The Center for Disability Resources
School of Medicine
Department of Pediatrics

A University Center for Excellence in Developmental Disabilities Education, Research, and Service committed to the full inclusion of Persons with Disabilities

University of South Carolina, School of Medicine, Department of Pediatrics, Center for Disability Resources, Columbia, SC 29208
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An Affirmative Action/Equal Opportunity Institution
April 12, 2006

Dear COCA and Advisory Board Members:

We are very excited to welcome you to the 2006 – 2007 Council on Consumer Affairs (COCA) annual meeting. We especially want to extend a special welcome to all new members.

Today's meeting has been designed to start the process of preparing our next five year plan and to give you a better understanding on what we do at the Center. We also want to celebrate the accomplishments of the COCA in the past year.

The COCA's mission is to advise and assist the Center for Disability Resources to carry out its mission to enhance the quality of life for persons with developmental disabilities and their families living in South Carolina. Therefore, we wish to maximize the next two hours with information, networking, and feedback from you. Thank you for your continued commitment to this process.

Kind regards,

Richard Ferrante, PhD, Director
Karen E. Irick, Consumer Liaison
South Carolina University Center for Excellence in Developmental Disabilities
Council on Consumer Affairs Advisory Board Annual Meeting
"Planning for the Next Five Years"

April 12, 2006
1:30 - 3:30 PM
Disabilities Collaborative Training Center

Agenda

I. Registration

II. Welcome & Introductions .................. Dr. Richard Ferrante

III. Why Are We Here? ....................... Karen Irick

IV. Presentation of CDR Projects ................ Project Directors

V. COCA Annual Report ....................... Patricia Harmon

VI. July 2005 Annual Report Highlights .......... Dr. Richard Ferrante

VII. Five Year Plan (2007 - 2012) ............ Dr. Richard Ferrante

VIII. Closing Remarks

IX. Adjourn
CONTENTS

SECTION I:
The Developmental Disabilities Assistance and Bill of Rights Act of 2000
National Network of University Centers for Excellence in Developmental Disabilities Education, Research, and Service
State Councils on Developmental Disabilities Program
State Protection and Advocacy Agencies

SECTION II:
Council on Consumer Affairs & Advisory Board Directory

SECTION III:
Center for Disability Resources Organizational Chart
Center for Disability Resources July 2005 Annual Report
Center for Disability Resources 2005 -2006 Projects
The South Carolina Disabilities Collaborative Telephone Directory
Note Pages
DEVELOPMENTAL DISABILITIES ACT
PUBLIC LAW 106-402

The Administration on Developmental Disabilities administers and monitors the DD Act to ensure compliance with legislative requirements. The DD Act promotes:

- Self-Determination
- Independence
- Productivity
- Integration
- Inclusion

Developmental Disabilities Programs:

- **TITLE I** — Programs for Individuals with Developmental Disabilities:
  - Part B — Developmental Disabilities Councils
  - Part C — Protection & Advocacy
  - Part D — University Centers for Excellence in Developmental Disabilities, Education, Research, and Service
  - Part E — Projects of National Significance

- **TITLE II** — Family Support

- **TITLE III** — Programs for Direct Support Workers who Assist Individuals with Developmental Disabilities
(a) APPLICATIONS FOR CORE CENTER GRANTS.

(1) IN GENERAL. - To be eligible to receive a grant under section 151(a) for a Center, an entity shall submit to the Secretary, and obtain approval of, an application at such time, in such manner, and containing such information, as the Secretary may require.

(2) APPLICATION CONTENTS. - Each application described in paragraph (1) shall describe a 5-year plan, including a projected goal related to 1 or more areas of emphasis for each of the core functions described in section 153(a).

(3) ASSURANCES. - The application shall be approved by the Secretary only if the application contains or is supported by reasonable assurances that the entity designated as the Center will-

(A) meet regulatory standards as established by the Secretary for Centers;
(B) address the projected goals, and carry out goal-related activities, based on data driven strategic planning and in a manner consistent with the objectives of this subtitle, that-

(i) are developed in collaboration with the consumer advisory committee established pursuant to subparagraph (E);

(ii) are consistent with, and to the extent feasible complement and further, the Council goals contained in the State plan submitted under section 124 and the system goals established under section 143; and

(iii) will be reviewed and revised annually as necessary to address emerging trends and needs;

(C) use the funds made available through the grant to supplement, and not supplant, the funds that would otherwise be made available for activities described in section 153(a);

(D) protect, consistent with the policy specified in section 101(c) (relating to rights of individuals with developmental disabilities), the legal and human rights of all individuals with developmental disabilities (especially those individuals under State guardianship) who are involved in activities carried out under programs assisted under this subtitle;
(E) establish a consumer advisory committee-

- (i) of which a majority of the members shall be individuals with developmental disabilities and family members of such individuals;

- (ii) that is comprised of-

  - (I) individuals with developmental disabilities and related disabilities;
  
  - (ii)(I) that reflects the racial and ethnic diversity of the community and their families;
  
  - (II) family members of individuals with developmental disabilities;
  
  - (iv) that shall-

- (III) a representative of the State protection and advocacy system;

- (IV) a representative of the State Council on Developmental Disabilities;

- (V) a representative of a self-advocacy organization described in section 124(c)(4)(A)(ii)(I); and
(VI) representatives of organizations that may include parent training and information centers assisted under section 682 or 683 of the Individuals with Disabilities Education Act (20 U.S.C. 1482, 1483), entities carrying out activities authorized under section 101 or 102 of the Assistive Technology Act of 1998 (29 U.S.C. 3011, 3012), relevant State agencies, and other community groups concerned with the welfare of individuals with developmental disabilities and their families;

(iii) that reflects the racial and ethnic diversity of the State; and

(iv) that shall-

(I) consult with the Director of the Center regarding the development of the 5-year plan, and shall participate in an annual review of, and comment on, the progress of the Center in meeting the projected goals contained in the plan, and shall make recommendations to the Director of the Center regarding any proposed revisions of the plan that might be necessary; and
• (II) meet as often as necessary to carry out the role of the committee, but at a minimum twice during each grant year;

• (F) to the extent possible, utilize the infrastructure and resources obtained through funds made available under the grant to leverage additional public and private funds to successfully achieve the projected goals developed in the 5-year plan;

Subtitle B – Federal Assistance to State Developmental Disabilities Councils

124(c)(4)(A)(ii)(I) establish or strengthen a program for the direct funding of a State self-advocacy organization led by individuals with developmental disabilities;
The National Network of University Centers for Excellence in Developmental Disabilities Education, Research, and Service (University Centers, UCEDDs) is a discretionary grant program authorized by Subtitle D of the Developmental Disabilities Assistance and Bill of Rights Act of 2000. Funding is provided to support the operation and administration of the 64 UCEDDs in every State and territory that comprise the nationwide system. UCEDDs perform interdisciplinary training, community service, technical assistance, research, and information dissemination activities. UCEDD programs are designed to increase the independence, productivity, and community integration of individuals with developmental disabilities.
Who administers the UCEDD program?

- UCEDD activities fall into four broad categories. 1) providing interdisciplinary training of health and human services professionals, 2) developing information, 3) planning and coordinating activities, and 4) directing exemplary training programs. The provision of training may include activities in the areas of family support, individual support, personal assistance services, clinical services, prevention services, self determination, health, regular and special education, vocational and other direct services. During 2003, 4,124 intermediate and long-term trainees were trained in interdisciplinary settings across a variety of over 25 disciplines including pediatrics, special and regular education, psychology, nutrition and nursing.

- The Administration on Developmental Disabilities (ADD) is the Federal agency responsible for implementation and administration of the Developmental Disabilities Assistance and Bill of Rights Act (DD Act). Organizationally, the Administration on Developmental Disabilities is located within the U.S. Department of Health and Human Services and is part of the Department’s Administration for Children and Families. ADD’s FY 2004 funding for the UCEDDs is $28 million.
What are Major Activities of the UCEDDs?

- UCEDD activities fall in four broad categories: 1) conducting interdisciplinary training of health, health related and education trainees; 2) promoting exemplary community service programs and providing technical assistance at all levels from local service delivery to community and state governments; 3) conducting research; and 4) disseminating information to the field. UCEDDs have access to and work with a variety of constituent groups, including people with developmental disabilities and their families, state and local government agencies, a range of academic departments and community providers. Current accomplishments of the UCEDD program include:

- Directing exemplary training programs. The provision of training may include activities in the areas of family support, individual support, personal assistance services, clinical services, prevention services, self determination, health, regular and special education, vocational and other direct services. During 2003, 4124 intermediate and long-term trainees were trained in interdisciplinary settings across a variety of over 25 disciplines including pediatrics, special and regular education, psychology, nutrition and nursing.
UCEDDs Major Activities cont’d

- Providing community service and technical assistance. UCEDD staff offer expertise and services to families, support service organizations, individuals with developmental disabilities, family members of these individuals, professionals, paraprofessionals, students, and volunteers. In 2003, 817,628 people acquired knowledge and skills through training and technical assistance activities delivered by the UCEDDs.

- Contributing to the development of new knowledge through research. UCEDDs carry out a variety of research activities related to people with developmental disabilities. Staff develops and field test models of service delivery and evaluate existing innovative practices. In 2003, 3,974 research activities were conducted at UCEDDs.

- Disseminating information to the field. With the knowledge accumulation that occurs at UCEDDs, they serve as a tremendous resource of information about people with developmental disabilities. UCEDDs create products, publish articles, author books, develop curriculum, and conduct numerous presentations. During 2003, 4,172 products were developed and disseminated to 970,373 people.
How Many People do UCEDDs Serve?

UCEDDs have reached a variety of constituents in a number of areas. The table below summarizes the number of people reached through UCEDD activities in 2003:

<table>
<thead>
<tr>
<th>ADD Outcome Area</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Support</td>
<td>99,296</td>
</tr>
<tr>
<td>Education</td>
<td>78,049</td>
</tr>
<tr>
<td>Employment</td>
<td>29,990</td>
</tr>
<tr>
<td>Clinical &amp; Health Services</td>
<td>167,011</td>
</tr>
<tr>
<td>Housing</td>
<td>11,802</td>
</tr>
<tr>
<td>Self-Determination</td>
<td>165,794</td>
</tr>
<tr>
<td>General Efforts/Others</td>
<td>141,352</td>
</tr>
<tr>
<td>Total</td>
<td>693,294</td>
</tr>
</tbody>
</table>

Of those receiving clinical services approximately 44% are from racial and ethnically diverse backgrounds. All those reached through UCEDD activities, approximately 48% are from ethnic and racial minorities, disadvantaged groups, or have limited English proficiency.
State Councils on Developmental Disabilities are funded through formula grants authorized under Subtitle B of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (DD Act). State Councils are uniquely composed of individuals with developmental disabilities, parents and family members of people with developmental disabilities, representatives of State agencies that administer funds under Federal laws related to individuals with disabilities, and local and nongovernmental agencies. Members of a Council are appointed by a State's governor. State Councils pursue systems change (e.g., the way human service agencies do business so that individuals with developmental disabilities and their families have better or expanded services), advocacy (e.g., educating policy makers about unmet needs of individuals with developmental disabilities), and capacity building (e.g., working with state service agencies to provide training and benefits to direct care workers) to promote independence, self-determination, productivity, integration and inclusion of people with developmental disabilities in all facets of community life.
Who administers the State Council grant program?

- The Administration on Developmental Disabilities (ADD) is the Federal agency responsible for implementation and administration of the Developmental Disabilities Assistance and Bill of Rights Act (DD Act). Organizationally, the Administration on Developmental Disabilities is located within the U.S. Department of Health and Human Services and is part of the Department’s Administration for Children and Families. ADD’s FY2004 funding for the 55 State Councils is $73 million.
What are major activities of the State Councils?

- Councils utilize strategies such as training, educating policy makers and communities, coalition development, barrier elimination, and demonstration of new approaches to service. These strategies are incorporated into a five-year State Plan that includes, and is based on, a comprehensive review and analysis of services, supports, and other assistance in the State available to individual with developmental disabilities. For example:

- Employment – Councils demonstrate and promote innovative employment methods such as supported employment and self-employment to assist individuals with developmental disabilities to get and keep jobs. Councils were instrumental in demonstrating supported employment programs, where people get and keep jobs through the help of a job coach. Tens of thousand of people have been employed through this method since its inception in the 1980s. Currently, some Councils are working with local business leadership networks, and State and local employment programs to help individuals with developmental disabilities start their own businesses. These innovative programs help to reduce the unemployment rate of individuals with developmental disabilities.

- In FY03, 5,863 individuals with developmental disabilities have jobs of their choice through Council efforts.
- **Housing** – Councils provide coordination and assistance in home ownership to people with developmental disabilities. Innovative programs such as Home of Your Own (HOYO) bring together real estate agents, mortgage lenders and bankers to secure down payments and low-interest loans thus easing the process of home ownership for individuals with developmental disabilities with modest financial resources.
  - In FY03, 1,742 people with developmental disabilities have homes of their choice through Councils’ efforts.

