

2022

Annual Report

Institute on Disability



**University of
New Hampshire**
Institute on Disability

July 1, 2021 – June 30, 2022
iod.unh.edu



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*Photo (above):
NH Leadership graduate
Eyob O'Connor displays
their self-authored comic
on Supported Decision
Making.*

Greetings!

It is a pleasure to share IOD's key highlights and accomplishments with our many partners, allies, and constituents. Our achievements reflect our collaborations within the university, the state of New Hampshire, and across the nation. As a UCEDD (University Centers for Excellence in Developmental Disabilities), the IOD is poised to elevate evidenced-based practices, research, teaching, and services so individuals impacted by disability can fully access their communities. Our annual report showcases a combination of research, personal stories, and employee contributions, each of which contributes to building a more inclusive and welcoming community.

The IOD is one of three institutes within the College of Health and Human Services (CHHS) at the University of New Hampshire. In 2022, CHHS welcomed a new dean, Kirsten Corazzini, PhD. Dean Corazzini is working to enhance research capacity and promote high-quality practices to benefit all individuals, including older adults and people with disabilities. This represents new opportunities to partner and leverage the IOD's expertise and passion for equitable, culturally respectful, trauma-informed, and inclusive supports.

We recognize the call to support justice, peace, democracy, and equality is louder than ever. Workforce shortages are leaving people without the supports they need in their daily lives. The lack of accessible housing and transportation results in thousands of people being unhoused and disconnected. A shortage of behavioral and mental health supports leaves families and communities in a constant state of crisis. Our collective eyes look ahead to new ways we can partner with you in the year ahead to create real change through our work.

I hope you will join us in enhancing communities, public policy, and services that respect and prioritize people with disabilities and their families as well as older adults in New Hampshire and beyond. Thank you for being a part of our journey this year.

Sincerely

Kelly Nye-Lengerman, MSW, PhD
Director, Institute on Disability

Highlights

► Research:

The WITH Foundation announced a \$50,000 award to the Institute on Disability for a one-year initiative to investigate best practices for offering telehealth care to people with intellectual and developmental disabilities (IDD). *See page 7.*

► Community Service:

The IOD received a Lifetime Achievement UNH Sustainability Award in the staff category. The Sustainability Awards program at UNH celebrates and incentivizes individuals and teams doing important sustainability research, curriculum development and teaching, campus initiatives and culture, and external engagement work across and beyond the university. *See page 6.*

► Training & Education:

The Bridges Training Series is a virtual series designed to prepare NH transition-age youth with intellectual disabilities (ID) in preparing for post-secondary education and careers after high school through the exploration of academic, career, and independent living topics. *See page 7.*

► Information Dissemination:

The IOD produced 48 creative works, including *From Where I Sit*, a blog by Kathy Bates. *See page 13*



About the IOD

The IOD promotes full access, equal opportunities, and participation for all persons by strengthening communities and advancing policy and systems change, promising practices, education, and research. The IOD serves as a bridge between the university and the community by:

- ▶ Teaching and training others on issues that affect people with disabilities;
- ▶ Participating in current research, evaluation, and analysis;
- ▶ Communicating and sharing information with many people; and
- ▶ Providing services and supports to people with disabilities and their families.

The IOD does this work by collaborating with others including:

- ▶ People with disabilities and their families,
- ▶ Federal and state agencies,
- ▶ Service providers and nonprofit organizations,
- ▶ Departments across UNH and other universities,
- ▶ The NH Council on Developmental Disabilities (NH DDC), and
- ▶ The NH Disability Rights Center (NH DRC).

*Photo (above):
Building Futures
Together trainees are
recognized during a
ceremony in May 2022.*

Strategic Plan

FY22 was the culminating year of the IOD's existing five-year strategic plan. In FY18–FY22, the IOD optimized its agility and responsiveness to the changing needs of the greater disability community and the organization by committing to the following three strategic intentions and associated goals and activities:

- ▶ Strengthen our impact on policy and practice through advancements in research, engagement, and scholarship;
- ▶ Enhance services to individuals and communities through advancements in outreach, collaborations, and organizational capacity;
- ▶ Ensure the long-term viability of the organization through advancements in financial strength, organizational design, and sustainability.

The Future of the Institute on Disability

Our four strategic priorities will guide the IOD towards a future where all people, including individuals living with disabilities, are fully engaged and supported members of their communities. This plan will guide and inform the IOD's work for a five-year cycle from 2023 to 2027.

