Institute on Disabilities at Temple University
MEDIA KIT

Sally Gould-Taylor, PhD
Executive Director
Research Associate Professor
College of Education and Human Development
Temple University
Email: sgould-taylor@temple.edu
Tel: 215-204-5775
TABLE OF CONTENTS

• Programs and Services General Information  page 2-page 3
  Overview of advocacy, assistive technology, education, policy, employment, research
  and evaluation, and core functions
• College of Direct Support  page 4
  Supporting people with information and education to develop more fulfilling lives
• College of Employment Services  page 5
  Education designed for Direct Support professionals who guide people with disabilities
  toward fulfilling jobs
• Equal Justice  page 6
  Providing information and resources for people with developmental disabilities who
  encounter the criminal justice system
• Home and Community Based Services  page 7
  Providing information, resources and personal stories about the HCBS Final Rule in
  Pennsylvania and nationally
• Independent Monitoring for Quality  page 8
  Pennsylvanians who receive support through the Office of Developmental Programs in
  Pennsylvania are interviewed to learn about their quality of life
• Leadership & Career Studies  page 9-page 10
  Provides an authentic four-year college experience for students with intellectual
  disability, and intellectual disability and autism
• Leadership Development  page 11
  Training programs designed for people with disabilities and their families offering
  information on local, state and national issues affecting people with disabilities
• Media Arts & Culture  page 12
  Arts initiatives addressing important community issues with innovative, fully accessible
  cultural programming.
• TechOWL  page 13
  The Institute's assistive technology program—finding tools and technology for people
  across Pennsylvania

CONTACT INFORMATION
Institute on Disabilities College of Education and Human Development
Ritter Annex 4, Room RA 430  1301 Cecil B. Moore Avenue  Philadelphia, PA 19122
215-204-1356  iod@temple.edu  disabilities.temple.edu
The Institute on Disabilities at Temple University is one of the sixty-seven University Centers for Excellence in Developmental Disabilities Education, Research and Service funded by the Administration on Developmental Disabilities, U.S. Department of Health and Human Services.

<table>
<thead>
<tr>
<th>Programs and Services of the Institute on Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADVOCACY</strong></td>
</tr>
</tbody>
</table>
| • Equal Justice for People with Developmental Disabilities  
  Providing information, training and products which focus on the interaction between the criminal justice system and people with disabilities [disabilities.temple.edu/justice](http://disabilities.temple.edu/justice) |
| • Emergency Preparedness  
  Helping Pennsylvanians with disabilities, families and support personnel think about and prepare for emergencies [disabilities.temple.edu/eprep](http://disabilities.temple.edu/eprep) |
| • Deconstructing Racism and Ableism in the School-to-Prison Pipeline  
  Innovative intervention and community training project addressing the reality that race and disability are important factors in the continuation of the school-to-prison pipeline. Project partner: Racial Empowerment Collaborative at the University of Pennsylvania [https://disabilities.temple.edu/school-to-prison/](https://disabilities.temple.edu/school-to-prison/) |
| • Inclusive Health Equity  
  NEW— Funded by the Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), and in partnership with Temple University’s College of Health Sciences, this project will strive to ensure health equity for Pennsylvanians with disabilities, who are aging, and those with mental health issues. |
| **Leadership Development**                             |
| • Competence and Confidence Partners in Policymaking: C2P2, C2P2 Early Intervention and Families First  
  Leadership training for adults and parents of children/young adults living with intellectual disabilities and/or on the autism spectrum, providing up-to-date information and skill building about leadership, self-determination and early intervention [disabilities.temple.edu/c2p2](http://disabilities.temple.edu/c2p2) |
| **ASSISTIVE TECHNOLOGY SERVICES**                      |
| The Institute is home to TechOWL, Pennsylvania’s Assistive Technology Act program. TechOWL programs help people with disabilities explore, find, and get the tools and technology they need to lead a productive life in the home, community and at work.  
  **Activities include:**  
  • Borrowing devices from the Lending Library  
  • Providing devices demonstration  
  • Receive a free special phone  
  • Find a used device at low cost or free  
  • Receive equipment for people who are deaf and blind  
  • Schedule a training or presentation  
  • Get a custom-made device [techOWLpa.org](http://techOWLpa.org) |

