Capacity Building for America Indians Project (CBAIP)

Since 1996, the Capacity Building for American Indians Project (CBAIP) has provided national outreach, technical assistance (TA) and trainings to American Indian Vocational Rehabilitation (VR) Programs and other interested American Indian tribes and Alaska Natives. Capacity building activities have included presentations at national conferences, grant writing workshops, grant management trainings, and one-on-one assistance that may be needed to ensure a successful culturally appropriate program. The CBAIP team is comprised of: Winona Reid (Navajo), Project Director, Deeda Williams (Mississippi Band of Choctaw), Project Associate, and Selita Mitchell (Navajo), Administrative Assistant.

CBAIP has conducted 12 presentations in the last year to a total of 500 vocational rehabilitation personnel and others who support of American Indians with disabilities on the Tribal, State, and National levels. In addition to outreach and dissemination, the team also provided one-on-one assistance to tribes requesting specific TA and training services. Examples of training topics include: Grant Writing Criteria, Budget Development, Program Evaluation, Policies and Procedures, Rules and Regulations, and Grant Management. The CBAIP staff wants to ensure that its TA and training event are helpful to tribal communities in establishing culturally relevant and appropriate VR services on tribal reservations.

Currently, there are 85 American Indian/Alaska Native Vocational Rehabilitation Programs in 25 states. This fiscal year, the CBAIP will work with over 40 tribes writing and competing for the Vocational Rehabilitation Services Project for American Indians with Disabilities grant (CFDA 84.250).

In order to assure quality and program improvement, CBAIP has participants complete an evaluation at the end of each training. Below are examples of feedback received in the comments and suggestions section of the evaluations.

"Training provided was very helpful to this program."

"The CBAIP always does an excellent job. Thank you for the support."

"...Project Services was most beneficial because this is the area we struggled with on [the] previous application."

"It was good to go over the process step by step and discuss things to include and why it was important."

"Immediate Feedback/Support is extremely important and appreciated."

"Great training! Love the one on one – the best way to learn."

"We found that this information would enhance our writing in order to present the needs of our community."

"Very helpful & thorough. I do wish we had another day w/ all the staff available. Well – prepared presenter. It made a big improvement in the grant & I hope to have further improvements over the next week working section – by – section until it’s ready."

The CBAIP website has useful links to websites and resources, FAQs, Technical Assistance and Training information, and archived grant training material. Please visit this IHD – AzUCD program to learn more at http://nau.edu/SBS/IHD/Program/CBAIP/.

Evidence-based Practice in Disability Disciplines
2013 CONFERENCE

Mark your Calendar!
JUNE 10-11

See inside for more details or visit nau.edu/sbs/ihd
With each passing year, the pressure on practitioners to engage in evidence-based practice increases. Evidence-based practice is motivated by a need to protect consumers so that they receive interventions with the greatest chance of positive outcomes. Ineffective, fad, and controversial procedures can displace effective interventions and drain financial resources intended to support them. While the need for evidence-based practice and mandates to encourage it are well understood, these resources are not always accessible to practitioners.

At the Institute for Human Development (IHD), we are committed to enhancing the quality of services for individuals with disabilities through evidence-based practice. We will be offering a conference with an emphasis on the needs of Arizona’s communities and the demands on Arizona’s practitioners. The primary purpose of the Evidence-based Practice in Disability Disciplines Conference is to supply practitioners who work with individuals with disabilities with the resources they need to effectively implement evidence-based practice in their respective disciplines and locations across the state.

Access  Attitude  Inclusion
IHD makes significant strides in higher education training

IHD is proud of its accomplishments in the area of higher education training as we have made significant strides in the past 15 years. Not only have we greatly enhanced the university curriculum in the area of disabilities by formalizing three graduate certificates and an undergraduate minor, we have also infused critical content into courses from other departments. Karen Applequist coordinates pre-service training working closely with the Curriculum and Assessment Committee (Dan Davidson, Janis Doneski-Nicol, Diane Lenz, Kathy Mahosky, Tom Uno and Matthew Wangeman).

A walk down the hallway of the IHD gives you a glimpse of some of our accomplishments. What may not be apparent is that IHD’s offers 32 undergraduate and graduate courses and employs 12-part-time instructors. One of our most recent accomplishments is the infusion of a new Disability Experience module into the university curriculum. This module was developed through collaboration between staff involved in both university and community training. Delivery of these modules to students in seven different academic departments has been highly valued by both students and faculty here at NAU.