Using feedback from IOD employees, stakeholders, and individuals with lived disability experience, IOD's four strategic priorities include initiatives that will increase our organization's impact in key areas by 2027. Although the following list of initiatives does not encompass all IOD work, it dedicates attention to several efforts designed to ensure that we will continue to meet our mission and the relevant needs of our stakeholders in New Hampshire and beyond.

IOD's Four Strategic Priorities

1. Expand access to person-centered employment opportunities.
2. Advance evidence-informed mental health and substance use disorder services.
3. Improve the health and wellness of people with disabilities.
4. Further accessible, inclusive, culturally relevant early childhood services and education.



State Impact

► IOD's COVID-19 Vaccine Confidence Research

To improve COVID-19 vaccine access for older adults and people with disabilities in New Hampshire, the NH Developmental Disabilities (DD) partner organizations explored barriers to vaccine access and concerns about COVID-19 booster shots. Over 600 people with disabilities responded to the survey. Their top concerns with the booster shot included safety, effectiveness, and necessity.

► Disability RAPP Sheet Addresses Key State Issues

Bi-annually, staff from the Disability Rights Center - NH, UNH Institute on Disability, and NH Council on Developmental Disabilities gather to address key issues facing New Hampshire's population with disability in the Disability RAPP Sheet. The publication focused on two key issues this year: Disability and Housing, and Meaningful Transitions: Setting Higher Standards. Read the latest issue at drcnh.org/disability-rapp.

► Assessing Health Care Worker Exposure to Acts of Violence and Aggression in the Workplace

In 2016, the New Hampshire Senate voted against a bill to require all state-licensed healthcare facilities to perform an annual workplace violence risk assessment and develop written violence prevention plans with specific actions to reduce risk. Recently, Senator James P. Gray asked for an assessment of the current situation in NH regarding workplace safety/violence. In response, Karla Armenti and Peter Antal conducted a pilot survey study of 244 hospital staff to learn more about violence and aggression in the workplace. The goal was to quantify the pertinent issues from the perspectives of all healthcare providers and administrators, from home healthcare workers to hospital CEOs.



Photo (above): Nathaniel Livernois

► Nathaniel Livernois to Improve History Materials for NH Disability Advocates

Nathaniel Livernois, Leadership Series alum '22, received a prestigious fellowship from the Self Advocates Becoming Empowered and ACL's Administration on Disabilities. With this project, Nathaniel will create materials to help others better understand the state's complex disability history. The goal is to help people with disabilities and their families make more informed decisions on how to best advocate for change.

► New Hampshire's Premier IDD Employment Data Report

Statistics are essential to policymaking, planning, research, and advocacy. While area agencies collect data and generate a variety of statistics about the population with disabilities in New Hampshire, it is often difficult for stakeholders who have an interest in the labor force participation of people with disabilities to access this information. Representatives from the IOD work with the NH Department of Health and Human Services to analyze and report on key demographic employment data. The Employment Data Report is a regularly occurring publication of the IOD in collaboration with the Department of Health and Human Services. The report focuses on employment-related data for adults aged 21–64 who receive community care waived services, specifically demographics, hourly wages, weekly hours worked, job titles, industry codes and more.

► NH-ME LEND Celebrates 30th Anniversary

To celebrate their 30th anniversary, NH-ME LEND created a video featuring reflections on NH-ME LEND's impact. Comments from the founding director to the 2022 NH-ME LEND graduates highlight that NH-ME LEND's mission is still critical at the 30-year mark. NH-ME LEND also celebrated the moment with a significant rebranding, pictured below.



Photo (below): NH-ME LEND students and staff at the 2022 capstone presentation session.



IOD Receives Lifetime Achievement Award

In FY22, the IOD received a Lifetime Achievement UNH Sustainability Award in the staff category. The Sustainability Awards program at UNH celebrates and incentivizes individuals and teams doing important sustainability research, curriculum development and teaching, campus initiatives and culture, and external engagement work across and beyond the university.

“The IOD strives to make communities, including our own UNH community, more inclusive and welcoming places, where opportunity is available to all people with disabilities. The UNH Sustainability Award recognizes the IOD’s many contributions through its projects and programs to UNH, New Hampshire, and beyond in our commitment to the social well-being and economic vitality of people with disabilities, their families, and allies,” says IOD Director Kelly Nye-Lengerman, MSW, PhD, who accepted the award.

