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For more information about The Boggs Center,  
please call 732-235-9300 or visit our website at http://rwjms.umdnj.edu/boggscenter.

Upon request, this material will be made available in alternative formats to accommodate the needs of individuals with disabilities. This report is funded by grant #90DD0552 from the U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Developmental Disabilities.
From the Executive Director

Friends,

I always appreciate welcoming you to this report, and the opportunity this letter provides to reflect on the past year and look towards the future.

It is a source of great sadness that all of us lost two irreplaceable friends with the deaths of Eunice Kennedy Shriver and Senator Edward Kennedy. Mrs. Shriver's tireless efforts helped families transcend the historical stigma of having a family member with intellectual disability, and move early onset disability into the arena of federal policy. She had a deep conviction about the importance of training personnel to work with individuals and their families. This vision helped create University Affiliated Facilities, which have now become University Centers for Excellence in Developmental Disabilities, the designation The Boggs Center is proud to hold for New Jersey. Senator Kennedy was central to federal health and human services legislation for the past four decades - improving the lives of all of us, especially the more vulnerable among us. In his life, and in his death, Senator Kennedy reminds all of us that policy and government can be the vehicle by which we hold each other dear.

In the past year, we have worked to find enhanced ways to utilize the expertise and perspectives of our Consumer Advisory Council. The impact of this deeper involvement and the generosity of spirit and time given by our CAC members is reflected in our redesigned website, program evaluation strategies, and many other aspects of The Boggs Center program. As we look toward the New Year, we are excited to be part of the Alliance for Full Participation and the national goal of enhancing employment for people with developmental disabilities, especially those with significant disabilities. We draw energy from teaching our student trainees and their contributions to creating more valued futures for people with disabilities, their families, and those who work on their behalf.

The economy continues to create great suffering for so many people and make it so much more difficult for individuals with disabilities and their families to receive the services and supports they need. In our education, research, and service roles we have always worked to provide state of the art information, contribute to a vision of full community life, and support the development of capacity to realize that vision. As we continually learn from individuals and their families, these times challenge us to find ways to innovate, to preserve what is essential, and together, find new ways create a more just society.

Thank you for your support of The Boggs Center.

Warm regards,

Deborah M. Spitalnik, Ph.D.
Executive Director
Professor of Pediatrics
The Elizabeth M. Boggs Center, as a University Center for Excellence in Developmental Disabilities, values uniqueness and individuality and promotes the self-determination and full participation of people with disabilities and their families in all aspects of community life.

As a catalyst and resource, The Boggs Center, through partnerships and collaborations, builds capacity in organizations, systems, and communities in a culturally competent manner. The Boggs Center prepares students through interdisciplinary programs, provides community training and technical assistance, conducts research, and disseminates information and educational materials.
Elizabeth Monroe Boggs was born in Cleveland, Ohio. In 1941, Elizabeth married Fitzhugh Willets Boggs (1911-1971). Their son, Jonathan David Boggs, was born in 1945 and it was recognized soon after birth that he had developmental disabilities. He eventually resided at the Hunterdon Developmental Center in Clinton, near where Elizabeth lived in Hampton, New Jersey. David passed away in 2000.

In 1935, Elizabeth graduated from Bryn Mawr College, summa cum laude, with distinction in Mathematics. She earned a Ph.D. in Theoretical Chemistry from Cambridge University, England, in 1941. Subsequently, Elizabeth was awarded honorary degrees from the University of Medicine and Dentistry of New Jersey, Kean College, and The Ohio State University.

With David’s birth in 1945, Elizabeth shifted her focus, from the career in Mathematics for which she had prepared, to advocacy and the development of public policy for people with disabilities. A founder of the National Association for Retarded Children, Elizabeth served as the Association’s first woman President. Throughout her career, she had continually been involved with The Arc’s Governmental Affairs Committee and its activities.