- **Education** – Councils provide training and technical assistance to school systems to support the inclusion of children with developmental disabilities in their neighborhood schools. Councils also work to change policies that isolate or exclude children with developmental disabilities through systems change efforts such as educating policy makers.
  - In FY03, 13,386 students with developmental disabilities have the education and support they need to reach their educational goals through Councils’ efforts.

- **Quality Assurance** – Councils provide training and support so that individuals with developmental disabilities can advocate for themselves and others, develop leadership skills, participate in their communities, exercise choice and control over their lives, and play a role in the development of public policies that affect them.
  - In FY03, 23,051 people benefited from quality assurance efforts of Councils.
How do Council’s work for systems change, advocacy, and capacity building?

- Central to the DD Act is the concept of self-determination. Councils work in partnership with individuals with developmental disabilities and family members to encourage the development of a consumer and family centered comprehensive service system. The table below summarizes the number of people with developmental disabilities and family members who were active in systems advocacy in FY03.

<table>
<thead>
<tr>
<th>ADD Outcome Area</th>
<th>Number of Individuals in State Councils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>5,863</td>
</tr>
<tr>
<td>Housing</td>
<td>1,742</td>
</tr>
<tr>
<td>Education</td>
<td>13,386</td>
</tr>
<tr>
<td>Health</td>
<td>5,804</td>
</tr>
<tr>
<td>Transportation</td>
<td>2,906</td>
</tr>
<tr>
<td>Recreation</td>
<td>737</td>
</tr>
<tr>
<td>Quality Assurance</td>
<td>23,501</td>
</tr>
<tr>
<td>Child Care</td>
<td>496</td>
</tr>
<tr>
<td>Formal/Informal Community Supports</td>
<td>14,291</td>
</tr>
<tr>
<td>Total</td>
<td>68,726</td>
</tr>
</tbody>
</table>
What is the Protection and Advocacy System?

In order to receive a grant for protection and advocacy services under the Developmental Disabilities Assistance and Bill of Rights Act (DD Act) a State must establish a Protection and Advocacy (P&A) System to empower, protect, and advocate on behalf of persons with developmental disabilities. This system must be independent of service-providing agencies. Each State and Territory, as well as a Native American Consortium, has a P&A to serve individuals with developmental disabilities. There are 57 State protection and advocacy systems funded under the DD Act.
What are the Mission and Activities of P&As under the DD Act?

- These P&As provide information and referral services and exercise legal, administrative and other remedies to resolve problems for individuals and groups of clients. The P&As reach out to members of minority groups that historically have been underserved. In addition to the PADD program (P&As for individuals with developmental disabilities), the P&As also receive Federal grants authorized by seven additional laws, to help individuals with other disabilities or special needs (i.e., mental illness, traumatic brain injury, assistance in securing services from State vocational rehabilitation agencies, assistance in securing assistive technology or assistive technology services, assistance in acquiring any service, assistance in understanding benefits programs, and assistance with the voting process).

- The Developmental Disabilities Protection and Advocacy Program provides grants to establish and maintain a protection and advocacy system in each State to protect the legal and human rights of all persons with developmental disabilities. Funding of P&A grants is based on a formula that takes into account the population, the extent of need for services for persons with developmental disabilities, and the financial need of each State. The P&A must have the authority to pursue legal, administrative, and other appropriate remedies or approaches.
The PADD program in each State has a significant role in enhancing the quality of life of persons with developmental disabilities in every community. The PADD is mandated to:

- investigate incidents of abuse and neglect, follow up on reports of such incidents, and investigate if there is probable cause to believe that such incidents have occurred; and
- have access to all client records when given permission by the client or the client's representative authorization and have access records without permission when there is probable cause that abuse or neglect is involved.

Each P&A must provide an annual opportunity for the public to comment on its objectives, priorities, and activities. This gives clients and others in the community an opportunity to voice their concerns and needs to the P&A. In order to safeguard the rights of clients and prospective clients, each P&A is also required to establish a grievance for individuals who are dissatisfied with the services provided to them by the P&A.
What is the Funding for ADD's P&A Program?

- Funding of ADD's P&A program during the last five years has been as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Individuals in Systems Advocacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>$38,416,000</td>
</tr>
<tr>
<td>2003</td>
<td>$36,263,000</td>
</tr>
<tr>
<td>2002</td>
<td>$35,000,000</td>
</tr>
<tr>
<td>2001</td>
<td>$33,000,000</td>
</tr>
<tr>
<td>2000</td>
<td>$28,110,000</td>
</tr>
</tbody>
</table>
How Many People do the P&As Serve?

- **Efforts in Employment in 2003.** In 40 States and Territories, 524 people with developmental disabilities were assisted in their efforts to obtain and maintain employment consistent with their interests, abilities, and needs.

- **Efforts in Quality of Life (Preventing Abuse and Neglect) in 2003.** In 56 States and Territories, 16,955 complaints of abuse, neglect, discrimination of rights were remedied for individuals with developmental disabilities.

- **Efforts in Health Care in 2003.** In 50 States and Territories, 1,749 people with developmental disabilities obtained access to affordable health care provided by qualified professionals through advice, advocacy training, legal intervention, and other forms of assistance.

- **Efforts in Education in 2003.** In 57 States and Territories, 11,117 students with developmental disabilities gained or maintained access to an array of educational opportunities in their neighborhood schools as a result of work with parents, educators, school administrators, and policy makers.
- **Efforts in Transportation in 2003.** In 32 States and Territories, 201 individuals with developmental disabilities gained increased accessibility to public transportation.

- **Efforts in Personal Decision-Making in 2003.** In 49 States and Territories, 591 individuals with developmental disabilities were assisted in obtaining and retaining a residence, living where and with whom they choose.
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Last updated 02.21.06

The COCA continues to make a significant impact within the Center for Disability Resources. During the 2005 – 2006 program year, in addition to the annual survey, interdisciplinary pre-service training, reviewing materials produced by CDR projects, participating in conference planning with CDR projects, and responding to request from the AUCD Legislative Liaison and the AUCD COCA Legislative Affairs Chair, the COCA was instrumental in getting the CDR web-site updated, worked with South Carolina Cares Katrina Relief Center in assisting Hurricane Katrina evacuees, developed by-laws and a brochure, and established non-traditional partnerships to address minority representation on the COCA.

The COCA Annual Consumer Satisfaction Survey assessed the progress in the areas of Employment and Quality assurance-related activities from the consumer’s perspective. Information was gathered from 26 consumers and their families in a focus group setting. The most significant finding pointed to the need for systemic change. Fifteen consumers said they worked outside of a sheltered workshop and were somewhat satisfied. The only issue they had was the frequent changing of job coaches or service coordinators. There was a resounding majority whom thought that as soon as they got to know someone and liked them, that person was gone and the consumer had to start over again with someone new. This appeared to be a major frustration for the primary consumer.

By-laws were developed, a slate of officers put forth, and a COCA brochure was developed and distributed to the CDR, State, and county libraries.

Presentations were made to 62 students at the University of South Carolina’s School of Public Health and Environmental Science at Benedict College on the work of the Center for Disability Resources and general disability awareness. The CDR Library and COCA brochures were distributed during these presentations.

The COCA Liaison and several COCA Advisors participated in public hearings conducted by the Mayor and Columbia City Council on taxicab transportation for riders who are disabled and confined to wheelchairs for mobility as well as accessing taxicab fares. Upon concluding these public hearings, an ordinance was established that required taxicab companies to add at least one handicapped
equipped vehicle to its fleet. Additionally, the companies received an approval of an increase in rates.

The COCA Liaison continues to participate on the national level with the AUCD COCA Workgroup, conference calls, and sharing of information within the network.

Although the 2005-2006 program year was successful in many areas, it was however most challenging in recruitment efforts of statewide minority representation on the Council on Consumer Affairs Advisory Board. To address this issue, the COCA Liaison has established partnerships with the South Carolina Commission for Minority Affairs, the South Carolina Employment Security Commission’s ADA Network Coordinator, and the Migrant Head Start program. Additionally, the COCA Liaison and CDR Project Coordinators for the Self-Determination, Supported Employment, Personal Outcomes Measures, and the Supported Housing projects are in collaboration on how to address this issue for the CDR in general.
1. Grant Number: 90 DD 0536

2. Project Title: University of South Carolina Center for Excellence in Developmental Disabilities Education, Research and Services (UCEDD)

3. Grantee Name and Address: University of South Carolina, Columbia, SC

4. Telephone Number: (803) 935-5231

5. Period of Performance: July 1, 2004 – June 30, 2005

6. Approved Project Period: July 1, 2002 - June 30, 2007

7. Principal Investigator's Name and Telephone Number: Richard R. Ferrante, Ph.D. (803) 935-5248

8. Author's Name and Telephone Number: Richard R. Ferrante, Ph.D. - (803) 935-5248

9. Date of Report: July 28, 2005

10. Report Number: (Number sequentially beginning with 1) 3

11. Name of Federal Project Officer: Valerie Reese
MISSION STATEMENT OF THE SC UCEDD

The Center for Disability Resources, South Carolina’s University Center for Excellence in Developmental Disabilities Education, Research and Services (UCEDD) works in partnership with others through training, community service and technical assistance, research, and information dissemination to advance a greater recognition of the abilities of all people and promote their full inclusion into every aspect of society.

The GOALS and the Areas of Emphasis of the SC UCEDD are:

I. TRAING: To provide training opportunities for people with disabilities, students, professionals, family members, and paraprofessionals that provide for the full inclusion of people with disabilities.

- Areas of Emphasis: (1) Early Intervention and Children with Special Needs  
  (2) Positive Behavior and Other Supports for Adults with Developmental Disabilities  
  (3) Employment, including Transition Services  
  (4) Self-Determination and Advocacy  
  (5) Assistive Technology

II. COMMUNITY SERVICES AND TECHNICAL ASSISTANCE: To provide community services and technical assistance in order to expand and enhance options for choice and inclusion of people with disabilities.

- Areas of Emphasis: (1) Early Intervention and Children with Special Health Care Needs  
  (2) Positive Behavior and Other Supports for Adults with Developmental Disabilities  
  (3) Employment, including Transition Services  
  (4) Self-Determination and Advocacy  
  (5) Assistive Technology

III. RESEARCH: To design, implement, and disseminate research related to the lives of individuals with developmental disabilities.

- Areas of Emphasis: (1) Positive Behavior and Other Supports for Adults with Developmental Disabilities  
  (2) Employment of Adults with Developmental Disabilities  
  (3) Health Care Access and Health Status for Children with Developmental Disabilities  
  (4) Quality of Life for Individuals with Disabilities

IV. DISSEMINATION: To develop and disseminate information in print and electronic formats to people with disabilities, students, professionals, family members, paraprofessionals and policymakers in order to promote system change that enhances full inclusion of people with disabilities.

- Areas of Emphasis: (1) Early Intervention and Children with Special Health Care Needs  
  (2) Positive Behavior and Other Supports for Adults with Developmental Disabilities  
  (3) Employment, including Transition Services  
  (4) Assistive Technology
TRAINING GOAL: To provide training opportunities for people with disabilities, students, professionals, family members, and paraprofessionals that provide for the full inclusion of people with disabilities.

Areas of Emphasis: (1) Early Intervention and Children with Special Needs (2) Positive Behavior and Other Supports for Adults with Developmental Disabilities (3) Employment, including Transition Services (4) Self-Determination and Advocacy (5) Assistive Technology

Core Functions: Training and Community Service

Type of Activity: Capacity Building, Advocacy, and Systemic Change

Extent to Which Goal was Achieved: Annual targets for this goal were substantially achieved.

TRAINING RESULTS AND OUTCOMES

AREA OF EMPHASIS: Early Intervention and Children with Special Needs

- Rotations of third year medical students: a total of 61 students at one to two student(s) per week for a total of approximately ten hours per week per student
- Rotations for the Developmental Pediatric Clinic medical residents: one resident per month for ten months
- Rotations for the Developmental Pediatric Clinic speech pathology students: two students performing practicum work for approximately six hours per week for ten weeks
- Trained six students representing four disciplines for Fall 2004
- Developed and delivered 28-hour System Point of Entry (SPOE) training to all DHEC BabyNet System Personnel (BNSP)
- Revised and delivered 21-hour Curriculum-Based Assessment training to BNSP and DHEC SPOE personnel
- Provided Parent Evaluation of Developmental Status training for Family Connection Family Partner Program
- Provided Continuous Improvement and Focused Monitoring System (CIFMS) Orientation training to BNCTs
- Conducted BNSC Supervisor Seminars
- Proposal accepted for presentation at the International Conference of Council for Exceptional Children, Division of Early Childhood regarding results of national survey of states' IDEA/Part C technical assistance systems

Presentations were provided for the following:

USC School of Medicine Pediatric Grand Rounds
South Carolina Assistive Technology Expo
Columbia College Special Education Department
Council for Exceptional Children
Family Connection Annual Conference
South Carolina Physical Therapy Association
South Carolina Down Syndrome Conference
United Way of the Midlands
Early Childhood Education at SC Technical College System
USC College of Communication Sciences and Disorders

National OSEP Early Childhood Conference
South Carolina Association for the Education of Young Children
Child Care Resource and Referral
South Carolina Speech and Hearing Association
South Carolina Association of Colleges and Employers
South Carolina Developmental Disabilities Council
Southern Orientation and Mobility Association
South Carolina Occupational Therapy Association
The Association for Education and Rehabilitation of the Blind and Visually Impaired
USC School of Medicine Genetic Counseling Program
The following courses were conducted in colleges and universities in South Carolina. Each class provided 45 hours of instruction and 3 credits.