The IOD was nominated by Fiona Wilson, PhD, Deputy Chief Sustainability Officer for UNH:

“Through their work over more than three decades to improve knowledge, policy, and practices related to the lives of people with disabilities and their families, the Institute on Disability has furthered sustainability outcomes such as reduced inequality, good health and well-being, infrastructure, and quality education. The IOD has demonstrated ongoing leadership, courage, and persistence, for example, with innovations like the new UNH-4U program, which is set to fundamentally change the trajectory of the lives of young people with intellectual disabilities, improving gainful competitive and integrated employment outcomes. IOD is making communities—including our own UNH community—more inclusive and welcoming places where education and opportunity are available to all.

The program raises the visibility of these activities and achievements to help build a deep culture of sustainability that permeates all facets of the university.”



Photo (above): IOD Director Kelly Nye-Lengerman, MSW, PhD, and other IOD staff celebrate receiving the UNH Sustainability Award.

National Impact

► Bridges Training Series

The Bridges Training Series is a virtual series designed to prepare young adults with intellectual disabilities in the exploration of academic, career, and independent living instruction for gainful employment. Participants engage in exercises that focus on self-discovery, occupational and academic direction, advocacy, confidence with technology, social connections, and furtherance of college and career plans. This non-credit, fully remote training series is a great opportunity for young adults planning for post-secondary training or college or for young adults who have already finished high school and want to pursue a new career direction or explore what college has to offer. The program has had a total of five cohorts with a total attendance of 49 students from Vermont, Maine, New Hampshire, and Colorado.



► Telehealth and Individuals with IDD: Challenges and Best Practices in the COVID Era

The WITH Foundation announced a \$50,000 award to the IOD for a one-year initiative to investigate best practices for offering telehealth care to people with intellectual and developmental disabilities (IDD).

The COVID-19 pandemic limited access to care and increased reliance on telehealth rather than in-person office visits. While telehealth reduces some obstacles to care (e.g., transportation), it presents other challenges. For example, people with disabilities are 20% less likely to own computers, smartphones, or tablets than those without, making access to care difficult. Current telehealth practices may not account for the unique needs and abilities of adults with IDD.

Under the direction of Research Assistant Professor Kimberly Phillips, PhD, the research team undertook a scoping review to identify challenges and best practices associated with providing telehealth to individuals with IDD.

“Basic access to health care is key to good health outcomes,” said Phillips. “Health care providers can benefit from evidence-informed findings about how to effectively offer telehealth to patients with IDD. Individuals and families can also use the information to advocate for the best possible care.”

Photo (left): Bridges Training Series staff members Karen Martin Brown, Instructor (from left); Brianna Hayward, Instructor; Caitlyn Fulton, Sr. Program Support Assistant; and Anna Murphy, Sr. Program Support Assistant.

(continued on next page)

From Where We Sit

In March 2022, UNH hosted disability justice leader Rosemarie Garland-Thomson, PhD, to engage with staff and students through several events, including an interview led by Kathy Bates, author of the IOD blog *From Where I Sit*. Rosemarie Garland-Thomson, renowned feminist cultural studies scholar and bioethicist, wrote the 2016 op-ed “Becoming Disabled”—the inaugural article in the *New York Times*’ ongoing weekly series about disability by people living with disabilities. An expert consultant in bioethics and disability, she is a Hastings Center Fellow and Senior Advisor to the Center for Genetics and Society who has published four books, as well as many journal articles and public scholarships.

The two self-advocates discussed a wide range of topics featured in Kathy’s blog posts including disability rights, representation, language, pride, and identity.

On the topic of universal design, Bates posed the question, “What do you think the most practical approach to achieving universal design for all communities is going to be? How can we get people to realize it is not just for people with disabilities but that it works for everybody?”

Garland-Thomson responded, “For people with disabilities, the most important thing is to persist and insist. When we run into a barrier, whether it is an attitudinal barrier, a digital barrier, or a barrier in the material world, we need to persist and insist. We need to understand that we have the right, as well as the obligation, to do that. We also need to find community and establish solidarity. And those are the responsibilities of individuals with disabilities. But it is the responsibility of all institutions to make that knowledge available to everybody, and to make those avenues available to everybody—to do a lot of consciousness-raising about disability justice, disability inclusion, disability access, and how the world is better for everybody when there is more inclusion and diversity.”

Read Kathy’s blog post and watch the interview: <https://bit.ly/3xjOiFY>.



Photo (above):
Rosemarie Garland-Thomson, PhD



Photo (left): Kathy Bates
interviews Rosemarie
Garland-Thomson, PhD for
From Where I Sit.

