndrome*. 29th International Congress on Law and Mental Health, Paris, France.

**Kodituwakku, P.,** (2006, March). *Early Identification of neurodevelopment disorders in Sri-Lanka*. Maternal and Child Health Division, Ministry of Health, Colombo, Sri-Lanka.

**Liddell, J.** (2005, September). *A UCE/Arc collaboration leading to designing dreams: creating networks for support*, Alliance for Full Participation, Washington, DC.

**Sanchez-Wilkinson, E** (2006, April) *Advocacy Within the Medical System: You Can't Get Help For Your Loved Ones Until You Know Who To Ask*", National Technical Assistance Consortium of Family Specialists, Austin, Texas.

## Funding Partners

### Government Grants and Contracts

Administration on Developmental Disabilities, U.S. Department of Health and Human Services

Alamogordo Municipal School

Albuquerque Public Schools

American Association on Health & Disability, U.S. Department of Health and Human Services

Bureau of Indian Affairs

Center for Health Care Strategies

Centers on Medicare and Medicaid Services

Governor's Commission on Disability

Health Resources and Services Administration, Office of Advancement of Telehealth

Health Resources and Services Administration, Maternal and Child Health Bureau

Houston Academy of Medicine

Indian Health Services

Moriarty Municipal Schools

National Libraries of Medicine

New Mexico Children's Medical Services

New Mexico Department of Children, Youth and Families

NM Commission for Deaf and Hard of Hearing Persons

New Mexico Department of Health, Office of Disability and Health

New Mexico Department of Health, Developmental Disability Services Division

New Mexico Department of Labor

New Mexico Developmental Disabilities Planning Council

New Mexico Legislature

New Mexico Statewide Independent Living Council (SILC)

New Mexico Public Education Department

Taos Pueblo Head Start

Tularosa Municipal Schools

U.S. Department of Education

U.S. Department of Labor



### Corporations and Foundations

Albuquerque Community Foundation

Association of University Centers on Disability (AUCD)

Christopher Reeve Foundation

Lovelace Community Health Plan

Messengers of the Healing Winds

Red Rock Foundation

### Individuals

The CDD gratefully thanks the staff and individuals from the community who made donations to contribute to the work of the CDD.



## CENTER STAFF

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## CDD DATA FOR FY06

- Clinical training, and/or technical assistance occurred in **every county in New Mexico**.
- The CDD provided **376 trainings** to approximately **9,604 participants** covering a wide variety of disability-related topics.
- CDD faculty and staff responded to **1,328 technical assistance** requests and more than **10,290 individuals** participated.
- Through the various clinical programs in the CDD, **1,084 clients** received clinical service, many several times throughout the year (**17,360 visits**).
- The CDD library staff responded to **3,188 requests for information** from family members, students, self-advocates, providers and state agencies.
- The CDD provided information and referral services in response to more than **3,406 requests** from individuals and organizations throughout New Mexico.
- CDD faculty and staff provided teaching or mentoring to more than **1,100 graduate and undergraduate students** from medicine, education, nursing, occupational therapy, speech therapy, social work, physical therapy, psychology, nutrition, public administration, and public health.



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