**Exceptional Children (ECD 107)**
Florence-Darlington Technical College
Summer 2004, Spring 2005, Summer 2005

Central Carolina Technical College
Fall 2004, Spring 2005

Midlands Technical College
Spring 2005

**Socialization and Group Care of Infants and Toddlers (ECD 205)**
Florence-Darlington Technical College
Spring 2005, Summer 2005

**Infants and Toddlers in Inclusive Care (ECD 207)**
Florence-Darlington Technical College
Fall 2004

**Supervised Field Experience in Infants and Toddlers (ECD 251)**
Florence-Darlington Technical College
Summer 2005

**Infants and Toddlers in Inclusive Care (EDCU 632H)**
University of South Carolina
Summer 2005

**AREA OF EMPHASIS: Positive Behavior and Other Supports for Adults with Developmental Disabilities**

- Planned, implemented, and evaluated two competency-based 5-day *Positive Behavior Support Training* courses for SCDDSN supervisors in the Carolina Curriculum on Positive Behavior Support (now published as the AAMR Positive Behavior Support Training Curriculum). This training, conducted in collaboration with Habilitative Management, Inc., included supervisory staff from 14 provider organizations across the state.
- Provided one *Train-the-Trainer Positive Behavior Supports* course for SCDDSN (two days plus an on-site skills check) for 14 staff who had successfully completed the 5-day course and wanted to implement the direct support staff edition of the PBS training curriculum.
- Negotiated new sole-source contract between SCDDSN and Habilitative Management, Inc. to provide the 5-day CCPBS training for the next three fiscal years.
- Provided two days of training in positive behavior support, *Functional Behavior Assessment for Special Educators*, for school psychologists and special education coordinators in the School District of Greenville County.
- Provided one day of training on *Positive Behavior Support* for the Maryland Developmental Disability Administration. This training event was part of a 2-day conference co-sponsored by the Arc of Frederick County, MD.
- Provided two days of training on *Applied Behavior Analysis & Positive Behavior Support: Assessing, Understanding, and Improving Behavior for Meaningful Outcomes* for a private community mental health organization in Sacramento, California.
- Provided a 4-day course on *Functional Behavioral Assessment and Behavior Intervention Planning Using Positive Behavior* for special education professionals sponsored by the South Carolina Department of Education. Successful completion of this course provided participants with teacher recertification credit.
- Presented *Positive Behavior Support for Parents and Self-Advocates for Partners in Policymaking*
- Presented *Behavioral Services for Adults with Developmental Disabilities: Lessons Learned from Statewide Systems Change* at the Proseminar Colloquium, Department of Applied Behavioral Sciences, University of Kansas

**AREA OF EMPHASIS: Employment, including Transition Services**

- Conducted three regional counterpart trainings on *Supported Employment Standards, Policies and Procedures* involving approximately 150 providers
- Conducted 51 site visits to providers for training and technical assistance to job coaches, service coordinators, and directors
- Provided three regional trainings on *Supported Employment Services, Procedures and Policies* for Service Coordination Supervisors
- Provided three statewide basic and one advanced job coaching trainings co-sponsored by the SCDDSN in collaboration with the SC Interagency Supported Employment Committee
- Presented *Bridging the Gap to Adult Services* to educators at the State Transition Coordinators Networking Meeting
- Conducted three *Supported Employment* trainings sponsored by the Medicaid Infrastructure Grant
- Panel presentation on employment for a conference sponsored by the Autism Society
- Presented session on *Supported Employment* at Family Connections Conference
- 12 intensive consumer/family training sessions on employment and work incentives are being provided by the Medicaid Infrastructure Grant (MIG) contracted through the Department of Health and Human Services for the period 10/1/04-12/31/05. This training, facilitated through six disability organizations to at least 300 consumers and their families, began in April 2005 and will be completed by December 2005.
- Provided work incentives training to special education coordinators in the South Carolina public school system
- Provided *WorkWORLD* training to SCDDSN Service Coordination Supervisors
- Planned, coordinated, and provided transition-focused professional development activities and facilitated Transition Coordinator Network Meetings
- Planned and coordinated the Winter 2004 Regional Transition Workshops
- Planned and coordinated the Semi-Annual Transition Coordinator Network Meeting, *Transition Programming for Students with Mild Disabilities*, attended by 75 transition administrators and teachers
- Planned and coordinated regional transition workshop entitled *Self Determination: Strategies for Increasing Student Involvement in the Transition Process*
- Presented at 3-day *Basic Job Coach Training* in Greenville, South Carolina as part of the South Carolina Supported Employment Training Planning Committee
- Planned, coordinated, and hosted a transition strand for the State Department of Education’s *Summer Research to Practice Institute*
- Participated in planning the *Summer State Department of Education and Business Summit*
Planned and hosted the Semi-Annual Transition Coordinator Network Meeting with topics including *Using SCOIS with Special Populations, The Skills Assessment Module Overview,* and *Introduction to the Medicaid Infrastructure Grant.*

**AREA OF EMPHASIS: Self-Determination and Advocacy**

- Provided 30 trainings to facilitate the development of self-advocacy groups. Support staff and parents joined self-advocates in five of the trainings.
- A Self-Advocate Trainer was added to assist other self advocates throughout South Carolina.
- Supported a self-advocate to conduct training on The Council's *Personal Outcome Measures* in five counties.
- Conducted training in ten counties promoting organizational change. These training sessions focused on the 25 Personal Outcomes and the Organizing Principles. Trainings ranged from 1-day sessions to 4-day workshops.
- Participated in approximately 100 hours of council training and provided over 500 hours of training to local providers.

**AREA OF EMPHASIS: Assistive Technology**

- Conducted 268 technical assistance and training activities benefiting 1794 individuals.
- The AT Resource, Demonstration and Equipment Loan Center provided a location for trainings, demonstrations, consultations and technical assistance. SCATP trainings are well attended by statewide service providers, physicians, therapists, teachers, university and technical college students, agency administrators, consumers, their families and caregivers.
- Planned, coordinated, and conducted the 13th statewide *Assistive Technology Expo* with attendance totaling 750 (a 3% increase over last year, with half of the attendees there for the first time). Attendees came from 150 agencies, post-secondary schools, school districts and organizations in three states, from 100 different locales. Expo publicity includes a public awareness campaign that reaches a widespread audience via various media channels. Over 50 exhibits showcased the latest technology and services.
COMMUNITY SERVICE AND TECHNICAL ASSISTANCE GOAL: To provide community service and technical assistance in order to expand and enhance options for choice and inclusion of people with disabilities.

Areas of Emphasis: (1) Early Intervention and Children with Special Needs (2) Positive Behavior and Other Supports for Adults with Developmental Disabilities (3) Employment, including Transition Services (4) Self-Determination and Advocacy

Core Function: Community Service

Type of Activity: Capacity Building and Systemic Change

Extent to Which Goal was Achieved: Annual targets were substantially achieved.

COMMUNITY SERVICE AND TECHNICAL ASSISTANCE RESULTS AND OUTCOMES

AREA OF EMPHASIS: Early Intervention and Children with Special Needs

- Developed structure, content and evidence-based assessment mechanisms for online managed learning system for state’s IDEA/Part C, early care education, and early childhood education personnel
- Developed collaborative relationship through South Carolina State University’s HRSA grant for development of web-based modules for health and allied health personnel
- Applied for and received grant to participate in e-Health Training Institute for development of web-based resources for allied health professionals at Thomas Jefferson University
- Initiated collaborative discussions with ABC Special Needs Training Project and South Carolina Technical College System regarding inclusion of training monographs and CDA courses in the online managed learning system
- Participated in the development of the State Part C work plan with Alliance for System Change at the MidSouth Regional Resource Center, University of Kentucky, developed to include plan for evaluation of online managed learning system
- Conducted needs assessment via survey of BabyNet Service Providers as follow-up to BNSP Training Institute
- Piloted technical assistance/consultation with follow-up for allied health (two models: FTF and 8x8 tele-health) with Easter Seals
- Developed CDs for Orientation to Part C/BabyNet and Developmental Screening
- Developed the Early Care Educator Database: 5000+ participants
- Provided technical assistance on inclusion to a collaborative team consisting of Child Care Career Development, State Department of Education, Department of Health and Environmental Control, Department of Social Services, Department of Disabilities and Special Needs, First Steps, Head Start, and Resource & Referral for the Early Childhood Quality Standards to focus on systemic change—Palmetto Stars—five levels of child care
- Developed and implemented Infant/Toddler Credential for the SC Technical College System
- Researched and wrote Infants and Toddlers in Inclusive Care (ECD-207) for SC Technical College System
- Collaboration among the 16 South Carolina technical colleges has resulted in creating a matrix for inclusion of children with special needs in all early childhood classes
AREA OF EMPHASIS: Positive Behavior and Other Supports for Adults with Developmental Disabilities

- Successful award of TBI State Post Demonstration Grant from the United States Department of Health and Human Services, Health Resources and Services Administration to expand and enhance the capability of the TBI Training Institute to increase the capacity of agency personnel to provide comprehensive services to individuals with brain injuries.
- Provided supervision for and/or conducted behavioral assessment, treatment planning, and/or community-based positive behavior support intervention for consumers in the SCDDSN system.
- Conducted 379 screenings for adults with traumatic brain or spinal cord injuries with the following dispositions: 274 individuals referred to local offices for eligibility determination, 11 individuals referred for services through the MR/RD Division of the South Carolina Department of Disabilities and Special Needs, and 94 individuals not referred for eligibility determination but provided with information and referral to meet existing needs.

AREA OF EMPHASIS: Employment, including Transition Services

- Worked with provider associations, advocacy organizations, and other stakeholders to address issues related to the availability of workers, retention of agency employees, health insurance coverage, availability of back-up workers, the use of family members and issues related to the Nurse Practice Act in an effort to foster more consumer direction.
- Provided transition-focused technical assistance for LEAs, parents, students, community agency personnel, and other relevant transition stakeholders.
- Presented Secondary Transition at the Family Connection Annual Conference.
- Exhibited at the Greenville County’s student transition information day Passport to Success.
- Provided an overview of transition regulations and requirements to Family Partners in Planning.
- Conducted Secondary Transition at the South Carolina Business and Education Summit.
- Participated on the United Way Strengthening Families and Communities funding panel.
- Attended National DCDT Board Meeting in Baltimore, MD. Accepted the 2005 Donn Brolin Award for State/Province Leadership.
- Collaborated with staff from the National Center on Secondary Education and Transition to initiate state transition team and goal development for South Carolina.
- Completed a team-developed state self-assessment on transition.
- Consulted on a regular basis with the State Director of Special Education, Office of Exceptional Children regarding secondary transition needs and services.
- Developed a Memorandum of Agreement with each school district statewide and with SCDDSN outlining roles, responsibilities and timelines in an effort to enhance effective transition services statewide.
- Developed a pilot program to provide a broader range of employment services for people with disabilities through the combined of services of the SCDDSN and the South Carolina Vocational Rehabilitation Project.
- Developed a pilot program to provide an employment team of a SCDDSN job coach and service coordinator and a VR counselor and job coach to make appropriate determination of placements.
Developed a systems change plan to reorganize the statewide day services program for SCDDSN with implementation planned for 2007.