► Examining Opioid Use Behaviors

Debra Brucker, PhD, in collaboration with associates from Brandeis University, analyzed data from the 2015–2017 National Survey on Drug Use and Health to examine differences in prescription opioid use behaviors among U.S. adults with and without disabilities. The behaviors studied were 1) reasons and sources of last prescription opioid misuse, 2) the likelihood of prescription opioid use, and if used, 3) misuse and prescription opioid use disorder (OUD), overall and stratified by disability. Adults with disabilities were 11% more likely than adults without disabilities to report any past-year prescription opioid use. Pain relief as the reason for last misuse was associated with 18% increased likelihood of prescription OUD, if any use. Lauer and Brucker concluded that to reduce the risk of opioid misuse among people with disabilities, accessible and inclusive chronic pain management services are essential. In addition, the substance use treatment field should provide accessible and inclusive services and be aware of the need for pain management by many people with disabilities, which may include the use of prescription opioids. These findings highlight essential opportunities for public health and policies to improve access, accommodations, and quality of health and behavioral health care for people with disabilities and to encourage a holistic perspective of people with disabilities and their needs.

Reif, S., Lauer, E. A., Sayko Adams, R., Brucker, D. L., Ritter, G. A., & Mitra, M. (2021, June 30). Examining differences in prescription opioid use behaviors among U.S. adults with and without disabilities. *Preventive Medicine*.

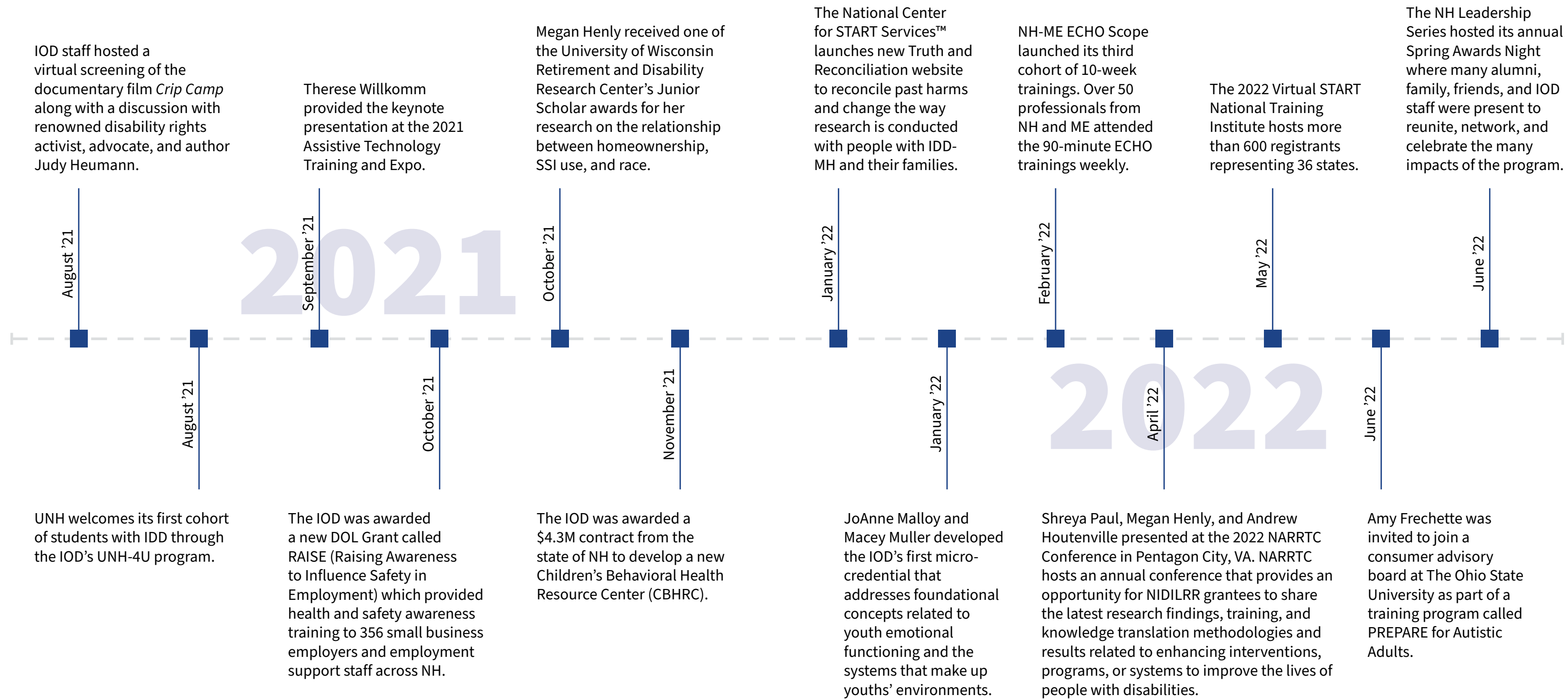
► The Role of Race and Ethnicity in Workplace Accommodations