The Interdisciplinary Certificate in Disability Policy and Practice was created in 1999 with 148 graduate students from 11 different graduate programs participating in this campus-based certificate program since its inception. The focus of this certificate is to prepare students to be more effective members of interdisciplinary teams working with persons with disabilities. Students have benefited from the experience of being involved in IHD-AzUCD and community programs. Kathy Mahosky and Karen Applequist coordinate didactic and field experiences that are part of the certificate program including the Interdisciplinary Training Clinic. We plan on scheduling monthly clinics in the coming academic year (including two clinics that involve Dr. Sydney Rice).

In 2003, the graduate Certificate in Assistive Technology was created. It is coordinated by Janis Doneski-Nicol. This certificate program is delivered online by Janis Doneski-Nicol and a cadre of instructors having expertise in assistive technology. It prepares students to provide assistive technology services to children and adults with disabilities and provides knowledge and skill development opportunities for professionals across disability fields. Students may take this program as a stand-alone or in conjunction with a graduate degree program. Many students participating in this training have received financial support from a foundation or from a personnel preparation grant awarded to the IHD.

Our third graduate certificate is Positive Behavior Support, which was created in 2006. This online program is coordinated by Dan Davidson and is aligned with standards required by the Behavior Analyst Certification Board (BACB). Courses in this certificate focus on the principles of Applied Behavior Analysis and Positive Behavior Support and their application with both children and adults with challenging behavior. Enrollments in this certificate have increased significantly each year, as professionals desire this specialization and ultimately plan on becoming board certified and licensed behavior analysts.

In the fall of 2010 we launched a new campus-based undergraduate Minor in Disabilities Studies, coordinated by Kathy Mahosky. Participating students learn about historical and legal contexts of disability. The introductory course, which also meets a liberal studies requirement, is taught by Kathy and Matt Wangeman. They make a very effective teaching team and were recognized this past year by the College of Social and Behavioral Sciences for their innovative teaching. Although the minor is still quite new, there are already 19 students enrolled.

IHD - AzUCD coordinates a statewide program of professional development courses for teachers titled, Special Education Learning Experiences for Competencies in Teaching, or simply SELECT. SELECT is funded by the Arizona Department of Education and managed by IHD program coordinator, Amy Grey. Ms. Grey and Department of Education personnel collaborate in identifying training needs and developing SELECT coursework.

In addition to our existing training initiatives coordinated through the IHD-AzUCD, we are associated with faculty from the U of A Department of Pediatrics (Sydney Rice and Eileen McGrath), who direct the Arizona Leadership Education in Neurodevelopmental & Related Disabilities (AzLEND). IHD-AzUCD faculty are members of the AzLEND faculty and are involved in teaching and mentoring students.
Dr. Dan Davidson earned his PhD from the University of Wisconsin in 1984. He was then hired as the Statewide Behavior Training Coordinator for the Center for Human Development at the University of South Dakota. After four years of driving across the state to conduct training and consultation, he was hired as the Children's Center Director of Southeastern Mental Health Center, where he served as principal of the school and director of the residential services for children and adolescents with disabilities and severe behavior problems. With the help of his amazing staff, Dan was able to oversee the elimination of all forms of seclusion and restraint.

In 1992 he moved to Flagstaff and began working for the Institute for Human Development at Northern Arizona University. Dan worked on many projects from early intervention training to assistive technology, but his true passion (and the bulk of his professional career) has been in the field of positive behavior support. He has devoted his career to understanding (and helping others understand) the challenging behavior of those they support.

In 2004 Dan became a Board Certified Behavior Analyst (BCBA). In 2006 he created Arizona's first Graduate Certificate program in Positive Behavior Support and obtained approval by the Behavior Analyst Certification Board as an “Approved Course Sequence”. In 2010 Dan became a licensed behavior analyst in the state of AZ.

Dan helped to establish BCBA's and licensed BA's as respected professionals in Arizona. Through his students, his advocacy, his consultation and his example, Dan has been instrumental at raising awareness that behavior analysis, when used to make problem behavior irrelevant, ineffective and inefficient, can minimize the need for coercion in teaching, parenting, and other caregiving roles.