**AREA OF EMPHASIS: Self-Determination and Advocacy**

- Developed a statewide self-advocacy organization in May 2005 consisting of twelve self-advocate members, four advisory members, and a coordinator. The group was established as a way to provide a forum for self-advocates in South Carolina where they can be heard and participate in all areas and services that affect their lives.
- Collaborated with SCDDSN, the Arc of South Carolina, and self-advocacy groups from Newberry and Williamsburg Counties to develop and plan the *South Carolina Leadership Forum*. Sixty self-advocates and support staff participated in the 2-day training.
- Entered into a pilot relationship with the Charles Lea Center to provide non-traditional supports to eight individuals in five counties. The goal is to demonstrate how successful non-traditional supports can be if appropriately implemented. Five agencies have partnered to make this project a success.
- Provided technical assistance to six people who have disabilities to provide information on alternatives to group home living, creating circles of support, advocacy, and community integration. A goal of the project has been to demonstrate that people can experience a higher quality of life through self-determination without increasing the financial obligation of the state. Five PATH plans have been created and continue to be used as the planning tools for the project.
- Completed seven additional Personal Outcome Measures/Scopes consultations. During these consultations, organizations are assisted in a self-assessment of services through a process of interviews with people receiving services and the staff who support them.
- Participated in technical assistance visits to assist agencies in continued systems-change efforts. Approximately 600 additional people received training and/or technical assistance. Seven additional counties have received technical assistance visits that included focus groups, on-site walk-through visits, training, and person-centered planning sessions.
- Assist organizations in increasing their internal capacity for interviewing people receiving services/supports. Staff continued to assist with re-authorization of Scopes participants and Interviewers in provider organizations.
- Conducted interviews with people receiving services and supports in 15 counties across the state. This information is kept in a statewide database for research purposes.
- Collaborated with agencies outside of the SCDDSN network of providers to provide training and technical assistance on the use of the *Personal Outcome Measures* and systems-change strategies. Agencies that requested assistance in South Carolina were the ARC of the Midlands and the Autism Society of Columbia.
- Promoted “consumer choice” within the state’s system-driven long-term care system in four Medicaid HCBS waivers to choose their providers and determine the schedule for services according to their needs rather than have both decided by an agency or service coordinator.
- Provided training to 925 consumers and to approximately 1069 attendants.
- Increased capacity in the Medicaid program through expansion beyond the ED, HIV/AIDS and the HASCNO waivers to include consumers in the Mechanical Ventilator Dependent Program. Nurse Consultants trained 50 Service Coordinators statewide on this change. Training was also provided to consumers on appointing and utilizing the fiscal agent to be used.
RESEARCH GOAL: To design, implement, and disseminate research related to the lives of individuals with developmental disabilities.

Area of Emphasis: (1) Positive Behavior and Other Supports for Adults with Developmental Disabilities (2) Employment of Adults with Developmental Disabilities (3) Health Care Access and Health Status for Children with Developmental Disabilities (4) Quality of Life for Individuals with Disabilities

Core Function: Research

Type of Activity: Capacity Building

Extent to Which Goal was Achieved: Annual targets for this goal were substantially achieved.

RESEARCH RESULTS AND OUTCOMES

AREA OF EMPHASIS: Positive Behavior and Other Supports for Adults with Developmental Disabilities

- Obtained a new grant: Assessment of Validity and Reliability of Multi-Tiered Coordinated Quality Assurance/Quality Improvement Programs Statewide for SC DDSN. This collaborative effort between the National Association of State Directors of Developmental Disability Services, the Center for Disability Resources, and the Institute on Community Integration represents an award to conduct a validation study funded by the Centers for Medicare and Medicaid and then contracted through the SC Department of Disabilities and Special Needs. Total award = $300,000, CDR award = $164,688. Implementation of the project began in January of 2005.

- In collaboration with the National Association of State Directors of Developmental Disabilities Services (NASDDDS) and the Research and Training Center on Community Living at the University of Minnesota (RTC), an effort to implement a comprehensive assessment of the reliability and validity of SCDDSN's statewide Quality Assurance/Quality Improvement program was begun.

AREA OF EMPHASIS: Employment of Adults with Developmental Disabilities

- Conducted surveillance of employment and job loss using an employment surveillance system for adults with disabilities established in 1996 and implemented on an annual basis. This project is a collaborative effort of the SCDDSN and the UCEDD Research Group. Employment data are collected for three groups of adults: those with mental retardation, autism, and head and spinal cord injury. The data are prepared in graphic form for each county disability agency to provide feedback about the proportion of adults who earn $50 per week or more for at least six months of the year. A state chart is created so each local provider can see how it compares to other providers in terms of assisting adults into employment. In addition, information is provided about specific employers, positions held, and earnings. This year, data are being analyzed to describe employment likelihood based on job coaching. A second analysis is focusing on the predictors of discontinuity in employment and the reasons for job loss.

- Conducted a study using surveys and focus groups with persons with disabilities who are currently working to identify both barriers to employment and factors that account for success. A similar survey was conducted with people with disabilities who have not been successful in returning to work. System Wide Solutions, Inc. under subcontract with the UCEDD, has conducted the research. A summary of findings, conclusions, and
recommendations will accompany the final report in October. System Wide Solutions will be conducting four regional meetings in October and November to present the findings to consumers and state agency leaders.

- Identified the economic impact of Medicaid work disabled category through a contact with an economics professor at USC. An economic impact study for South Carolina was designed to determine the impact of the Medicaid eligibility categories.

**AREA OF EMPHASIS: Health Care Access and Health Status for Children with Developmental Disabilities**

- In order to understand the issues facing children with developmental disabilities in South Carolina a surveillance system was established to review the inpatient, ER, and outpatient experience of children enrolled in Medicaid. The first step is to develop a descriptive summary of issues related to health care access. The second step is to develop a descriptive report on the health status of these children. Specific research questions will be developed following a careful review of the descriptive data. At a later stage, children with developmental disabilities will be compared to children without developmental disabilities who are also enrolled in Medicaid. Analytic research will be conducted to answer these questions, culminating in publication of reports and manuscripts.
DISSEMINATION GOAL: To develop and disseminate information in print and electronic formats to people with disabilities, students, professionals, family members, paraprofessionals and policymakers in order to promote systems change that enhances full inclusion of people with disabilities.

Area of Emphasis: (1) Early Intervention and Children with Special Needs (2) Positive Behavior and Other Supports for Adults with Developmental Disabilities (3) Employment, including Transition Services (4) Assistive Technology

Core Function: Information Dissemination

Type of Activity: Capacity Building and Advocacy

Extent to Which Goal was Achieved: Annual targets for this goal were substantially achieved.

DISSEMINATION RESULTS AND OUTCOMES

- The Center for Disability Resources Library received 1,108 reference questions. During this reporting period, 746 library items were checked out. Additionally, 999 items such as journal article photocopies, web articles, and book chapter photocopies were distributed to patrons. Mailers were used to loan library materials 389 times. The number of new items purchased or donated totals 132.

- The CDR Library Coordinator received an Exhibit Award from the National Network of Libraries of Medicine which was used to exhibit at the South Carolina Chapter of the American Association for Mental Retardation. The library also had exhibits at the South Carolina Human Service Providers Conference and the Family Connection Conference.

- Information on the CDR Library was presented during an inservice training at the Marlboro County School District. During this session, participants were shown how to access and use disability information resources such as the CDR Library’s resources and the National Library of Medicine’s consumer health web site, MedlinePlus.

- The CDR Library received recognition through the South Carolina Autism Society’s Books to Libraries Project. The South Carolina Autism Society received a grant from the South Carolina Developmental Disabilities Council to select and purchase books for parents about autism spectrum disorders. The goal of the project is to make autism resources geared toward parents easily accessible throughout the state. An Advisory Committee, comprised of professionals and parents of children with autism, was created to review and recommend resources. One set of books was distributed to each of the 42 county/regional public library systems in South Carolina. The State Library and the Center for Disability Resources Library also received sets. Books to Libraries Project bookmarks and book plates were distributed to refer individuals to the CDR Library for additional information and resources.

- New content has been added to the subject list pages on the CDR Library website (http://uscmed.sc.edu/CDR/CDRssubjectlist.html). The following bibliographies of library resources were added: inclusion, sexual education, grief and coping, self-advocacy and self-determination, play, social skills, sensory integration, independent living skills, and mood disorder resources.
AREA OF EMPHASIS: Early Intervention and Children with Special Needs

The following materials were disseminated:

**Information Monographs and Associated Handouts Distributed:**

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<tbody>
<tr>
<td>317</td>
<td>Asthma Basics</td>
<td>7</td>
<td>INFANT/TODDLER CURRICULUM</td>
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<td>94</td>
<td>ADD/ADHD</td>
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<td>Informal Observation of Young Children</td>
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<td>Autism</td>
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<td>Learning Disability</td>
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<tr>
<td>186</td>
<td>Behavior</td>
<td>10</td>
<td>Legal Aspects of Disability</td>
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<td>50</td>
<td>Cerebral Palsy</td>
<td>36</td>
<td>Make and Take</td>
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<td>25</td>
<td>Child Abuse and Neglect</td>
<td>12</td>
<td>Mental Retardation</td>
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<td>32</td>
<td>Cultural Sensitivity</td>
<td>1</td>
<td>Seizures</td>
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<tr>
<td>68</td>
<td>Early Childhood Curriculum</td>
<td>25</td>
<td>Speech and Language</td>
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<td>20</td>
<td>Family-Centered Partnerships</td>
<td>50</td>
<td>The Portfolio</td>
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<td>10</td>
<td>Hearing Loss</td>
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<td>Visual Impairment</td>
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* All monographs are currently being revised to include NAEYC references and/or Best Practices and up-to-date information.

**Information Materials Distributed:**

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<td>549</td>
<td>ABC Special Needs Packet</td>
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<td>Maintaining Safe &amp; Healthy Kids</td>
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<td>101 Ways to Praise Kids</td>
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<td>27</td>
<td>Early Childhood Recipes</td>
<td>31</td>
<td>Seasonal Themes</td>
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<td>Activities for I/T &amp; Preschoolers</td>
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<td>Caring for Young Children</td>
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Monographs  Total: 1,168
General Materials Total: 920

AREA OF EMPHASIS: Positive Behavior and Other Supports for Adults with Developmental Disabilities

- Conducted recruiting efforts to bring additional providers of behavior support to South Carolina and the SCDDSN system of services
- Conducted numerous interviews for potential providers of psychological services under SCDDSN’s MR/RD Waiver
- Conducted implementation of Quality Assurance procedures in the area of behavior supports provided under the MR/RD Waiver
- Participated in the formation of the SCDDSN Advisory Committee on Positive Behavior Support. This committee, chaired by a CDR staff member, is tasked with the development of a 5-year plan to improve positive behavior supports provided by the South Carolina Department of Disabilities and Special Needs.
- Provided training for community provider staff on the SCDDSN Behavior Support Policy
- Refereed two manuscripts submitted for publication in the journal Mental Retardation.
- Provided leadership to the American Association of Mental Retardation. A CDR staff member has been elected vice-president, a role that will automatically progress to president-elect, and then to president.

AREA OF EMPHASIS: Employment

- The Council on Consumer Affairs 2003-2004 Annual Survey gathered information from service providers statewide to assess the progress achieved through advocacy, capacity building and systemic change. The survey gathered data from numerous professionals who had received training through the CDR. Survey recipients were asked if the training they received was delivered in a manner they understood and if they gained knowledge or a better understanding of how best to serve consumers in achieving positive employment outcomes. Information gathered from the survey strongly suggests that consumers are realizing successful outcomes. The data also identified additional training needs.
- Mini-grants were awarded by the Medicaid Infrastructure Grant to 18 disability organizations in the state to provide public awareness materials regarding employment and work incentives. Fact sheets addressing work incentives were developed and distributed to these organizations to include in their newsletters, special mailings, resource fairs, support group meetings and conferences.
- Information for the Medicaid Infrastructure Grant web page and Employment Learn About has been drafted for inclusion on the SC Access website. Information is being gathered for personal care agencies for inclusion in the registry.
- Information about 1619 (b) and the state’s Medicaid buy-in program will be provided to consumers through inclusion in Medicaid waiver packets. A new Medicaid for the Working Disabled brochure has been developed to help promote the program.
- Developed information on Medicare Part D and the Low Income Subsidy in conjunction with staff from CMS, SSA, and DHHS. This information will be distributed at public outreach events and trainings targeted at consumers with disabilities and their families.
- Collaboration occurred between the Supported Employment Project and the Medicaid Infrastructure Grant to present at 12 trainings on Supported Employment during 2005.
- Collaboration between the Supported Employment Project and the Medicaid Infrastructure Grant determined what transportation barriers exist for employment and how SSA work incentives could assist in reducing some of those barriers.
- The Supported Employment Project and the Medicaid Infrastructure Grant developed a Supported Employment Resource Library to be housed at the USC/SOM library.
- Published third edition of the South Carolina Palmetto Association of Persons in Supported Employment (APSE) Newsletter
- Conducted a Transition/Supported Employment Conference in collaboration with the South Carolina Department of Education, Division on Career Development and Transition, APSE, and SCDDSN
- Conducted four regional interagency counterpart meetings for job coaches
- Served as statewide contact/resource for secondary transition providing information and outreach to LEAs, consumers, and providers of secondary transition services
Initiated and maintained contact with all LEA transition coordinators and adult service provider transition coordinators to provide contact information and offer of assistance
- Updated all state transition databases (LEA and SC-DCDT)
- Established Transition Coordinator Listserv. This serves as the primary means of contact and information sharing with and between LEA transition coordinators. The listserv is housed at the USC School of Medicine.
- Developed transition-focused handbooks, guidelines, and publications
- Submitted article accepted for publication by Zhang, D., Ivester, J., & Katsiyannis, A. (in press): “Teachers’ View of Transition Services in South Carolina: Results from a Statewide Survey” in Education and Training in Developmental Disabilities.
- Submitted transition related chapter entitled, “Community Development and Transition Services: Illustrations from Interagency Teams in South Carolina and Louisiana” (in conjunction with Jane Everson of USC/CDR and Joan Guillory of Louisiana State University) for publication in the 2nd Edition of Frank Rusch’s text, Beyond High School: Transition from School to Work.
- Submitted article entitled, “Using a Coalition-Building Model in Community Development: Lessons Learned About Community Building and Community Connections for Stakeholders with Disabilities,” (in conjunction with Jane Everson of USC/CDR and Joan Guillory of Louisiana State University) for publication in the Journal of the Community Development Society
- Submitted article for publication: Zhang, D., Ivester, J., & Chen, L. J., & Katsiyannis, A. (in press). “Perspectives on transition practices” in Career Development for Exceptional Individuals. This article was published in the spring journal.