Andrew Houtenville, PhD, Debra Brucker, PhD, and Megan Henly, PhD, investigated the role of race and ethnicity in the receipt of workplace accommodations, with particular interest in occupation and industry, given that workplace segregation by race and ethnicity is prevalent. Using data from the 2002–2018 Health and Retirement Study, this study found that receipt of workplace accommodations does not vary by race for Americans with work limitations, when controlling for age, gender, education, organization size, and the physical nature of an occupation. An estimated 36 percent of persons with a work limitation who were White, 34 percent of persons with a work limitation who were Black, 33 percent of persons with a work limitation who were of other races, and 36 percent of persons who were Hispanic received workplace accommodations, controlling for other factors. Persons working in organizations that employed 100 or more people had significantly higher odds of receiving workplace accommodations than persons working in smaller organizations.

Houtenville, A., Brucker, D., & Henly, M. (2021–2022). *Investigating Racial and Ethnic Disparities in the Provision of Workplace Accommodations* (Grant). Michigan Retirement and Disability Research Center.

Looking Back

Photographer: Jeremy Gasowski, UNH Communications and Public Affairs



Teaching

UNH Courses

15

IOD Workshops,
Webinars, &
Conferences

101



I Am the IOD

Meet Andrew Houtenville, PhD, IOD Research Director

“Since I can remember, I have always wanted my job to have a tangible purpose. Teaching has a very tangible purpose. Curiosity and creativity are the keys to motivating students—teaching them tools to satisfy that curiosity by coming up with creative approaches to old issues. I simply love working with students, seeing them grow and use econometric techniques to address key issues, like the effect of food backpack programs on child behavior, or the impact of the Affordable Care Act on the insurance coverage and employment of people with disabilities. I think my teaching advances the IOD mission and its role as the New Hampshire UCEDD by building capacity to conduct policy analysis. The DD Act calls for research on the impact of analysis of public policy on people with developmental disabilities and their families.”



About our Teaching

The IOD is dedicated to preparing tomorrow’s practitioners and leaders in disability-related fields through teaching. IOD faculty and staff design and implement innovative learning experiences, interdisciplinary teaching models, and programs of study that incorporate universal design principles, include the perspective and voice of those with lived experience, and leverage varied instructional methods and formats.

Publications &
Creative Works

48

Peer-Reviewed
Articles

14

Books &
Book Chapters

1

Training
Curricula

16

Other
Materials

20

Research

I Am the IOD

Meet Shreya Paul, Project Director

“Although disability is common, disparities in access to healthcare, employment, income, and education opportunities often remain unaddressed for this population. I conduct research with an equity lens to disseminate findings about such disparities for our audience. I believe in conducting research that is original, timely, and trustworthy. I strive to use data responsibly and with full integrity for the advancement of policies and systems change.”

About our Research

The IOD makes significant contributions to the body of knowledge related to disability through its research and publications. Whether faculty and staff are collecting and analyzing data, facilitating focus groups, conducting model demonstration projects, or evaluating project outcomes, IOD research is informing the services, systems, and policies that positively impact individuals with disabilities and their families.



Service

I Am the IOD

Meet Macey Muller, Project Coordinator

“The Building Futures Together (BFT) program focuses specifically on the family system and the role substance misuse plays in the lives of each individual. Through person-centered planning, BFT increases the individual’s confidence in the work they do every day and makes a difference in the lives of the clients and community. It is my job to provide the appropriate coaching and support to guide them through academic, work, and life barriers.”

About our Service

The IOD creates more inclusive communities by providing local, regional, and national services that are evidence-based, progressive, and culturally relevant. Services include training leaders in disability-related fields, providing technical assistance to improve organizational and community capacities to include all citizens, and serving as a resource for policymakers.