Elizabeth’s involvements and contributions were far-ranging. They included serving on the President’s Panel on Mental Retardation and as Vice-Chair of The Task Force on the Law, 1961-1963, and on the President’s Committee on Mental Retardation. Working with the International League of Societies for the Mentally Handicapped, she was a principal author of the United Nations Declaration of General and Special Rights of the Mentally Retarded. With Justin Dart, Elizabeth co-chaired the congressionally appointed Task Force on Rights and Empowerment of People with Disabilities, an important impetus to the passage of the Americans with Disabilities Act. Elizabeth served on the SSI Modernization Project and, at the time of her death, was serving on the Social Security Administration’s Task Force on Representative Payees.

Elizabeth’s many national awards and recognitions include the Kennedy International Award for Leadership, the Distinguished Public Service Award from HEW, the Distinguished Service Award from UCPA, the Wallace Wallin Award from CEC, and the N. Neal Pike Prize for Service to People with Disabilities. She was also recognized by the American Association of University Affiliated Programs, The Arc-US, and the President’s Committee on Employment of People with Disabilities. Elizabeth was a Life Fellow of AAMR (now AAIDD), and an Honorary Fellow of the American Psychiatric Association and the American Academy of Pediatrics.

The purpose of University Centers in Developmental Disabilities, as outlined in the Developmental Disabilities Assistance and Bill of Rights Act, is to provide a leadership role in the promotion of independence, productivity, self-determination, and opportunities for full participation in community life for people with developmental disabilities and their families.

University Centers in Developmental Disabilities implement their purpose through these mandated activities, delivered in a culturally competent manner:

**NJ ADD Network**

The federal Developmental Disabilities Assistance and Bill of Rights Act establishes three distinct entities that complement each other’s efforts in promoting “self-determination, independence, productivity, and integration and inclusion in all facets of community life” for individuals with developmental disabilities and their families.

In each state, the Administration on Developmental Disabilities (ADD) Network, as these three entities are known, is comprised of:

- University Center of Excellence for Developmental Disabilities Education, Research, and Service, which provides community and student training and technical assistance, conducts research, and disseminates information to a wide variety of stakeholders
- Council on Developmental Disabilities, which engages in advocacy and capacity building
- Protection and Advocacy system, which protects the legal and human rights of individuals with developmental disabilities

The three partner agencies that make up the New Jersey ADD (NJ ADD) Network are The Elizabeth M. Boggs Center on Developmental Disabilities, the New Jersey Council on Developmental Disabilities (NJCDD), and Disability Rights New Jersey (DRNJ). The NJ ADD Network is working collaboratively to address the shared priorities of cultural competence (coordinated by The Boggs Center), self-advocacy (coordinated by NJCDD), and emergency preparedness (coordinated by DRNJ) for people with disabilities and their families.

**University of Medicine and Dentistry of New Jersey**

Created by the State Legislature in 1970, the University of Medicine and Dentistry of New Jersey (UMDNJ) is a statewide network of academic health centers that includes eight schools on five campuses. UMDNJ is dedicated to the pursuit of excellence in the education of health professionals and scientists, the conduct of research, the delivery of health care, and service to the people of New Jersey.

UMDNJ is the largest institution of its kind in the nation. (UMDNJ 2007-2008 University Report).

The Boggs Center, an integral component of the UMDNJ-Robert Wood Johnson Medical School Department of Pediatrics, works with the Robert Wood Johnson Medical School Department of Family Medicine and other UMDNJ departments to address the needs of children and adults with disabilities. Based within the medical school, The Boggs Center promotes a community-based, capacity-building approach to the delivery of health care and community supports for people with developmental disabilities. The Boggs Center represented 38% of the grant support funding of the Department of Pediatrics in FY 2008.
History of The Elizabeth M. Boggs Center on Developmental Disabilities

As New Jersey’s federally designated University Center on Developmental Disabilities (UCEDD), The Boggs Center has played an important role in accessing federal and other external resources to address the needs of people with developmental disabilities and their families throughout the state. Since 1985, these resources have helped to both inspire innovative thinking and build the statewide capacity necessary for people to live fully integrated, meaningful, and valued lives in their communities.