AREA OF EMPHASIS: Assistive Technology

- Responded to telephone (1301 calls) and email requests to assist consumers and service providers access and acquire appropriate assistive technology for education, employment, daily living and recreation
- The SCATP website (www.sc.edu/scatp) provides over 100 information pages and over 350 links to state and national resources, showing an average of 150 page requests per day. The SCATP Web site offers 35 downloadable fact and information sheets, articles on AT in the classroom, AT for Learning Disabilities and articles by consumers and board members.
- Managed a statewide AT information listserv of over 1100 AT service providers, agency administrators and consumers. This network provides updates and information on assistive technology on a weekly basis. SCATP facilitates requests among network members for technical assistance concerning AT equipment, services and funding challenges. This network also serves as a used equipment referral service.
- Collaborated with the Department of Speech Pathology and Audiology at South Carolina State University (SCSU) to provide internships for graduate students. These students gain in-depth, hands-on experience in the AT Resource, Demonstration and Equipment Loan Center.
- Provided leadership to the statewide Assistive Technology Advisory Committee (ATAC) under the Office of the Chief Information Officer (CIO), South Carolina Budget and Control Board. ATAC includes representatives from a wide cross section of government entities. SCATP developed Best Practices for computer hardware and software that was adopted by the Architecture Oversight Committee (AOC) and is maintained and updated on the SCATP web site. Through ATAC, SCATP helps lead the SC Web Accessibility Workgroup to develop a model Transition Plan for Web Accessibility Standard Compliance for state
agencies and facilitated approval of the amendment to the state Web Accessibility standards that includes Intranets. Through ATAC, SCATP is developing a pilot project to research and establish procedures by which individuals with disabilities can perform usability testing for state agencies. The collaboration facilitated by SCATP has established a model for other agencies and entities as members of state agencies and institutions of higher education respond to provide electronic and information accessibility for people with disabilities. SCATP participation has also resulted in the inclusion of more consumers in the work of ATAC.

- In response to the IDEA and "No Child Left Behind," rural areas were targeted to facilitate improved AT team coordination and AT application. Assistance was provided to school district staff to develop their own AT Teams to screen, evaluate, implement, and monitor the progress of the use of AT to impact overall classroom participation, communication, and outcomes of students with disabilities. Onsite and telephone consults, training, equipment loans and reference materials are provided to districts as they meet more challenging student needs.

- Followed-up on the grant to the SC State Department of Education from the Southeast Disability and Business Technical Assistance Center by producing an updated version of the CD ROM companion to the SC Department of Education's Educational Technology Plan of 2003-2008. This CD ROM, entitled _SC Curriculum Access through Assistive Technology_ was updated to incorporate and demonstrate more accessibility options within the CD ROM. The multimedia CD ROM illustrates principles of AT assessment and integration and highlights how assistive and information technology are used throughout the state to facilitate access to the classroom and curriculum by students with disabilities. Over 100 students, teachers, therapists and administrators from 15 school districts and 16 schools are showcased (half of which are considered to be rural). Extensive resources are also provided for information technology accessibility and AT applications in education. This CD ROM is being widely distributed to school districts statewide, as well as to other interested persons.
# Table of Contents

- Developmental Pediatric Clinic ................................................................. 1
- Center for Disability Resources Library ...................................................... 3
- Team for Early Childhood Solutions (TECS) .................................................. 5
- ABC Special Needs Voucher Program ........................................................... 9
- Attendant Care Project .................................................................................. 13
- Statewide System Change in Positive Behavior Support ............................... 17
- South Carolina Assistive Technology Project (SCATP) ................................. 19
- Personal Outcome Measures Training ......................................................... 23
- Carolina Autism Resource and Evaluation (CARE) Center .............................. 25
- Traumatic Brain Injury (TBI) Training Institute ........................................... 27
- Head and Spinal Cord Injury Division Information and Referral (HASCII & R) 29
- Council on Consumer Affairs (COCA) ....................................................... 31
- Supported Employment .............................................................................. 33
- The Self-Determination Project ................................................................... 35
- Secondary Transition Services ..................................................................... 37
- Medicaid Infrastructure Grant ....................................................................... 39
- Evaluation of DDSN State-Wide Quality Assurance System ......................... 41
- Supported Housing Initiative – Community Development Project .............. 45
PROJECT: Developmental Pediatric Clinic

ADDRESS: The Center for Disability Resources  
A University Center for Excellence in Developmental  
Disabilities Education, Research and Service  
University of South Carolina  
School of Medicine, Department of Pediatrics  
Columbia, SC 29208

BEGINNING DATE: August 1984

FUNDING: South Carolina University Center for Excellence

GOALS:

1. Training students
2. Interdisciplinary diagnostic evaluations
3. Research
4. Community support

DESCRIPTION:

The developmental disabilities interdisciplinary diagnostic center serves as a statewide resource for the comprehensive evaluation of infants, children, and adolescents (birth–22 years) with a wide range of learning, behavioral, and developmental difficulties. The strongest asset is the ability to involve professionals from various disciplines (including developmental pediatrics, psychology/education, and speech pathology) in the comprehensive evaluation and planning of interventions for children with unique needs. Occupational and physical therapy are available on a consultative basis.
PERSONNEL:

Project Staff:  
Donald Wuori, M.D.  
Larry Siegel, M.D.  
Graeme Johnson, M.D.  
Shelly Holstrum, M.D.  
Mary Ellen Warren, Ph.D.  
Mark Posey, Ph.D.  
Betsy Grier, Ph.D.  
Patty Quattlebaum, M.S.P., CCC-SLP

Administrative Coordinator:  
Martha Chandler

Administrative Specialists:  
Wyvonnie Jones  
Karen Zeller

Receptionist:  
Theima Hogg

RELATIONSHIP TO SCUCE:

Training: Training is a major emphasis in the clinic for pediatric residents, medical and nursing students, speech-language pathology, and psychology graduate students. The clinic is a mandatory training sight for all pediatric residents. The resident(s) serves as a member of the interdisciplinary team and, as such, he/she is exposed to working with other professionals and learning more about the competencies of the other specialty areas. An important aspect of the training program is in getting out into the community. The pediatric residents visit various agencies and learn what services are available for children with special needs. The graduate students also have a wide variety of outreach experiences. The combination of child assessment and community experience is most helpful in providing practical and essential information to the primary care pediatrician.

Research: Clinical staff is encouraged to maintain an active research program. Some individual interests include: behavioral concerns in children with developmental disabilities, behavior and gastroesophageal reflux, augmentative communication, nonverbal learning disabilities, and parent, teacher, and professional collaboration.
RELATIONSHIP TO SCUCE:

**Training:** The library collects and provides training materials to CDR staff and other professionals in South Carolina.

**Dissemination:** This project provides disability-related information to South Carolina residents.

**Research:** Library staff help CDR staff and other professionals in South Carolina conduct research on disabilities by performing literature searches and collecting relevant materials.
PROJECT: Center for Disability Resources Library

ADDRESS: The Center for Disability Resources Library
School of Medicine Library
University of South Carolina
Columbia, SC 29208

BEGINNING DATE: 1992

FUNDING: BabyNet, SCDDSN

GOALS:
1. To provide print and electronic information on disability-related issues to South Carolina residents.
2. To increase holdings and update older items.
3. To increase public awareness of the library.

DESCRIPTION:
The Center for Disability Resources Library is the largest collection of its kind in the Southeastern United States. Designed to aid the information needs of families, faculty, students, staff, and other professionals working with individuals with disabilities, the Center for Disability Resources Library consists of over 5,100 books, videos, brochures, and audiotapes covering a variety of disability-related topics. Any South Carolina resident can use the library and its services. Requests for information are accepted by mail, phone, email, fax, and in person. Library materials and information can be sent to the individual's home or office. Postage paid mailers are included for individuals with disabilities and their caregivers. The library's Web site provides access to an online catalog of library materials and directs users to high-quality disability information Web sites. In addition, there is information available in Spanish on the Web site.
PROJECT: Team for Early Childhood Solutions (TECS)

ADDRESS: The Center for Disability Resources
A University Center for Excellence in Developmental Disabilities Education, Research and Service
University of South Carolina
School of Medicine, Department of Pediatrics
Columbia, SC 29203

BEGINNING DATE: October 1992

Funded THROUGH: SCDHEC – BabyNet

GOALS:

• Project Description:
  The Team for Early Childhood Solutions (TECS) is a project of the Center for Disability Resources, within the University of South Carolina's School of Medicine, Department of Pediatrics. With funding from the Office of Special Education Programs, we serve as the training and technical assistance (T/TA) center for South Carolina's system of early intervention services under Part C of the Individuals with Disabilities Education Act (IDEA). We employ a collaborative, interdisciplinary team approach in offering training, technical assistance and supportive consultation to all constituents of South Carolina's early intervention system, including the Interagency Coordinating Council (ICC) and ICC committees, BabyNet early intervention service providers, Department of Health and Environmental Control/BabyNet (DHEC/BabyNet) Central Office, BabyNet Coordination Teams, Family Connections, PROParents, and early intervention primary referral sources. We also assist in assuring that South Carolina's early intervention personnel meet state standards by maintaining and reviewing applications for BabyNet certification.

• Vision Statement:
  Through interagency and interdisciplinary collaboration, BabyNet personnel are able to systematically identify their professional development needs, access information, and build skills necessary to implement quality early intervention services to families of infants and toddlers with disabilities and/or developmental delays.
Mission Statement:

TECS will develop and implement a comprehensive statewide system for personnel development and technical assistance that promotes high quality early intervention services by ensuring that all personnel in the state who have responsibilities for Part C (including institutes of higher education, early intervention providers, administrators and leaders) are knowledgeable and informed regarding Part C and related recommended practice.

DESCRIPTION:

TECS offers technical assistance on various topics related to the implementation of the IDEA Part C including: the IDEA statute and regulations, child find and referral (developmental screening) family-centered services, procedural safeguards, the eligibility process (evaluation), family-directed assessment, IFSP development, service coordination, teaming for IFSP implementation, delivery of services in natural environments, special instruction strategies, parent training strategies, transition, and monitoring.

Who might use TECS services?

Families, the State Interagency Coordinating Council (SCICC) and its committees, service providers, eligibility determination teams, Family Connection, BabyNet Central Office, BabyNet Coordination Teams, referral sources, PRO-Parents, Early Head Start, BabyNet partnering agencies (DSS, DMH, SDE, DDSN, SCSDB, CRS), early care educators, and institutes of higher education, professional associations, communities of practice.

TECS Activities:

TECS provides information and resources that promote congruence of federal law, state policy, evidence-based practice, and service delivery. This focus is supported through the following kinds of activities:

- Researching and reviewing professional literature related to early intervention
- Generating research in topics of interest to early intervention practitioners
- Disseminating evidence-based practice information and resources
- Contributing to development of early intervention communities of learning
- Developing training resources in multiple formats including on-site, self-paced workbooks, and electronic media
- Coordinating technical assistance events including workshops, clinical seminars, and conferences
- Presenting to state and national professional and parent organizations
- Supporting the Center for Disability Resources Library to ensure that holdings reflect current research and recommended practice in early intervention
— Assisting the state’s early intervention system in ensuring that personnel are appropriately and adequately prepared and trained
— Publishing technical assistance documents

TECS maintains a listserv (TECSINFO) which is a vehicle for much of the information related to our activities and support of the early intervention system.

• How are TECS services accessed?
To request technical assistance, receive a copy of the BabyNet credential application form and instructions, get a map and driving directions to our location, or request to be added to the TECSINFO list serve, visit our website: www.sc.edu/tecs

PERSONNEL:

Project Director: Kristie Musick (803) 935-5242
Technical Assistance Specialists: Suzan Albright (803) 935-5223

Lily Nalty (803) 935-7522
Leslie Pyper (803) 935-5221

Research and Evaluation: Lesly Wilson (803) 935-6897
Research and Evaluation Support: Libby Horton (803) 935-5225

Credential Database: Glynda York (803) 935-5216
Administrative Assistant: Leah Perry (803) 935-5227

RELATIONSHIP TO UCE:

The goals listed in the above outline project activities relate to training, technical assistance, research and dissemination.
PROJECT: ABC Special Needs Voucher Program

ADDRESS: The Center for Disability Resources
A University Center for Excellence in Developmental Disabilities Education, Research and Service
University of South Carolina
School of Medicine, Department of Pediatrics
Columbia, SC 29208

BEGINNING DATE: November 1, 1992

FUNDING: Federally Funded

GOALS:

1. Provide consultation, technical assistance, and training to child care providers, educators, faith communities, parents, and service providers to improve quality of care and inclusion for all children.