(continued on other side)
## EDUCATION
- **College of Direct Support**
  Online curriculum designed for Direct Support professionals (DSPs) who support people with intellectual and developmental disabilities [disabilities.temple.edu/cds](http://disabilities.temple.edu/cds)
- **Disability Studies at Temple University**
  Interdisciplinary collaboration offering accredited programs, lectures, performances, symposia and more—inclusive programming with great diversity in both scholars and students, including the Disability Studies Graduate Certificate [disabilities.temple.edu/ds](http://disabilities.temple.edu/ds)
- **Leadership & Career Studies**
  A four-year certificate program providing young adults with intellectual disabilities an authentic college experience at Temple while developing academic abilities, career aspirations, work skills and independence [disabilities.temple.edu/lcs](http://disabilities.temple.edu/lcs)
- **The Mini Course Lecture Series on Disabilities**
  Hosts guest speakers and lecturers—experts in Disability Studies, Assistive Technology, Leadership Development, Social Policy and more [disabilities.temple.edu/miniserie](http://disabilities.temple.edu/miniserie)

## EMPLOYMENT
- **Employment Here and Now**
  Works to support transition age youth with intellectual/developmental disabilities in the North Philadelphia area to achieve long-, part- or full-time employment; and to increase employment outcomes by directly connecting with employment agencies to collaborate efforts to help increase the number of people with disabilities in the workforce. Funded through LNPWI (Lenfest North Philadelphia Workforce Initiative) [disabilities.temple.edu/hereandnow](http://disabilities.temple.edu/hereandnow)

## MEDIA ARTS AND CULTURE
Arts initiatives and working collaboratively with university and community-based arts organizations and practitioners to create innovative, fully accessible cultural programming, including oral history, archival preservation, documentary, exhibition and public performance. [disabilities.temple.edu/advocacy/media-arts-culture](http://disabilities.temple.edu/advocacy/media-arts-culture)

## POLICY
- **Person Directed Services (PDS)**
  New goals for this project provide ways for people with disabilities, families and the generic community to learn from one another through community conversations, expanded resources and sharing stories [disabilities.temple.edu/pds](http://disabilities.temple.edu/pds)
- **HCBS–Home and Community Based Settings Final Rule**
  Sharing information about the Rule which provides new opportunities for people with disabilities to have the kinds of community services they want [disabilities.temple.edu/hcbs](http://disabilities.temple.edu/hcbs)

## RESEARCH AND EVALUATION
The Institute's informed perspective brings together the best of working in community networks, successful program exploration and academic knowledge of best practices [disabilities.temple.edu/research](http://disabilities.temple.edu/research)
- **IM4Q: Independent Monitoring for Quality**
  Collecting and disseminating information that might help improve the quality of life of people with disabilities [disabilities.temple.edu/im4q](http://disabilities.temple.edu/im4q)

## CORE FUNCTIONS
- **Technical Assistance (TA)**
  Providing TA to Pennsylvanians with disabilities, family members, educators, DSPs and other professionals
- **Research**
  Conducting research and disseminating results in both academic and plain-language formats
- **Information Dissemination**
  Creating materials and information, both traditional and virtual, that are fully accessible
- **Pre-Service Training**
  Opportunities for graduate and research assistants each semester, representing disciplines across all Temple colleges

## CONTACT US
Institute on Disabilities, College of Education and Human Development
Ritter Annex 4, Room RA 430   1301 Cecil B. Moore Avenue  Philadelphia, PA 19122
215-204-1356 voice  iod@temple.edu  disabilities.temple.edu

[back to Table of Contents](#)
Supporting People in Developing More Fulfilling Lives with the Power of Knowledge

You now have access to the College of Direct Support (CDS), a nationally accredited online curriculum designed for:

- Accessible 24/7 from any computer
- Self-directed lessons
- Engaging on-line lessons
- Competency based content developed and reviewed by experts
- Learning management system provides answers to daily challenges

Some key courses in curriculum include:

- Home and Community Living
- Civil Rights and Advocacy
- Community Inclusion
- Positive Behavior Support
- Direct Support Professionalism

Access to CDS is FREE for:

- People with disabilities/self-advocates
- Family members
- Person-directed services
- IM4Q programs
- Administrative Entities
- Support Coordination Organizations
- Office of Developmental Programs

FOR MORE INFORMATION:

EMAIL: CDSPA@temple.edu  TEL: 215-204-1356 (voice)
WEB: disabilities.temple.edu/cds

• DirectCourse is a collaboration between Elsevier and the University of Minnesota’s Research and Training Center on Community Living.
• The College of Employment Services is administered in Pennsylvania.
• Funded through the Pennsylvania Office of Developmental Programs, Department of Human Services.
Are You Providing Employment Supports and Need the Association of Community Rehabilitation Educators (ACRE) Certificate?