16 UNH Committees & Commissions

11 Editorial & Review Activities

68 Peer-Reviewed & Invited Presentations

31 Association Memberships

35 Local, State, National Committees & Boards

1,984 Technical Assistance Recipients

10,009 Technical Assistance Hours Provided



Dissemination

12,063

Total Social Media Engagements

67,983

Website Visits

51,210

Website Visitors

85,370

Facebook Reach

89,200

Twitter Reach



I Am the IOD

Meet Kathy Bates, Author of *From Where I Sit* and Disability Policy and Training Specialist

“I talk to people on a more personal level about all the things that the IOD cares about. I want people to understand that people with disability aren’t so different. I don’t really see the world as ‘Us’ and ‘Them’—meaning ‘Us’ who have disability and ‘Them’ that don’t. That’s because disability doesn’t discriminate, and disability is a huge community issue.”

About our Dissemination

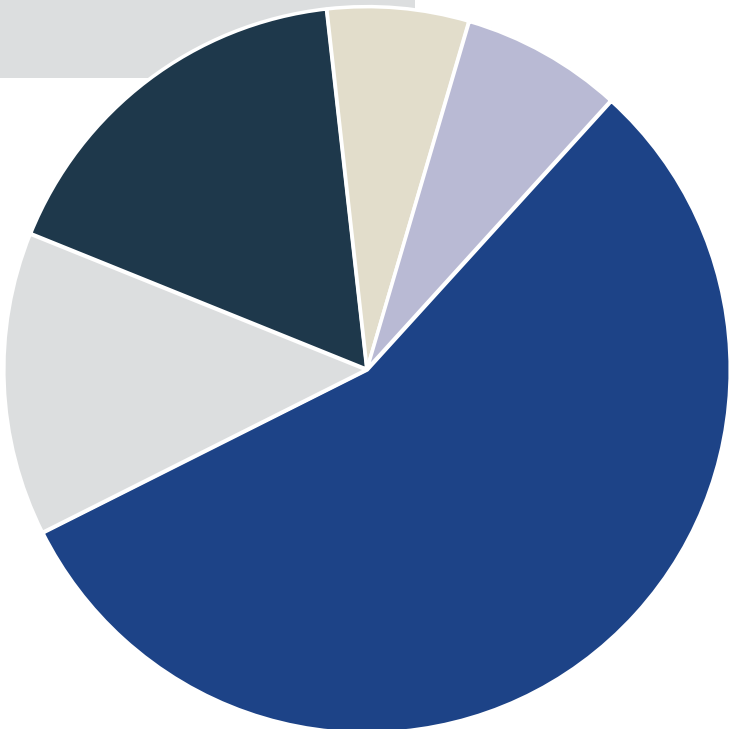
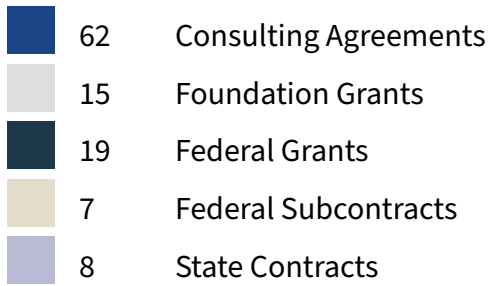
Through strategic information sharing, the IOD raises awareness and bridges the gap between disability research and practice. The IOD uses traditional and emerging technologies to maximize the reach, accessibility, and impact of its resources.



Financial Breakdown & Funding Sources

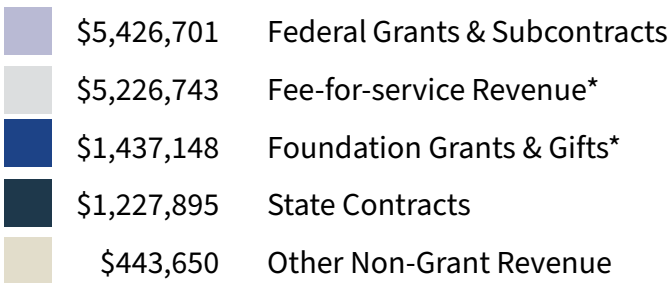
Total Grant
and Contracts

111



Total Budget

\$13,762,137*



*represents all time high

IOD Management Team

Kelly Nye-Lengerman, MSW, PhD
Director

Matthew Gianino, MBA
Associate Director

Andrew Houtenville, PhD
Professor
Director of Research

Jennifer Donahue, BA
Director of Business and Administration

Betsy Humphreys, PhD
Assistant Research Professor
UCEDD Training Director
LEND Director

JoAnne Malloy, MSW, PhD
Associate Research Professor

Lauren Quann, MS
START Director of Operations

Kathy Pirie
Administrative Coordinator

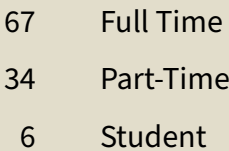


Photo (above):
IOD Director Kelly Nye-Lengerman, MSW, PhD,
speaks at the NH-ME LEND capstone session.