2. Form a consortium of instructors of higher education for the purpose of teaching classes in areas and issues related to disabilities – Associate Degree in Human Services or Early Childhood.

3. Provide in-service and pre-service educational training for the inclusion of children with delays/disabilities.

4. Conduct clinical symposiums and interdisciplinary conferences.

5. Develop training materials to support inclusion of children with different needs and developmental delays.

6. Implement parent education activities to include information about child care, community resources, inclusion, parent empowerment and coping, and the service delivery system.

DESCRIPTION:

This project focuses upon consultation, training, instruction, and technical assistance to meet the needs of child care teachers, parents, educators, institutions of higher education, state agencies, and service providers for the inclusion of children with different needs and developmental delays.
PERSONNEL:

Program Director: Gay Clement-Atkinson, Ph.D. (803) 935-5238
Program Consultant: Sherry Frazier, LPN, MRC (803) 935-5295
Administrative Assistant: Dawn Webster (803) 935-5281

RELATIONSHIP TO SCUCE:

Pre-service and In-service Training: Trainings and classes (disability and disability-related issue information) are areas of critical need for child care providers, service providers, parents, and educators. Currently, trainings and classes include 50+ topics directly and indirectly related to disabilities, i.e., cerebral palsy, ADHD, inclusion, and behavior. Credits are offered for child care licensing (CCCD), SC Infant-Toddler Credential (TECS), and the associate degree programs in the SC Technical College System.

Technical Assistance: The project provides technical assistance (TA) for parents, professionals, and paraprofessionals on a statewide level. TA activities include curriculum development, disability information, diseases, after school programs, modification of specialized equipment or activities, inclusion, accommodations, and accessing community services.

Research: The project researches new legislation, parent’s and provider’s needs, best practice issues, and services related to inclusion.

Dissemination: Dissemination efforts include disability and related topic monographs, program information, brochures, articles, conferences, and presentations.
Health, safety, and activity information: publications:

Trainings offered in the following Monograph Series I and II:

<table>
<thead>
<tr>
<th>Series I – Disabilities</th>
<th>Series II – Disability-Related Issues</th>
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</thead>
<tbody>
<tr>
<td>- Attention Deficit Hyperactivity Disorder/ADD</td>
<td>- A Portfolio: Observing and Recording</td>
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<tr>
<td>- Autism</td>
<td>- Assistive Technology</td>
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<tr>
<td>- Behavior</td>
<td>- Breathing Easy: Asthma Basics</td>
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<tr>
<td>- Bipolar Disorder</td>
<td>- Child Abuse and Neglect</td>
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<tr>
<td>- Cerebral Palsy</td>
<td>- Cultural Diversity</td>
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<tr>
<td>- Disability Information Overview</td>
<td>- Curriculum (I/T &amp; EC)*</td>
</tr>
<tr>
<td>- Fetal Alcohol Syndrome/Alcohol-Related Effects</td>
<td>- Family-Centered Partnerships</td>
</tr>
<tr>
<td>- Hearing Loss</td>
<td>- Growth &amp; Development (I/T)</td>
</tr>
<tr>
<td>- Learning Disabilities</td>
<td>- Inclusion</td>
</tr>
<tr>
<td>- Mental Retardation</td>
<td>- Informal Observation of Young Children</td>
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<tr>
<td>- Motor Skills</td>
<td>- Legal Aspects of Disability</td>
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<tr>
<td>- Seizure Disorders and Epilepsy</td>
<td>- Make and Take</td>
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<tr>
<td>- Speech and Language Disorders</td>
<td>- Maintaining Healthy Kids</td>
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<tr>
<td>- Visual Impairments (I/T &amp; EC)*</td>
<td>- Multicultural Education</td>
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<td>- Social Skills Development</td>
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<td>- Syndromes</td>
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</table>

**Other**

- Administration & Professionalism
- After School and Before Home: After School Care
- Ages & Stages Questionnaires (ASQ)
- Cognitive Development
- Growth and Development (I/T & EC)*
- Guidance
- Professionalism
- Safety
- Temperament

*I/T & EC = Infants/Toddlers, Early Childhood*
### Classes offered in Infant/Toddler topics:

#### Professional Development
- Meeting the Needs of Infants & Toddlers (CPR-170)
- Protective Urges (CPR-172)
- Responding to Families in Culturally Sensitive Ways (CPR-173)
- Harmonizing Cultural Diversity (CPR-174)
- Family Partnerships: Responsive Home Visitation (CPR-175)
- Preparing for Inclusion: Infants and Toddlers with Special Needs (CPR-196)
- Attitudes: Infants and Toddlers with Special Needs (CPR-197)

#### Curriculum
- Infant/Toddler Curriculum (CCU-076)
- Respective Care of Infants/Toddlers (CCU-529)
- Meeting the Infant/Toddler Environmental Challenge (CCU-530)
- Discoveries of Infancy (CCU-540)

#### Growth & Development
- Brain Development: Infant/Toddler Learning (CGR-322)
- Understanding Children’s Behavior... (CGR-359)
- Infant/Toddler Social-Emotional Milestones... (CGR-360)
- Using Every Moment: Infant/Toddler Language Development (CGR-366)
- Before My ABC’s: Brain Development (CGR-367)
- Infant and Toddler Growth and Development

#### Child Guidance
- Infant/Toddler Guidance & Socialization (CCG-114)
- Temperament: The Value of Knowing about Temperament (CCG-115)

#### Health & Safety
- Caregiving Opportunities When Diapering (CHS-150)

#### Special Needs
- Inclusion of Infants & Toddlers with Special Needs (CSN-234)
PROJECT: Attendant Care Project

ADDRESS: The Center for Disability Resources
A University Center for Excellence in Developmental Disabilities Education, Research and Service
University of South Carolina
School of Medicine, Department of Pediatrics
Columbia, SC 29208

BEGINNING DATE: October 1, 1995


GOALS:
The goals of this project are to increase the opportunities for Community Long-term Care (CLTC) and Head and Spinal Cord Injury (HASCI) consumers to access personal choice attendant care services within their community and to participate in consumer directed care. Specific activities include:

1. Certifying that the consumer or their responsible party is capable of directing the consumer's care and providing basic training in recruitment, selection, being an employer of record, and supervision of an attendant.

2. Assisting the consumer to identify an attendant in their community and, if needed, facilitating the attendant to become an Individual Medicaid provider or Individual HASCI Waiver provider. Provide basic training in record keeping and assist in the enrollment process with the fiscal agent, which will take out taxes for the consumer/employer. Observe care provided by the attendant and provide initial and follow-up services to ensure the match is working and quality attendant services are provided.

3. Recruiting potential attendants to be Individual Medicaid or Individual HASCI Waiver providers.
DESCRIPTION:

The Attendant Care Project is dedicated to offering personal choice options to consumers of attendant care services. The program currently serves people who are eligible for services under three (3) Medicaid waivers: Elderly and Disabled Waiver, HIV/AIDS Waiver, the Mechanical Ventilator Dependent Program and Head and Spinal Cord Injury (HASC) Waivers. The SCUCE Nurse Consultants receive consumer referrals from Community Long-term Care and HASC local area case managers/service coordinators. The nurse then completes an initial visit by phone or in the home to discuss with the consumer the responsibilities of being an employer of record and of supervising an individual provider. The nurses discuss skills for hiring and supervising, and provide lists of Individual Medicaid Attendant Providers or Individual HASC Providers in the consumer’s area. Once an attendant is identified, the nurse facilitates the process of that individual meeting the requirements to be enrolled as an individual provider. The nurse also observes the attendant providing attendant care services to ensure the attendant understands what care is needed and is qualified to provide the services. Assistance with appointing and enrolling with the fiscal agent is also given to the consumer and chosen attendant. Services are authorized by the CLTC Case Manager or the HASC Service Coordinator. An additional part of this process is the recruitment of attendants into the Medicaid provider program. Once enrolled, the attendants are considered employees of the consumer or the responsible party for the consumer, if the consumer is unable to direct care. Individual Attendants are reimbursed with Medicaid funds but a fiscal agent takes out taxes on behalf of the employer/consumer. If anyone is interested in becoming an Individual Attendant Provider, call the Attendant Care Project at (803) 935-5297.

PERSONNEL:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Project Director:</td>
<td>Linda Motley, RN, BSN</td>
<td>(803) 935-5298</td>
</tr>
<tr>
<td>Program Nurse Specialist II:</td>
<td>Cleva Hutcheson, RN, MS</td>
<td>(803) 935-5262</td>
</tr>
<tr>
<td>Registered Nurses I (Regional):</td>
<td>Patricia Smith, RN</td>
<td>(803) 603-3661</td>
</tr>
<tr>
<td></td>
<td>Maria Tucker, RN</td>
<td>(803) 603-2904</td>
</tr>
<tr>
<td></td>
<td>Cyndi Kearse, RN</td>
<td>(803) 401-6127</td>
</tr>
<tr>
<td>Database Specialist:</td>
<td>Kathy Hentschel</td>
<td>(803) 935-5207</td>
</tr>
<tr>
<td>Administrative Assistant:</td>
<td>Monica Hill, BA</td>
<td>(803) 935-5297</td>
</tr>
<tr>
<td>Student Assistant:</td>
<td>Katona Farley</td>
<td>(803) 935-5297</td>
</tr>
</tbody>
</table>
RELATIONSHIP TO SCUCE:

Training: Training is provided to consumers in the area of recruitment, hiring, becoming an employer of record, and supervising attendant care providers. Training is also provided to Individual Attendant providers in reporting requirements and on enrolling with the fiscal agent. For providers not already certified, training is provided in basic skills and competencies of attendant services.

Technical Assistance: Technical assistance is provided to the Department of Health and Human Services, Community Long-Term Care and the Department of Disabilities and Special Needs - HASCI Division in the development of this exemplary program.

Dissemination: Current dissemination of brochures and materials are focused on increasing awareness and recruiting attendant care providers. Consumers are provided materials about health care rights, being an employer of record, attendant care services, and safety issues.
PROJECT: Statewide System Change in Positive Behavior Support

ADDRESS: The Center for Disability Resources
A University Center for Excellence in Developmental Disabilities Education, Research and Service
University of South Carolina
School of Medicine, Department of Pediatrics
Columbia, SC 29208

BEGINNING DATE: January 1, 1996

GOALS:

Implement collaborative effort to provide for effective positive behavioral supports for persons served by the South Carolina adult MR/DD system (Department of Disabilities and Special Needs by: a) increasing capacity and availability of providers; b) providing training for community program staff and developers of support plans; c) providing technical assistance in special cases via a behavior support team; and d) implementing quality assurance activities as outlined in the revised MR/RD Medicaid Waiver service of behavior support.

DESCRIPTION:

This project (described in more detail in the article by D. Rotholz and M. Ford in Mental Retardation, October 2003) represents an ongoing long-term collaboration between the South Carolina UCEDD and the South Carolina Department of Disabilities and Special Needs (SCDDSN). This effort, perhaps unique nationally, has used training, technical assistance, changes to SCDDSN’s Medicaid MR/RD Waiver, and quality assurance to change the way in which positive behavioral supports are provided to consumers of SCDDSN’s supports and services. Aside from the benefits to persons with mental retardation and related disabilities who receive these supports, the project has produced a nationally and commercially distributed training curriculum and peer-reviewed articles that can enable other service providers to benefit from the work conducted in this project.
PERSONNEL:

CDR Staff
Project Director: David A. Rotholz, Ph.D. (803) 935-7819
e-mail: drotholz@sc.edu

Behavioral Consulting Staff Tad Uno, Ph.D.

SC DDSN Staff
BST Project Staff (DDSN Employees): Michael Kelly, Ph.D. (803) 935-5617
Reta Whitten (803) 935-5615
**PROJECT:** South Carolina Assistive Technology Project (SCATP)

**ADDRESS:**
The Center for Disability Resources  
A University Center for Excellence in Developmental Disabilities Education, Research and Service  
University of South Carolina  
School of Medicine, Department of Pediatrics  
Columbia, SC  29208

**BEGINNING DATE:** October 1, 1996

**FUNDING:** October 1, 1996 – September 30, 2006

**GOALS:**

**Overall – Get Assistive Technology into the hands of those who need it.**

1. Provides an AT Resource, Demonstration, and Loan Center available to all South Carolinians. Provides individual equipment loans to members of the public, and others.