The College of Employment Services (CES) is designed for Direct Support Professionals who guide people with disabilities toward fulfilling jobs.

Each lesson is focused on a specific facet of employment where staff will learn what they need for ACRE.

The courses are built on the same core competencies covered in the Association of People Supporting Employment First (APSE) National Certification exam – CESP™ (Association of People Supporting Employment First).

**Topics covered include:**
- Legislation and regulations
- Job Development
- Promoting and mentoring job seekers
- Building base of employers and relationships
- Individualized Career Planning
- Interviewing techniques
- Analyzing benefits
- Etiquette and people-first language

**Access to CES is FREE for:**
- People with disabilities
- Family members/caregivers
- Person-directed services
- Providers currently using College of Direct Support (CDS)
- IM4Q programs
- Administrative Entities
- Support Coordination Organizations
- Office of Developmental Programs

FOR MORE INFORMATION
EMAIL: PACES@temple.edu  TEL: 215-204-1356 (voice)
WEB: disabilities.temple.edu/ces

- DirectCourse is a collaboration between Elsevier and the University of Minnesota’s Research and Training Center on Community Living.
- The College of Employment Services is administered in Pennsylvania.
- Funded through the Pennsylvania Office of Developmental Programs, Department of Human Services.
People with developmental disabilities are increasing coming into contact with the criminal justice system. Justice and the disability service systems are ill-prepared to ensure that these individuals are afforded their legal rights of due process.

Crimes against people with developmental and other disabilities are:

- a problem similar to violence against women, child abuse, and elder abuse
- reported and prosecuted at a much lower rate than crimes against people without disabilities.
- for adults, 7 times higher than against adults without disabilities.
- for children, 2 times more likely than children without disabilities.

Defendants with intellectual disabilities and other cognitive disabilities

- often unwittingly waive their rights and confess to crimes they do not commit.
- are frequently given longer sentences than people without disabilities.

The goals of Institute’s Equal Justice program are:

- to establish a replicable advocacy model at the municipal court level so the rights of individuals with developmental disabilities are ensured.
- to provide mentoring to self-advocates and families who in turn provide training to others for a better capacity to support themselves.
- to give training and technical assistance to law enforcement, the judiciary, victim services and disability service providers, family members, people with disabilities, educators, medical professionals and other allies. Topics include:
  » Due process disparities for suspect and defendant
  » Healthy sexuality as a proactive means of not becoming a victim or defendant
  » Transition training for professionals dealing with students moving from school to community
  » ADA adherence, and better understanding of people with non-traditional communication styles
  » Personal Safety Education; Intersection of the Criminal Justice System and Disabilities; and Disability, Sexuality, and the Law (as well as other customized topics as requested) for undergraduate and graduate presentations

FOR MORE INFORMATION

Beverly Frantz
bfrantz@temple.edu
215-204-5078
Empowering People with Intellectual Disabilities and Families by Making Community Inclusion Real

The Centers for Medicare and Medicaid Services (CMS) Home and Community Based Services (HCBS) Settings Final Rule builds upon decades of federal disability policy initiatives focused on increasing person-centered practices, the realization of basic human rights, and full community inclusion. It was created to impact residential and day service settings funded through Medicaid and to promote choice of daily activities and person-centered planning.

All HCBS settings must:

- Be integrated in and facilitate access to the greater community;
- Allow individuals optimized autonomy and independence in making life choices;
- Be chosen by the individual from among residential and day options, including non-disability specific settings;
- Ensure right to privacy, dignity and respect (including no coercion or restraint);
- Provide opportunity to seek competitive employment;
- Provide for choice of roommate in a residential setting; and
- Encourage choice of services and choice of who provides them.

The Pennsylvania Project

The Institute's project, funded by a grant from the PA Developmental Disabilities Council, addresses the need for system change in HCBS through a series of education, advocacy, monitoring, and reporting activities.