Dan's ultimate goal is to help parents, teachers and other caregivers, find the peace that comes when problem behaviors fade away and relationships improve.

You are known throughout IHD (and across the state) as the preacher of positive behavior support. What is positive behavior support and why is it so important to you?

Positive Behavior Support, sometimes referred to as Positive Behavior Interventions and Supports (PBIS) is a field that has evolved over several decades out of a reaction to old and outdated approaches to treating people with disabilities and challenging behavior.

One of the outdated approaches to treating people who behaved badly was to lock them up in an institution far away from the public, where “presumably” they would get the specialized care from qualified experts that they needed. This didn't work. In fact it only produced more entrenched and institutionalized behavior patterns.

Adding to the antiquated approaches was the “experts” know best and make all decisions for and on behalf of the individual. But we have seen from the works of the self-advocacy movement that people know what’s best for themselves and should play a vital role in their own self-determination (i.e., “Nothing about me without me”).

There was also the square peg and round hole problem (e.g., trying to force someone to behave rationally even though she might be living an irrational life, such as a group home with a roommate she doesn’t like and few opportunities to do the things that she enjoys). The newer approach is to involve that person and all who know and care about her to dream of what a better life would look like and to actively work towards changing her lifestyle to fit that dream.

Finally, there was the heavy use of punishment strategies to change behavior. The science of applied behavior analysis (ABA) has done an amazing job of uncovering some basic rules of behavior that affect all of us... learners and care-
givers, children and parents, students and teachers. If good things result as a consequence of our actions we are more likely to repeat those actions. This is called reinforcement. If bad things happen as a consequence of our actions we are less likely to repeat those actions. This is called punishment. But for too many years researchers and service providers relied too heavily on punishment rather than reinforcement. The results were only temporary behavior improvement at best, and many other negative side effects.

Fortunately, however, there have been tremendous gains made in the preventative and proactive use of our behavioral science that reduces or eliminates the need for intrusive, coercive and restrictive interventions. Paying closer attention to the events that happen just before challenging behavior allows us to eliminate, modify or teach the person to handle those events. Conducting careful functional behavioral assessments (FBAs) to discover the exact reinforcer maintaining running-away behavior (for example), allows us the ability to use that same reinforcer for acceptable replacement behavior. If a child runs away to get out of the classroom, we can teach him to ask for a break. If another child runs away to get chased by the adults we can teach her to ask for attention.

Another outdated approach is reflected in environments that use fear and threat of … losing recess, detention, suspension or expulsion, as the primary means to achieve and orderly student body. When these tactics don’t work for some students they can end up without an education and/or in jail. The newer approach is to change the school climate over time to one where appropriate “expected” school behaviors are actively taught to all students repeatedly, and where adults notice and acknowledge students who use those expected behavior.

Why is it important to me? Because I have seen too many people sentenced to life behind institutional walls for no crime other than being born with a disability, too many students who cannot tell their parents what happened at school restrained or secluded for non-dangerous behavior, too many security officers called to remove students, too many police officers called to arrest students, too many parents imposing coercive control and harming what could be wonderful relationships with their children, other parents imposing no limits out of fear their children will lose control, and too many parents, teachers and other caregivers reacting to challenges and behaving in ways that make them unhappy. None of this has to continue. It can all change if we strive to find innovative ways to teach and support all caregivers to use positive behavior support.

What are some ways you have attempted to help those caregivers?

I have been very lucky in my career to have the opportunity to try many different ways to positively impact the lives of individuals with challenging behavior and their caregivers, by promoting best practices in non-coercive behavior change. I have always tried to do this through the most effective and efficient methods possible. To date, these methods have included direct service, consultation, training, higher education, advocacy, product development, and policy development. Working at IHD has allowed me to serve in many different ways. I am proud to have played a role in the requirement for all Arizona schools to adopt policies that address their use of seclusion and restraint. And I have provided training to thousands of teachers, parents and other caregivers, on positive and effective alternatives that minimize the need for such procedures. I am proud to have played a role in the requirement that those who practice behavior analysis in Arizona must be licensed, as a way to protect the public from unqualified practitioners.