❖ Student training is one of the core functions of UCEDDs that is mandated by the federal Developmental Disabilities Act. Since its inception, The Boggs Center has provided intensive, year-long traineeships for students from a variety of disciplines, including social work, education, pastoral care, and psychology. Regardless of their chosen professions, students who complete these traineeships have brought to their work a deeper understanding of, and commitment to addressing, the challenges confronting people with developmental disabilities and their families. In addition, Boggs Center faculty members reach students from a range of disciplines by teaching courses and serving as guest lecturers for a number of New Jersey universities.

❖ Since 1984, The Boggs Center’s Developmental Disabilities Lecture Series (DDLS) has provided a unique venue for bringing nationally renowned leaders in the field of developmental disabilities to New Jersey. The DDLS is free and open to the public, and has become common ground for the sharing of new information, collaborative problem solving, and a forum for the development and refinement of state disability policy.

❖ The Boggs Center has long recognized the critical importance of Direct Support Professionals to the lives of people with disabilities. Over twenty years ago, with funding from a federal Administration on Developmental Disabilities Training Initiative Project, The Center developed the New Jersey Statewide Training Network. This network has continued to provide a vehicle for active collaboration between The Boggs Center, the state, and provider agencies. In addition, for the past two years, with a grant from the NJ Council on Developmental Disabilities, The Center has facilitated the use of the College of Direct Support (CDS), in combination with onsite mentors, in a unique Career Path pilot program with agencies.

❖ In the early 90s, in a program that was also funded through a federal Training Initiative Project, The Boggs Center introduced Person-Centered Planning (PCP) to New Jersey. Since then, The Center has provided ongoing training and technical assistance on person-centered approaches for the closure of North Princeton Developmental Center, the Self-Determination Initiative, and New Jersey’s current efforts in Self-Directed Supports with funding from the NJ Division of Developmental Disabilities. In addition, with funding from the NJ Division of Disability Services’ federal Real Choice Systems Change grant, The Boggs Center developed and disseminated Keeping It Real: How to Get the Support You Need for the Life You Want, a curriculum designed to teach young adults how to advocate for, and manage their own disability-related supports.

❖ Community building activities have grown over the years, with an increased focus on faith-based groups as a source of community support. The Boggs Center’s efforts in this area include the national accreditation of our unique Clinical Pastoral Education program, which – in collaboration with community provider agencies – provides chaplaincy students an opportunity for education and experience in the field of developmental disabilities. The Boggs Center also facilitates The New Jersey Coalition of Inclusive Ministries, and has published several guides related to faith-based supports, including When The Call Comes (funded through a federal Traumatic Brain Injury grant) and Autism and Faith: A Journey Into Community (funded by the Daniel J. Fiddle Foundation).

❖ Employment has been a high priority for The Boggs Center for many years. In addition to our training courses for employment specialists, faculty and staff have been involved in a number of initiatives that aim to raise awareness about the importance of employment for people with disabilities, as well as to build the statewide capacity for providing employment supports. A five-year federal System’s Change Grant to the Department of Labor and a partnership with the NJ Division of Developmental Disabilities initially funded The Boggs Center’s supported employment work. Boggs Center faculty and staff serve on the board of the state chapter of national APSE: The Network on Employment, and The Center has co-sponsored 17 state conferences on supported employment with NJ APSE. The Boggs Center is also a consor-
With initial funding from the Department of Education’s federal System’s Change and State Improvement Grants, The Boggs Center has worked for many years to build the capacity of schools to include students with disabilities through such initiatives as the training of paraprofessional educators, the Inclusion Facilitators Network and, most recently, the Positive Behavior Support in Schools (PBSIS) project. PBSIS has provided more than 70 New Jersey schools the opportunity to learn and implement national best practices for addressing behavioral challenges throughout the school.

The Boggs Center has worked in partnership with the New Jersey Department of Education, Office of Special Education Programs; the Division of Vocational and Rehabilitation Services; and the Division of Developmental Disabilities to address transition to adult life. Efforts were initially funded through a federal System’s Change in Transition Grant and then the State Improvement Grant to the New Jersey Department of Education. Current efforts focus on teaching school personnel how to provide effective Community-Based Instruction.