Advocacy and Education

A “Train-the-Trainer” model is used to help inform self-advocates and families about the Rule. Trainers (self-advocates and family members) also assist in the developing of training modules.

Monitoring Activities and Data Collection

Independent Monitoring for Quality (IM4Q) reports are used to determine a baseline for where Pennsylvania stands with the Rule.

FOR MORE INFORMATION

Jamie Ray-Leonetti
jamie ray-leonetti@temple.edu
215-204-9543

back to Table of Contents
Every year, thousands of Pennsylvanians are interviewed by IM4Q staff to learn about the overall quality of life for people who receive support through the Office of Developmental Programs in Pennsylvania.

The interviews are conducted in each of Pennsylvania’s 48 County Administrative Entity programs by 38 select, independent programs throughout the Commonwealth. Interview teams, each including a person with a disability or a family member are carefully selected and thoroughly trained.

In 1997, Pennsylvania’s Office of Mental Retardation (OMR) (now called Office of Developmental Programs) began disseminating its multi-year plan. A pilot program for “independent monitoring” of the vision, values and goals contained therein was conducted in 1999-2000. The final report was used as the basis of the State Report of IM4Q and as the foundation for the development of a Quality Action Plan that is being implemented with all intellectual disabilities system stakeholders.

Along with stakeholders, the Institute on Disabilities developed the program. It also created the survey. The Institute provides training and technical assistance to the interviewers, analyzes the data, and produces an annual statewide summary report along with reports for each county Administrative Entity program.

- A full description of the IM4Q methodology and procedure is included in the annual summary report.
- Counties select local IM4Q Programs to conduct the interviews
- The Institute on Disabilities trains local IM4Q programs on the interview instrument, the Essential Data Elements (EDE).
- The local IM4Q programs assign interview teams to individuals randomly selected to be monitored.
- The collected data is sent to the Institute on Disabilities for analysis and the creation/distribution of reports.
- Each IM4Q Program has a “closing the loop” (follow-up) activity to ensure that specific issues are addressed.

FOR MORE INFORMATION
Mary Kay R. Cunningham
mkrc@temple.edu
voice 215-204-1485

back to Table of Contents
Leadership & Career Studies at the Institute on Disabilities at Temple University provides an authentic four-year college experience for students with intellectual disability or intellectual disability and autism. The program develops students’ academic abilities, career skills and social maturity while promoting self-determination and independence so that graduates live the life of their choosing as productive citizens in the community.

REQUIREMENTS
Students must have intellectual disability or intellectual disability and autism as documented through the County Office of Intellectual Disabilities in which the student resides. Students must also:

- Be ages 18-26;
- Have the ability to pay for classes through service funds, grants or privately;
- Have transportation to Temple’s main campus;
- Be available to attend day and evening classes;
- Participate in extracurricular activities for a minimum of 10 hours per week.

PRINCIPLES
In Leadership & Career Studies, students:

- Select courses based on their interests;
- Participate in a variety of employment experiences related to their career goals;
- Develop relationships with Temple classmates as they set and achieve academic, career, and personal goals; and
- Determine and direct the supports they need.
PEER MENTORS
Each student in Leadership & Career Studies is matched with a Temple student mentor who supports them in accessing the university’s rich resources. Current Temple students in good standing are recruited, hired, trained, and supervised by Leadership & Career Studies staff at the Institute on Disabilities to serve as effective and supportive guides. Mentors support students as they participate in academic, recreational, and social activities.

COMPONENTS

Academics
Students enroll in a series of core courses designed to promote leadership and diversity, and choose a variety of elective courses. They have the opportunity to earn a certificate in Diversity and Inclusion through the College of Education and Human Development.

Career
Students participate in a variety of employment experiences based on their preferences, and develop skills necessary for employment in their preferred field. Enrichment workshops cover topics like self-determination, career development, and computer skills.

Supports
Mentors provide support as students engage in campus academics and extracurricular activities.

Advisors
Program advisors work with each student to set and work toward goals and access the supports they need to be successful with their academic, career, and personal development.

Objectives
• Assess personal strengths and opportunities for growth related to career exploration and development.
• Access career resources to develop employment goals and objectives.
• Improve communication and leadership abilities.
• Develop skills to facilitate independence.