My latest work has been to create, teach and manage, the courses we offer in the NAU Graduate Certificate in Positive Behavior Support (http://nau.edu/SBS/IHD/Programs/Positive-Behavior-Support/). This has allowed me to share what I feel are the most critical skills with so many wonderful and committed people who want to learn and apply positive behavior support in their careers. Our students include practicing and future special education teachers, school psychologists, speech therapists, and more. Most of our students plan to become Board Certified Behavior analysts (BCBAs) and licensed behavior analysts. Some of our students are in important positions of influence where they in turn are training/supervising others, establishing policies, or directly helping individuals to improve their behavior and their lives. I’m a very lucky man.

What would you like people to know about you outside of work?

I love to ride my bike to work all year-round, even when there is snow on the ground. I love to hike the Grand Canyon every year with my very good friends. I get some weird pleasure from trying to grow a garden at 7100 feet elevation, despite squirrels, gophers, moles, voles, grasshoppers, elk, raccoons and skunks. And I love to play the guitar. But most importantly, I have raised three wonderful young men (with “considerable” help of my amazing wife, Joyce). Being a father and a husband has provided me with so many opportunities to put my beliefs and skills into practice. I tried to raise my boys without coercion and, with a few exceptions, I think I did a pretty good job of it.
Introducing the AzUCD-UA Team

The Arizona University Center on Disabilities, University of Arizona Program Site (AzUCD-UA) conducts research in birth defects and developmental disabilities. The AzUCD-UA staff has been designing and implementing surveillance systems to collect, manage, analyze, evaluate, and report developmental disabilities data for over a decade. Population-based surveillance programs include Centers for Disease Control and Prevention (CDC)-funded projects for Fetal Alcohol Syndrome (FAS) from 1997 to 2003 and again in 2009; Autism Spectrum Disorders (ASD) from 2000 to present; and Duchenne and Becker Muscular Dystrophy (DBMD) from 2002 to present. AzUCD-UA is also the recipient of a CDC-funded grant that identifies a population-based sample of individuals with spina bifida ages 3-5 years and explores the feasibility of obtaining long-term health, development, and parent information data. These projects draw extensively on relationships that have been created with Arizona research partners including the Arizona Department of Health Services (ADHS), Arizona Department of Education, pediatric inpatient units and outpatient clinics, and the Arizona Children's Rehabilitative Services (CRS) program. The AzUCD-UA staff consists of 5 investigators and 16 staff located in Tucson and Phoenix.

In 2010, the AzUCD-UA program site was awarded a Leadership Education in Neurodevelopmental and Related Disabilities (LEND) planning grant and a full award in 2011. The LEND program serves long-term and medium-term trainees representing 12 different disciplines from three universities.

IHD Assistive Technology Center Open House highlights services and tools

The Institute for Human Development Assistive Technology Center at Northern Arizona University held their annual Open House event on Wednesday October 3rd. This is a key event to highlight assistive technology services and tools available in Northern Arizona and on the NAU campus. The event drew over 120 participants who gathered at the Institute for Human Development and the Assistive Technology Center. Members of the NAU community, staff, and participants statewide came together to meet with the Assistive Technology Center staff and assistive technology vendors who participated in this event. Assistive Technology Center staff demonstrated a range of assistive technology devices for persons with disabilities, parents, school district staff and others throughout the evening. We hope to start planning for next year’s event soon!

IHD-AzUCD’s Graduate Certificate in Assistive Technology recently received a Seal of Assessment Achievement for the academic year 2011-2012 from Northern Arizona University. Academic programs earning this recognition have established priorities for assessment, selected appropriate methods and indicators for assessing student learning outcomes, and set standards in order to meaningfully interpret assessment results. Additionally, faculty have thoroughly assessed student learning outcomes and clearly stated findings, including recommendations for future modifications to curriculum, learning design, and assessment.
The Institute for Human Development’s Growing in Beauty Partnership Program (GIBPP) is funded by the Navajo Nation’s Office of Special Education and Rehabilitation Services. The Growing in Beauty program (GIB) assists the Navajo tribe in addressing their intergovernmental agreement (IGA) with Arizona’s Part C Program for infants and toddlers (Arizona Early Intervention Program or AzEIP). The IGA between AzEIP and the Navajo Nation requires the tribal program to identify and serve children with disabilities from birth to three years old and their families as regulated by Part C of the Individuals Disabilities Education Improvement Act. The IHD Growing in Beauty Partnership Program provides professional staff, including speech/language pathologists, physical therapists and, when available, occupational therapists, to fill the personnel gaps in the tribal program’s interdisciplinary teams. The IHD/GIBPP also provides support from a licensed social worker, as needed.