For 25 years, through the Developmental Disabilities Lecture Series, ongoing training courses, technical assistance, and statewide conferences, The Boggs Center has promoted the underlying philosophy and skills for implementing Positive Behavior Support (PBS) in community settings. Currently, through Division of Developmental Disabilities’ Children’s Placement Enhancement Project (CPEP), Boggs Center faculty and staff are providing PBS training and technical assistance so that provider agencies are better able to serve children with behavioral challenges within the state and closer to home.

In collaboration with the UMDNJ-Robert Wood Johnson Medical School Department of Family Medicine, the Family Practice Center, and with initial support from the Robert Wood Johnson Foundation, The Boggs Center created a program that 20 years later continues to ensure that all Family Practice resident physicians provide health care to people with disabilities as part of their training. In addition, every graduate of UMDNJ-Robert Wood Johnson Medical School in New Brunswick receives training in family centered care and developmental disabilities that includes individual visits to the homes of families with children with developmental disabilities.

The Center helps facilitate a statewide Cultural Competence Collaborative of the Administration on Developmental Disabilities programs in NJ, the Division of Disability Services, the Division of Developmental Disabilities, SPAN, and other organizations. The Collaborative organized a Latinos and Disabilities Conference and a South Asians and Disabilities Conference, and is planning similar events for the future. In addition, The Boggs Center is involved in cultural competency efforts through the national Association of University Centers on Developmental Disabilities, and in 2002, organized a training of state personnel by the Georgetown University’s National Center for Cultural Competence.

Boggs Center efforts in the area of health care include the development and dissemination of the Managed Health Care Curriculum: Supporting People with Disabilities to Utilize Managed Health Care funded through a federal Project of National Significance grant. Children with Early Hearing Loss and Existing Comorbid Conditions in New Jersey: State Data and The Experience of Families is a research partnership between The Boggs Center and The NJ Department of Health and Senior Services, Division of Family Health Services, Early Identification and Monitoring Program. The project is funded by the Center for Disease Control’s National Center on Birth Defects and Developmental Disabilities, under a cooperative agreement with the Association of University Centers on Disabilities.

For 26 years, through all these and many other activities, including service on committees, presentations, and research, The Boggs Center has worked to promote a system of supports that is responsive to both the dreams and challenges of people with disabilities and their families. It is this vision, along with an unwavering commitment to the right of every individual to be fully included in their community, that continues to guide all of The Boggs Center’s efforts.
The federal Developmental Disabilities Act, which designates the Boggs Center as New Jersey’s University Center for Excellence in Developmental Disabilities Education, Research, and Service (UCEDD), mandates that we perform the core functions of training, technical assistance, research and evaluation, and information development and dissemination. The Boggs Center, in planning projects and activities, utilizes these core functions as the modalities to address our state context and needs.  

This pie chart, while presenting the hours of activity in each core function and the percentage of our overall efforts they each represent, does not fully convey the depth and the interconnections of The Boggs Center program. There is a constant interplay between core functions – they are not performed in isolation.

Boggs Center training programs prepare students and resident physicians and provide continuing education and in-service training to professionals, paraprofessionals, people with disabilities, and family members. Through a broad array of training activities, The Boggs Center builds capacity to support people with disabilities in full community living.

Technical Assistance, representing nearly half of our efforts, reflects how we work to ensure that the benefits of training programs are transferred to the settings where those trained work, so that these new skills and approaches have an impact on life quality and opportunities for people with disabilities and families. Technical Assistance is also the modality through which we contribute to the development of public policy, provide consultation and bring people together in partnerships to solve problems.

As research efforts at The Boggs Center and across the field contribute to the evidence base, we incorporate new knowledge and state-of-the-art information into training and technical assistance, and disseminate that information to enhance practice and services.
Training

Training activities include training courses, workshops, and conference presentations. Continuing education recognition for many training courses and conferences is available to participants.

❖ Over 14,779 participants attended Boggs Center training courses, workshops, and presentations during Fiscal Year 2009.