2. Provides a Used Equipment Referral Service (UERS) through the SCATP Network list serve.

3. Increases collaboration among agencies that provide or can provide assistive technology to persons with disabilities.

4. Increases the timeliness with which assistive technology is delivered to adults and children with disabilities.

5. Increases the availability of assistive technology devices for the purposes of review, examination, and testing.

6. Increases the knowledge and skill level of providers with regard to assistive technology.

7. Increases information consumers and service providers have regarding assistive technology and rights and options for obtaining necessary assistive technology, including outreach to underrepresented and rural populations.

8. Collaborates with SC Department of Vocational Rehabilitation who provides the Alternative Financial Loan Program

9. Involves consumers in ongoing planning for SCATP initiatives and activities.
DESCRIPTION:

The South Carolina Assistive Technology Program (SCATP) provides assistive technology services statewide based on the assistive technology needs of all South Carolinians who are aging or have disabilities. SCATP collaborates with state agencies, policymakers, and private entities to reduce barriers that prevent people from getting the devices and services they need for living full and productive lives.

SCATP focuses on strengthening existing systems so that they will be mutually reinforcing and self-sustaining beyond the life of the grant. All activities are guided by input by consumers and their families.

PERSONNEL:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Evelyn Evans, MS</td>
<td>(803) 935-5340</td>
</tr>
<tr>
<td>Program Coordinators</td>
<td>Mary Alice Bechtler</td>
<td>(803) 935-5276</td>
</tr>
<tr>
<td></td>
<td>Janet Jendron</td>
<td>(803) 935-5273</td>
</tr>
<tr>
<td>Speech-Language Pathologist</td>
<td>Carol O'Day, PhD, CCC-SLP</td>
<td>(803) 935-5301</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Sally Young</td>
<td>(803) 935-5263</td>
</tr>
</tbody>
</table>

RELATIONSHIP TO SCUCE:

SCATP collaborates with SCUCE to facilitate statewide and local resources for training, technical assistance, and collaboration among statewide administrators, service providers, and consumers. Collaboration among local and state agencies and organizations promotes the independence, productivity, integration, and inclusion of individuals with disabilities in daily living, educational, recreational, and vocational settings. An annual statewide Assistive Technology Expo provides in-depth training and assistive technology demonstration to people of all ages and disabilities. An extensive training schedule helps improve the capacity of local entities to provide assistive technology assessment, provision, and services. SCATP provides current research, information, and assistance to a large network of consumers and assistive technology providers throughout the state via the AT Online Network.
Publications:

- Seventeen (17) fact sheets address a variety of topics.
- Curriculum Access through Assistive Technology – CD-ROM
- The SCATP Web Site provides information on equipment sale and loan, links to state and national resources, information and opportunities for ongoing SCATP initiatives and collaborations, all of the SCATP Fact Sheets, and a wide spectrum of information for people with assistive technology needs.

GOALS:

1. Provide introductory and advanced training to local county agencies (primarily DSD Branch) on Personal Outcome Measures as developed by The Council on Quality and Leadership in Supports for People with Disabilities.
2. Provide ongoing technical assistance to local agencies implementing the Personal Outcome Measures.
3. Provide organizational consultation to agencies interested in organizational restructuring and quality improvement.
4. Provide individualized training to local agency staff interested in becoming Authorized Outcomes Interviewers.

DESCRIPTION:

This project is based on a philosophy and curriculum developed by the Council on Quality and Leadership in Supports for People with Disabilities. Currently, this project offers a variety of training events that focus on 25 Personal Outcome Measures identified by The Council. The goal of the training is to help service providers understand the Personal Outcome Measures and, in turn, assist people with disabilities in achieving these outcomes.
PROJECT: Personal Outcome Measures Training

ADDRESS: The Center for Disability Resources
A University Center for Excellence in Developmental Disabilities Education, Research and Service
University of South Carolina
School of Medicine, Department of Pediatrics
Columbia, SC 29208

BEGINNING: September 1998

FUNDING: DDSN Training Grant

GOALS:

1. Provide introductory and advanced training to local county agencies (primarily DSN Boards) on Personal Outcome Measures as developed by The Council on Quality and Leadership in Supports for People with Disabilities.

2. Provide ongoing technical assistance to local agencies implementing the Personal Outcome Measures.

3. Provide organizational consultation to agencies interested in organizational restructuring and quality improvement.

4. Provide individualized training to local agency staff interested in becoming Authorized Outcomes Interviewers.

DESCRIPTION:

This project is based on a philosophy and curriculum developed by the Council on Quality and Leadership in Supports for People with Disabilities. Currently, this project offers a variety of training events that focus on 25 Personal Outcome Measures identified by The Council. The goal of the training is to help service providers understand the Personal Outcome Measures and, in turn, assist people with disabilities in achieving these outcomes.
PERSONNEL:

Project Director: Kevin Wright (803) 935-5635

RELATIONSHIP TO SCUCE:

**Training:** Introductory and advanced training on Personal Outcome Measures is offered to all local county boards to educate staff on how SCDDSN will be using the Outcomes as a quality assurance/quality enhancement tool.

**Technical Assistance:** Follow-up technical assistance is offered to local county boards to improve skills in interviewing and decision making. Technical assistance in the form of consultations is offered to local organizations regarding organizational restructuring, mission and vision statement development, and planning.
GOAL(S):

- Conduct multidisciplinary assessments for individuals with autism.
- Develop intervention plans for individuals with autism and provide training for families and/or support staff to implement the intervention strategies.
- Provide training for medical students, psychology graduate students, and other related professions.

DESCRIPTION:

The CARE Center has been established to diagnose, assess, and plan for services for people with autism in order to meet the needs of families of children with autism and professionals who work with them. The CARE Center is staffed with a multidisciplinary team of autism diagnostic and treatment professionals. This team works closely to assess the individual's needs and skills to recommend the best possible plan of services and training.
PERSONNEL:

Project Director: OPEN (803) 935-5339
Educational Therapist: Carol Cunningham, MA (803) 935-5388
Home Intervention Specialist: Ivory Williams (803) 935-5391
Speech/Language Pathologist: Carol O’Day, Ph.D., CCC-SLP (803) 935-5301
Administrative Specialist: Joyce Tensley (803) 935-5390

RELATIONSHIP TO SCUCE:

Training: Train parents with in-home intervention treatment.

Dissemination: Project brochure.
PROJECT: Traumatic Brain Injury (TBI) Training Institute

ADDRESS: The Center for Disability Resources
A University Center for Excellence in Developmental Disabilities Education, Research and Service
University of South Carolina
School of Medicine, Department of Pediatrics
Columbia, SC 29208

BEGINNING DATE: July 1, 2000

FUNDING: United States Department of Health and Human Services through the South Carolina Department of Disabilities and Special Needs

GOALS:
To provide ongoing training opportunities that will increase the general capacity of provider agencies and professionals in South Carolina to provide services to people with traumatic brain injuries.

DESCRIPTION:
The TBI Training Institute was established in 2000 to provide training opportunities to agency staff to increase organizational capacity to provide services to individuals with brain injuries and their families. Services provided include:

- Assessment of staff training needs pertaining to brain injury education
- Training on brain injury customized to meet the needs of agency staff and community service providers
- Consultation and technical assistance on curriculum design and materials development
- Assistance with conference and workshop planning
- Staff mentorship
- Evaluation of training activities
PERSONNEL:

Director: Susan M. Rivers (803) 935-5247
Administrative Assistant: Karla Kyzer (803) 935-5630

RELATIONSHIP TO SCUCE:

Training: Provides basic and advanced training on brain injury issues to increase the capacity of South Carolina human service staff to provide appropriate and relevant services to individuals with acquired brain injuries.

Technical Assistance: Provides ongoing technical assistance and consultation to agencies and organizations interested in designing relevant training opportunities for staff.

Dissemination: Develops and distributes public relations information.

Research: Develops and conducts training needs assessments and evaluations.
PROJECT: Head and Spinal Cord Injury Division Information and Referral (HASC I & R)

ADDRESS: The Center for Disability Resources
A University Center for Excellence in Developmental Disabilities Education, Research and Service
University of South Carolina
School of Medicine, Department of Pediatrics
Columbia, SC 29208

BEGINNING DATE: July 1, 2001

FUNDING: South Carolina Department of Disabilities and Special Needs

GOALS:
To conduct eligibility screenings and to provide information and referral to individuals requesting services through the Head and Spinal Cord Injury (HASC) Division of the South Carolina Department of Disabilities and Special Needs.

DESCRIPTION:
Serves as the single point of entry for referrals to the Head and Spinal Cord Injury Division of the South Carolina Department of Disabilities and Special Needs.

PERSONNEL:
Project Director: Susan M. Rivers (803) 935-5247
Information Specialist: Teresa Goodwin (803) 935-5256
Administrative Assistant: Karla Kyzer (803) 935-5630
RELATIONSHIP TO SCUCE:

**Training:** Provides training on HASCI eligibility guidelines and referral process to agency staff, consumer organizations, and service providers.

**Technical Assistance:** Provides ongoing technical assistance, consultation, information, and referral to individuals, family members, advocates, and service providers.

**Dissemination:** Prepares and distributes statistical information on brain injury, spinal cord injury, and similar disabilities.
PROJECT: Council on Consumer Affairs (COCA)

ADDRESS: The Center for Disability Resources
A University Center for Excellence in Developmental Disabilities Education, Research and Service
University of South Carolina
School of Medicine, Department of Pediatrics
Columbia, SC 29208

BEGINNING DATE: May 2002

FUNDED THROUGH: South Carolina University Center for Excellence

GOALS:

- develop and administer an annual survey of a selected CDR project based upon a determined area of emphasis, and report its findings to the CDR Director;
- participate in interdisciplinary pre-service training; and
- review materials/products developed by CDR projects.

DESCRIPTION:

South Carolina's UCEDD Council on Consumer Affairs (COCA) was established according to Sec. 154 of the Developmental Disabilities Act to give advice and to assist the Center for Disability Resources (CDR) with building its knowledge to enhance the quality of life for South Carolinians with developmental disabilities.

The COCA consults with the CDR Director regarding the development of the five year plan, participate in the annual review, comment on the progress of the CDR in meeting the projected goals contained in the plan, and make recommendations regarding any proposed revisions of the plan that might be necessary.

Additionally, the COCA teams with the CDR staff to present and address issues of concern, including cultural diversity from the perspective of people with disabilities and their families. As a geographically and culturally diverse group, made up of people with disabilities, their family members, and representatives of various disability organizations, including staff and students of the CDR, the COCA provides substantial input to the CDR in understanding the needs of South Carolina's disability community.
The COCA fosters awareness and education from the consumer's perspective to the CDR through the exchange of information and service that result in individuals with developmental disabilities and their families participating in the design of and having access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life.

PERSONNEL:

Consumer Liaison: Karen E. Irick (803) 935-5222

RELATIONSHIP TO SCUCE:

The goals listed in the above description relate to capacity building, training, and dissemination.
PROJECT: Supported Employment

ADDRESS: The Center for Disability Resources
A University Center for Excellence in Developmental Disabilities Education, Research and Service
University of South Carolina
School of Medicine, Department of Pediatrics
Columbia, SC 29208

BEGINNING DATE: October 15, 2002

FUNDING: Training Grant

GOALS:

1. Develop a comprehensive statewide Supported Employment service delivery system for the South Carolina Department of Disabilities and Special Needs Agency.

2. Provide Supported Employment Training to all DDSN providers throughout the state.

3. Provide ongoing technical assistance to all Supported Employment providers participating within the SE DDSN system.

DESCRIPTION:

The Supported Employment Program; A Customer Driven Approach, was developed to be implemented as a universal system of service delivery throughout the state of South Carolina for the Department of Disabilities and Special Needs. The primary mission of the program is to work toward the understanding, respect and support in securing appropriate employment for all customers. To provide the highest quality service available, the program promotes and supports an innovative business environment where customers have equal access to employment opportunities and are encouraged to reach their full potential.
PERSONNEL:

Project Director: Jerry Junkins (843) 875-7629

PARTNERING AGENCIES:

- South Carolina Department of Disabilities and Special Needs

RELATIONSHIP TO SCUCE:

Program Development:
- A uniform, comprehensive state-wide program
- Research based Supported Employment standards
- Best practices based documentation and forms
- Comprehensive employment plan (IPSE)
- Strategic Training Plan

Training:
- Regional standards and procedures training
- Interagency Supported Employment training
- Interagency regional counterpart meetings
- Annual Supported Employment Conference (APSE)

Technical Assistance:
- Specific and individualized technical assistance available to all providers
- Dissemination of Supported Employment information and resources
- Opportunity for staff to participate in local and state conferences on supported employment
- Supported Employment Newsletter: The Palmetto Connection
GOALS:

1. Provide training for persons with disabilities following areas (but not limited to):
   a. Concepts and philosophy of Self-Determination
   b. Philosophy, roles and responsibilities of individuals as self-advocates
   c. Problem solving issues, barriers and challenges which affect the lives of people with disabilities.