The staff in the IHD/GIBPP has a lot of ground to cover. The closest GIB office is in Tuba City, 75 miles away. The furthest office is 145 miles away in Chinle. This makes the teaming process one that occurs primarily through bi-weekly phone calls between the GIB staff located in the offices on the Navajo Nation and the IHD/GIBPP staff located in Flagstaff. The team meetings are guided by a very specific agenda that includes a review of new referrals, scheduling, and time for team-based coaching. If a child is determined eligible for AzEIP and an IFSP is developed, the core team, along with the family, determines which of the team members will be the lead for the family. This decision is based on a number of variables, including staff availability, location of the family, needs of the child and/or family, language, culture, lifestyle, and compatibility between the staff and the family. Once a lead is determined, this individual will receive training to ensure that he or she has the knowledge to use a coaching model with the family to help them address the outcomes on the IFSP. Building family capacity requires that the lead and the supporting core team members possess an extraordinary repertoire of knowledge and skills relative to family systems, adult learning strategies, child development, physical and behavioral health, disability, local, tribal, state support systems, and, of course, team dynamics. It requires that the family’s lead understands when and how to introduce new information, how to support and monitor the effectiveness of the intervention process, and how to give and receive support in the context of the core team. It also requires the lead to know when to sit back and “Wait, Watch and Wonder,” as Jerree Pawl, past board president of Zero to Three has recommended to those working with families of young children. Fortunately, the staff with GIBPP are up to the task.

The GIBPP is staffed with a terrific group of people. Jim Samsel, Laura Smith, and Jill Basham are the speech/language pathologists on the team. The physical therapists include Krista Branch and Lisa Granger. Jamie Senese is the social worker on the team. Selita is the educator and administrative assistant. We encourage student participation and always appreciate the opportunities we have to work collaboratively with the related programs at IHD.
Arizona Developmental Disability Planning Council (ADDPC):

Reducing Seclusion and Restraints through Positive Behavior Interventions and Supports (PBIS)

This ADDPC funded project was designed to reduce the use of unnecessary and dangerous seclusion and restraint among students with developmental disabilities by supporting local education agencies (LEAs) in their efforts to train staff in Positive Behavior Interventions and Supports. The intended result is positive school climates that allow schools to make data-based decisions about how they manage behavior, and ultimately reduce the use of dangerous and unnecessary seclusion and restraint. It brings together and coordinates the existing state resources in PBIS and the strengths of the state Developmental Disabilities Network. A long term goal is to create a lasting system of state leadership that will increase the number of LEAs that use the best practices established by PBIS. For further information about the project, please contact Dr. Daniel Davidson at Daniel.Davidson@nau.edu.

WHAT OUR TRAINEES ARE DOING

Michelle ‘Shellie’ Lacey
Director of Physical Therapy at The San Diego Functional Restoration Program

Place of employment and title:
The San Diego Functional Restoration Program

Education:
Graduated May 2012; Doctorate of Physical Therapy, Disability Policy and Practice Interdisciplinary Certificate Program.

Some of your accomplishments since graduating:
Began working as the Director of Physical Therapy at The San Diego Functional Restoration Program

What are you doing now?
Directory of Physical Therapy and member of American Physical Therapy Association and California Physical Therapy Association

What else would you like your classmates/colleagues/current students to know about you?
I’m continuing to expand my knowledge about chronic pain and its impact on daily living and quality of life.

How did your program help you become a better professional who supports people with disabilities?
IHD’s Interdisciplinary Certificate in Disability Policy and Practice helped me to improve my skills of working as a team with other professionals. I am now working with an interdisciplinary team for a Functional Restoration Program for patient with chronic pain. I’m working closely with a Medical Doctor, Psychologist, Vocational Rehabilitation, Nutritionist and Integrative Medicine Specialist.

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Community News Notes is a publication of the Institute for Human Development (IHD). The IHD is a research and training program located at Northern Arizona University and part of a national network of University Centers for Excellence in Developmental Disabilities (UCEDD).