Leadership, Staff, & Awards

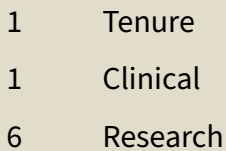
Total Employees

107



Faculty

8



Awards

11

July 1, 2021 –
June 30, 2022

Projects & Grants

► **Advanced Rehabilitation Research Training (ARRT)**

A rigorous and collegial program designed by postdoctoral fellows used to expand the capacity of disability and employment research to address the ongoing employment gap between people with and without disabilities.

► **Assistive Technology in New Hampshire (ATinNH)**

The Institute on Disability is the lead agency for New Hampshire's statewide Assistive Technology Act Program: Assistive Technology in New Hampshire, or ATinNH. The program has two major activity areas: 1) Training, Education and Outreach: AT Trainings, Classes, and Workshops and 2) AT Policy; Assistive Technology Services: Equipment Demonstrations, Loans, and Refurbishing/Reuse.

► **Bridges Training Series**

A college and career training series offered online with four trainings designed to prepare young adults with intellectual disabilities for higher education, independent living, and careers. The four trainings are 1) Academic and Assistive Technology, 2) Setting & Realizing Goals Using Person-Centered Planning, 3) Healthy & Social Aspects of Life, and 4) Next Steps in Person-Centered Planning.

► **Building Futures Together**

Preparing paraprofessionals in healthcare and school settings to provide specialized enhanced care coordination to children and youth whose parents are impacted by opioid use disorders (OUD) and other substance use disorders (SUD).

► **Center on Aging and Community Living (CACL)**

A collaboration between the IOD and the Institute for Health Policy and Practice (IHPP) for projects related to aging and long-term care.

► **Charting the LifeCourse in NH**

An initiative developed by families to help individuals with disabilities and families create a vision for a good life, identify needs and supports, and discover what it takes to live the lives they want.

► **Creating Connections NH**

Building treatment and recovery services for NH's youth and young adults. Creating Connections NH is a system of care for youth and young adults (ages 12–25) with substance use disorders (SUD) and co-occurring mental health disorders (COD) and SUD.

► **COVID-19 Vaccine Confidence Research**

In an effort to improve COVID-19 vaccine access for older adults and people with disabilities in New Hampshire, the NH Developmental Disabilities (DD) Act partner organizations explore barriers to vaccine access and concerns about COVID-19 booster shots.

► **Disability Statistics and Demographics Rehabilitation Research and Training Center (StatsRRTC)**

Bridging the divide between the producers and end users of disability statistics, thereby bettering the lives for people with disabilities.

► **Employment Policy and Measurement Rehabilitation Research and Training Center (EPM-RRTC)**

Investigating the impact of federal and state policies and programs on employment by examining new ways of measuring employment outcomes and facilitating the translation of research findings to guide policymaking and program administration.

► **Employment Safety Training**

Training that addresses the shortage of occupational health and safety training for workers with intellectual and developmental disabilities (IDD) by offering NH disability service providers the Staying Safe at Work curriculum.

► **Evaluation of Telehealth Services on Mental Health Outcomes for People with Intellectual and Developmental Disabilities**

In this study, the project team will compare in-person to telemental health-delivered crisis prevention program for youth and young adults with IDD.

► **Food Insecurity within New Hampshire**

Providing briefs, reports, and manuscripts that describe trends in food insecurity within New Hampshire and for specific subpopulations.

► **Health Disparities and Intellectual Disability**

Informing efforts to improve the capacity of current health surveillance systems to track the health and healthcare of people with intellectual disabilities and increase the effectiveness of health-related practices, services, and programs that influence the lives of people with intellectual disabilities.

► **Health Disparities Project**

Generating new knowledge about health access and health outcomes among subgroups of people with disabilities. Translates and disseminates the findings for researchers, policymakers, and others.

► **HUD-Assisted Residents with Disabilities**

By identifying gaps in quality of life, employment patterns, and health disparities, this research grant highlights areas that policymakers need to address.