2. Training of local advocacy groups in the areas of establishment or redevelopment of self-advocacy organizations, roles and responsibilities of self-advocacy groups, group officer training, running effective self-advocacy group meetings, and development of group names and mission statements.

3. Development of a state self-advocacy organization in South Carolina. This forum would be used as a way for persons with disabilities to be recognized and heard as valuable members of their communities, interact with local and state government in determining services and supports needed for people with disabilities, build networks with each other and learn about their rights and responsibilities as citizens.

DESCRIPTION:

The Self-Determination Project focuses on empowering and supporting individuals with disabilities in directing and determining their lives as it relates to services and supports, public attitude toward persons with disabilities, understanding and exercising personal rights and connecting to their communities.
PERSONNEL:

Project Director: Kimberly Cannon (803) 935-5228
Self-Advocate Assistant: .50 FTE

RELATIONSHIP TO SCUCE:

Training: Training is offered and available to self-advocates across the state of South Carolina as well as local county disability boards, families, advocacy organizations and other collaborating agencies.

Technical Assistance: Follow up technical assistance is offered to local self-advocacy groups in an effort to provide continued support and guidance. Assistance is offered in the form of additional training to reinforce goals and missions of the groups, discussion of challenges or barriers for the groups, as well as new member training.

Dissemination: Information is disseminated to self-advocates and other collaborative agencies in various formats. This information may include legislative alerts regarding services and supports, happenings in other states and countries, and conference information.
PROJECT: Secondary Transition Services

ADDRESS: The Center for Disability Resources
A University Center for Excellence in Developmental Disabilities Education, Research and Service
University of South Carolina
School of Medicine, Department of Pediatrics
Columbia, SC 29208

BEGINNING DATE: August 1, 2004

FUNDING: South Carolina Department of Education

ACTIVITIES:
1. Serve as statewide contact/resource for secondary transition. Provide information and outreach to LEA's, consumers, and providers of secondary transition services.
2. Provide transition-focused technical assistance for LEA’s, parents, students, community agency personnel, and other relevant transition stakeholders.
3. Collaborate with other state and local agencies and offices regarding secondary transition activities and services, including SCVRD, SCDDSN, DDC/Office of the Governor, SCDCDT, and others. Collaborate/coordinate with national initiatives in regard to secondary transition.
4. Plan, coordinate, and provide transition-focused professional development activities; facilitate transition coordinator network meetings.
5. Develop transition-focused handbooks, guidelines or other publications as necessary.
6. Consult on a regular basis with the State Director of Special Education, Office of Exceptional Children, or designee regarding secondary transition needs and services.
7. Submit activity reports to the Office of Exceptional Children on a quarterly basis.

DESCRIPTION:
The Transition Services position is designed for the provision of transition training and technical assistance to transition service providers and stakeholders across the state of South Carolina. This is a position contracted with the University of South Carolina Center for Disability Resources by the SC Department of Education.
PERSONNEL:

Project Director  Joy Ivester  (864) 787-6072
Administrative Assistant  Lydia Durham  (803) 935-5208

RELATIONSHIP TO SCUCE:

Training:
1. Collaborate with other state agencies to provide Supported Employment Training on a quarterly basis.
2. Plan, coordinate, and provide transition-focused professional development activities.
3. Plan and facilitate transition coordinator network meetings.

Technical Assistance:
1. Serve as statewide contact/resource for secondary transition. Provide information and outreach to LEA’s, consumers, and providers of secondary transition services.
2. Provide transition-focused technical assistance for LEA’s, parents, students, community agency personnel, and other relevant transition stakeholders.

Dissemination:
1. Collaborate with other state and local agencies and offices regarding secondary transition activities and services, including SCVRD, SCDDSN, DDC/Office of the Governor, SCDCDT, and others. Collaborate/coordinate with national initiatives in regard to secondary transition.
2. Plan, coordinate, and provide transition-focused professional development activities; facilitate transition coordinator network meetings.
3. Develop transition-focused handbooks, guidelines or other publications as necessary.

Research:
1. Develop transition-focused guidelines or other publications as necessary.
2. Consult and collaborate with state and national stakeholders regarding transition research and dissemination effort.
PROJECT:  Medicaid Infrastructure Grant

ADDRESS:  The Center for Disability Resources
A University Center for Excellence in Developmental
Disabilities Education, Research and Service
University of South Carolina
School of Medicine, Department of Pediatrics
Columbia, SC 29208

BEGINNING DATE: August 1, 2004 – December 31, 2006

FUNDING: Centers for Medicare and Medicaid
SC Department of Health and Human Services

 GOALS:

The Medicaid Infrastructure Grant program was created to provide financial assistance to states to facilitate the competitive employment of people with disabilities through:

• Medicaid buy-in opportunities under the Medicaid state plan,
• Making significant improvements to Medicaid services that support people with disabilities in their competitive employment efforts, and
• Providing comprehensive coordinated approaches across programs to removing barriers to employment for individuals with a disability.

 DESCRIPTION:

The major objectives of South Carolina’s Medicaid Infrastructure Grant are to:

• Provide greater coordination and more complete use of the state’s disability resources by centralizing the eligibility processing for Medicaid for the Working Disabled through a benefits coordinator located in the Bureau of Eligibility Policy and Oversight at SC DHHS.
• Provide sensitivity training to eligibility determination workers on awareness of types of disabilities, appropriate responses to the needs of persons with disabilities, services provided by public and private organizations, and how to access these services for persons with disabilities.
- Improve the application process for Medicaid eligibility.
- Propose changes to SC's Medicaid for the Working Disabled program based on the results of state specific research and national studies.
- Form and support a Coordinating Council of business and financial leaders, elected officials, disability and health care funding professionals, academic experts, and persons with disabilities for the purpose of developing a comprehensive response to barriers that mitigate against persons with disabilities working.
- Conduct and present to the MIG Advisory Committee and appropriate decision makers SC specific research and inputs that impact key areas of employment for people with disabilities.
- Make necessary revisions to the home and community based waivers to allow personal assistance services to be provided in and out of the home, as well as work site for those individuals wishing to be competitively employed.
- Ensure that current waiver assessment tools accurately assess the personal assistance needs of individuals wanting to work.
- Promote the voluntary Personal Care Worker registry to help people with disabilities in finding personal care workers.
- Update all public awareness materials related the MIG.
- Promote work incentives through resource fairs, support group meetings, disability conference and meetings, newsletters, etc.
- Coordinate supported employment efforts with state agencies.
- Provide leadership to the interagency collaborative network regarding WorkWORLD software MOA for updates, maintenance, and availability of the software.

In order to achieve these objectives, a significant number of programs, services and agencies in South Carolina are working in partnership with the common goal of a comprehensive approach that supports the individual with a disability who wants to work.

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**PERSONNEL:**

*Program Manager:* Deborah C. McPherson  
(803) 898-2707

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**RELATIONSHIP TO SCUCE:**

The goals listed previously in the outline project activities relate to training, technical assistance, research and dissemination.
PROJECT: Evaluation of DDSN State-Wide Quality Assurance System

ADDRESS: The Center for Disability Resources
          A University Center for Excellence in Developmental
          Disabilities Education, Research and Service
          University of South Carolina
          School of Medicine, Department of Pediatrics
          Columbia, SC 29208

BEGINNING DATE: January 2005

FUNDING: Sub-contract from National Association of State Directors of
          Developmental Disability Services. Grant awarded by CMS (Medicaid)
          to SC DDSN and then DDSN to NASDDDS.

GOALS:
Assess the reliability and validity of the quality assurance system used by the South Carolina
Department of Disabilities and Special Needs.

DESCRIPTION:
This unique project is a collaboration among the Center for Disability Resources, The
National Association of State Directors of Developmental Disabilities Services (NASDDDS),
and the Research and Training Center on Community Living at the University of Minnesota.

The project is focused on six key activities completed during the current system for QA
implemented by the First Health Services Corporation (FHSC). Using program evaluation
methodology based on the CMS Quality Framework, it will assess reliability and validity
with respect to the functions of design, discovery, remediation, and continuous discovery.
The Evaluation Team will implement a process that includes qualitative and quantitative
methods within a Participatory Action Research (PAR) model. This approach will help
insure that key stakeholder views are taken into account in the development of the plan and
thus maximizing the comprehensive quality of the effort and the utility of the final product.
During the three-year grant term Project activities will include: (a) developing a valid understanding of the current QA/QI policy and procedures, (b) establishing an advisory committee, (c) using the Participant Action Research Model to develop/revise the final evaluation plan, (d) developing instruments tailored to the SC DDSN system of services and supports, (e) field-testing of the instruments and approaches, implementation of qualitative and quantitative assessment, (f) analysis of assessment results, (g) reporting of results and, (h) working with SC DDSN and key stakeholders to develop a plan of action that responds to the findings of the evaluation process.

The assessment of the validity and reliability of Sudan’s methods of assuring and improving quality will include an examination of the use of the information that is gathered to achieve desired individual and system outcomes. Focus will additionally be placed on the use and development of effectively working “feedback loops” that channel information received from individuals receiving services, families, service coordinators, direct support staff and others to program administrators to inform decision making and improve quality outcomes.

PERSONNEL:

**CDR Staff**

**Principal Investigator:** David A. Rotholz, Ph.D. (803) 935-7819 e-mail: drotholz@sc.edu

**Project Coordinator:** Meghan Trowbridge, LMSW (803) 935-5634

**Contracted Staff:** Cathleen Jernigan, MPH

**Collaborating Personnel:**

- **National Association of State Directors Of Developmental Disability Services, Alexandria, VA**
  - Chas Moseley, Ed.D.
  - Mr. Bob Gettings

- **University Of Minnesota, Institute on Community Integration, Minneapolis MN**
  - Charlie Lakin, Ph.D.
  - Robert Doljanac Ph.D.
RELATIONSHIP TO SCUCS:

**Technical Assistance:** Provide external evaluation that includes collaboration and recommendations that lead to a responsive system for evaluation of quality and continuous quality improvement.

**Research:** Using a Participatory Action Research Model, evaluate the reliability and validity of a quality assurance system used statewide in services for persons with mental retardation and developmental disabilities.

GOALS:

The broad goal of the proposed project is to implement a systematic technical assistance (TA) approach in order to develop leadership and self-determination abilities among adults with disabilities, expand circles of support, and achieve person-centered opportunities outcomes.

Specific First Year Goals:

1. To develop the leadership and self-determination abilities of adults with developmental disabilities and
2. To develop and maintain nine “circles of support” focusing on the wants and needs of each of these individuals.

DESCRIPTION/OUTCOME

The Supported Housing Initiative was created to address the lack of a systematic and comprehensive TA approach that will guide individuals with developmental disabilities and their choices of support in creating the leadership and self-determination abilities necessary to plan and gain necessary choices in opportunity outcomes. The project addresses this problem by implementing a comprehensive and systematic TA model, with participants and their families and by exploring the activities, characteristics, accomplishments, and barriers of their participants and their circles.
PROJECT: Supported Housing Initiative  
Community Development Project

ADDRESS: The Center for Disability Resources  
A University Center for Excellence in Developmental  
Disabilities Education, Research and Service  
University of South Carolina  
School of Medicine, Department of Pediatrics  
Columbia, SC 29208

BEGINNING DATE: July 1, 2005

FUNDING: Core Grant

GOALS:

The broad goal of the proposed project is to implement a systematic technical assistance (TA) approach in order to develop leadership and self-determination abilities among adults with disabilities, sustain circles of support, and achieve person-centered community outcomes.

Specific First Year Goals:
1. To develop the leadership and self-determination abilities of nine adults with developmental disabilities; and
2. To develop and sustain nine “circles of support” focusing on the wants and needs of each of these individuals.

DESCRIPTION/OUTCOME:

The Supported Housing Initiative was created to address the lack of a systematic and comprehensive TA approach that will guide individuals with developmental disabilities and their circles of support in assuming the leadership and self-determination abilities necessary to plan and pursue consumer choice in community outcomes. The project addresses this problem by implementing a comprehensive and systematic TA model with participants and their circles and by exploring the activities, characteristics, accomplishments, and barriers of these participants and their circles.
OUTCOMES:

Accomplishment of the proposed goals will result in four measurable and attainable outcomes:

3. Nine adults with disabilities will acquire the leadership and self-determination knowledge, behavior, and skills to direct their circles of support;

4. Nine person-centered plans that envision each individual's desired community outcomes and supports will have been written and be in the process of being implemented;

5. Nine circles of support, consisting of an estimated 60 systematically trained direct service workers, family members, and other community members and friends; and

6. A qualitative 12-month report of the project's findings including the identification of vehicles that support consumer choice and vehicles that inhibit consumer choice will have been developed.

PERSONNEL:

Project Staff: Meghan Trowbridge, LMSW (803) 935-5634

RELATIONSHIP TO SCUCE:

Training: Provides training to a variety of agencies on how to create and sustain circles of support and develop person-centered plans by modeling the process.

Technical Assistance: Provides technical assistance to various agencies on topics related to self-determination, housing resources, circles of support, community integration, and planning.