INFORMATION
Titania Boddie—Program Director
tboddi01@temple.edu
Denise Beckett—Logistics Coordinator
dbeckett@temple.edu
215-204-1356 (voice)
instituteondisabilities/lcs/
Institute on Disabilities at Temple University

leadership development

C2P2 is a leadership development training program designed for adults with disabilities, and families of young children with disabilities. National and local faculty teach about the local, state and national issues that affect people with disabilities. Participants will:

• learn up-to-date information on disability policies.
• build leadership skills to promote quality lives for all people.
• become leaders in their community.

The program is free of charge with meals, childcare, travel reimbursements and lodging available.

Two C2P2 programs are currently available in Pennsylvania:

Competence and Confidence: Partners in Policymaking (C2P2)

C2P2 Adults with an intellectual disability or who are on the autistic spectrum and family members of school aged children experiencing the same disabilities are eligible to apply for this eight two-day session series.

Funded by the Pennsylvania Office of Developmental Programs (ODP).

C2P2 Early Intervention

Family members who have an infant, toddler or pre-school age child in Early Intervention are eligible to apply for this four two-day session series.

Funded by the Pennsylvania Office of Child Development and Early Learning (OCDEL).

Families First

Family members from Philadelphia who have an infant, toddler or pre-school age child who is developmentally delayed attend free information sessions on the basics of Early Intervention supports and services.

Funded through the Philadelphia Department of Behavioral Health and Intellectual DisAbilities Services and Elwyn SEEDS.

For More Information

IOD@temple.edu
voice: 215-204-1772
Guided by the belief that the power and beauty of the arts benefits and lifts us all, the Institute’s Media Arts & Culture unit develops new arts initiatives and works collaboratively with university and community-based arts organizations and practitioners to create innovative, fully accessible cultural programming. The work includes oral history, archival preservation, documentary, exhibition and public performance.

Projects

- **Band Aids Don’t Fix Bullet Holes**—Compilation of works by Youth Advisory Council members about gun violence.
- **We Will Talk About These Days**—Collection of interviews about living with disability while navigating a pandemic.
- **Punch Light**—Virtual performance project that highlights minute-long original works by local artists with disabilities and their creative collaborators.
- **Smart Caption Glasses**—Collaboration with People’s Light theater in Chester County, PA and National Theatre of Great Britain to allow people who are Deaf or have hearing loss to view captions at any performance, from any theater seat.
- **Discovering the Selinsgrove Center**—Project to illuminate the complex history of institutionalization through personal experience using an arts-based methodology so residents who do not communicate in a traditional method can be heard.
- **A Fierce Kind of Love**—Play written by Suli Holum, using word, movement and song to examine stories of Pennsylvania’s Intellectual Disability Rights Movement.
- **Here**—Stories from the Selinsgrove Center and KenCrest Services—19 people with intellectual disabilities who live and work in these segregated settings in Pennsylvania—real and often divisive part of our history—tell their stories.
- **Visionary Voices:**
  - Interviews—Collection of stories from advocates, self-advocates and family members who took great risks to ensure the safety and freedom of people in Pennsylvania’s Intellectual Disability Rights Movement
  - Archives—Preservation of personal papers collections significant to the Movement—a collaboration with Temple University Urban Archives—currently home to the personal papers collections of parent-advocates Dennis Haggerty, Leona Fialkowski, Eleanor Elkin and Audrey Coccia.

For More Information

Lisa Sonneborn
lisa.sonneborn@temple.edu
Voice 215-204-9542
Tools help people.

TechOWL finds tools and technology for people across Pennsylvania.

• Lending Library see what items will work best for you
• Free Special Phones if you have difficulty hearing, talking, seeing, thinking or moving
• Used Equipment donate or get free devices
• Information and Assistance call, email or chat online
• Emergency Plans in case of a disaster
• Get a Demonstration try a variety of different devices

• Affordable AT help paying for what you need
• iCanConnectPA communication access if you have both hearing and vision loss
• Testing and Recommendations to match your needs with tools and technology
• Training wide range of topics for your class or organization
• Get Something Made 3D printed and custom devices
• Connect with Tech Free tablets to help you stay connected to healthcare

Follow us on social media @TechOWLpa

Tel 800-204-7428
Email TechOWL@temple.edu

Technology for Our Whole Lives (TechOWL) at the Institute on Disabilities