► **Kessler Recent College Graduates Employment Survey**

Addressing gaps in data related to ways college graduates with disabilities successfully navigate barriers to employment.

► **Kessler Supervisor Perspectives Employment Survey**

Identifying ways that employers strive to hire and retain employees with disabilities by utilizing different approaches to successfully avoid or overcome barriers.

► **Living Well – NH Quality Frameworks**

Utilizing strong and long-lasting partnerships with self-advocates, direct support professionals, state agencies, providers, families, and advocacy organizations to improve the supports and services for people with disabilities within the state.

► **Maternal Infant and Early Childhood Home Visiting (MIECHV) Evaluation**

Evaluating New Hampshire's fidelity to the implementation of the Healthy Families America home-visiting model, as well as the effect of the model on family outcomes.

► **Multi-Tiered System of Support (MTSS)**

A data-driven behavioral support and improvement framework that consists of three levels, each specifically designed to prevent disruption and address the behavioral support needs of students at risk of school failure.

► **National Center for START Services™ (NCSS)**

A national initiative that works to strengthen efficiencies and service outcomes for individuals with intellectual and developmental disabilities (IDD) and mental health needs in the community.

► **National Research Consortium on MHIDD**

Partnering with stakeholders in the prioritization, development, and dissemination of best-practice research to improve the quality of care delivered to those with IDD across the country.

► **New England Regional Genetics Network**

Advancing the health and well-being of individuals with genetic conditions by connecting them with genetic services. Educates professionals to improve systems of genetic care while also supporting families in New England.

(continued on next page)

► **New Hampshire Disability and Health Program**
Improving the health and quality of life of people with disabilities in NH by implementing evidence-based strategies to reduce unmet health needs, increasing access to preventive health care, and facilitating the adoption of healthy behaviors.

► **New Hampshire Disability RAPP Sheet**
A semi-annual, collaborative publication featuring the latest in disability research, advocacy, policy, and practice. Produced collaboratively by the New Hampshire Disability Rights Center, the Institute on Disability, and the New Hampshire Developmental Disabilities Council.

► **New Hampshire Wraparound**
A youth- and family-driven process that supports children or youth with significant emotional or behavioral challenges and their families.

► **NH Children’s Behavioral Health Workforce Development Network**
Creating hope and improved outcomes for children, youth, young adults, and their families by convening, promoting, developing, implementing, and disseminating interdisciplinary workforce development activities.

► **NH Leadership Series**
A training series that provides nonpartisan, state-of-the-art information and strategies to effectively impact local and state organizations on issues related to individuals with disabilities and their families.

► **New Hampshire-Maine Leadership Education in Neurodevelopmental Disabilities Program (NH-ME LEND)**
A collaborative project between the Institute on Disability, the Center for Community Inclusion and Disability Studies at the University of Maine, and Dartmouth Hitchcock Medical Center. NH-ME LEND improves the health of children and youth with neurodevelopmental disabilities by preparing leaders to enter the field of maternal and child health.

► **Occupational Health Surveillance Program**
Provides meaningful statistics to identify priority occupational safety and health issues in New Hampshire.

► **Raising Awareness to Increase Safety in Employment (RAISE)**
A training curriculum designed for teaching workers with intellectual and developmental disabilities about health and safety on the job.

► **Resilience, Empowerment, and Natural Supports for Education and Work (RENEW)**
A structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavioral challenges.

► **Transition Program for Students with Intellectual Disabilities (TPSID)**
Providing inclusive postsecondary experiences and education to students with intellectual disabilities in New Hampshire.

► **Understanding Food-Related Hardships Among Older Americans**
Identifying and exploring the prevalence of food insecurity in households with persons aged 60 and older.

► **UNH Trauma-Informed Policy and Practice (TIPP) – Advanced Graduate Certificate in Trauma-Informed Schools and Communities Project**
Preparing graduate social work and special education scholars in research-based practices and systems change strategies to improve outcomes for children and youth with significant support needs.

► **UNH-4U**
UNH-4U is part of the federal model demonstration program, Transition and Postsecondary Programs for Students with Intellectual Disability, or TPSID. UNH-4U is NH’s inclusive higher education (IHE) program creating, expanding, and enhancing high-quality, IHE experiences to support positive outcomes for individuals with intellectual disability.



Photo (above, L-R):
NH Leadership Series award recipients Regan Lamphier, Jillian Libby, Therese Willkomm, Maya James, Melissa Hinebauch, and Danielle Poirier.

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