❖ The Boggs Center presented 366 training events throughout the state of New Jersey as well as nationally and internationally. Faculty and staff presentations are listed on page 19.

❖ The Boggs Center taught ongoing courses for community provider agencies as part of our quarterly training calendar, including Employment Specialist, Person Centered Thinking, Essential Lifestyle Planning, Positive Behavior Support, and Management. See http://rwjms.umdnj.edu/boggscenter/ for our current schedule and online registration.

❖ During Fiscal Year 2009, eight sessions of the Developmental Disabilities Lecture Series (DDLS), were presented. More than 1,600 people attended the series.

❖ The Boggs Center conducted extensive training in Positive Behavior Support in Schools and Community-Based Instruction for school districts as part of a Memorandum of Understanding with the NJ Department of Education, a continuation of efforts begun with a Statewide Improvement Grant.

❖ Two major conferences were coordinated by The Boggs Center, including the 17th Annual Facing the Future Conference, focusing on employment for people with disabilities, and the 8th Annual Self-Directed Supports Conference.

❖ Over 14,779 participants attended Boggs Center training courses, workshops, and presentations during Fiscal Year 2009.

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Technical Assistance

Technical assistance (TA) activities involve helping organizations in planning, policy, and program development. The Boggs Center’s faculty and staff contribute to systems change efforts at all levels throughout New Jersey through the extensive provision of technical assistance.

❖ In Fiscal Year 2009, The Boggs Center conducted 927 technical assistance activities, including consultations and advisory meetings with state and community agencies, school districts, and families. Boggs Center service on boards and committees is listed on page 24.

❖ The Boggs Center joined other UCEDDs from New York, Puerto Rico, and the Virgin Islands at a regional Act Early Summit sponsored by the Centers for Disease Control and Prevention and the Association of University Centers on Disabilities. Hosted by the New York UCEDDs, the Summit addressed the development of state plans to enhance systems for identifying and serving young children with Autism Spectrum Disorder (ASD), and related developmental disabilities.

❖ The Boggs Center coordinates the Career Path Pilot Project funded by the NJ Council on Developmental Disabilities, which utilizes the online College of Direct Support in combination with onsite mentors and tiered, competency-based salary increases.

❖ The Boggs Center provided extensive technical assistance to community provider agencies serving individuals with challenging behaviors as part of the Community Positive Behavior Support and Children’s Placement Enhancement Project of the NJ Division of Developmental Disabilities.

❖ In an effort to promote person-centered services in the community service system, The Boggs Center, under contract with the Division of Developmental Disabilities, has provided significant technical assistance in the area of Self-Directed Supports, as described on page 30.

❖ The Boggs Center works extensively with the NJ Office of Special Education Programs and local districts on positive behavior support in schools, and the transition from school to adult life, as illustrated on page 31.

❖ Two recent films were aided by technical assistance from The Boggs Center. Praying with Lior tells the story of a young man with Down Syndrome preparing for and going through his Bar Mitzvah. Unlocking Autism on Discovery Health presents conversations with researchers and families of individuals with autism.
Research and Evaluation

Research and Evaluation activities include research projects and program evaluation.

❖ Utilizing a Participatory Action Research approach, The Boggs Center is studying the experience of Children with Early Hearing Loss and Existing Comorbid Conditions in NJ: State Data and The Experience of Families, a partnership between The Boggs Center and the NJ Department of Health and Senior Services.

❖ The Boggs Center is studying the factors associated with school personnel adopting Positive Behavior Support as an intervention approach to behavior support in school settings.

❖ The Boggs Center continued to refine its capacity to collect and analyze consumer satisfaction across all training, dissemination, and student activities. As part of continuous efforts to refine its services, follow-up surveys of in-service training participants are now a standard part of the Center’s program evaluation efforts. The web-based surveys assess the usefulness of the training and materials, and aid in the improvement of training offerings. A technical assistance evaluation instrument is being piloted with agencies participating in the CPEP initiative.

Information Development and Dissemination

Information Dissemination includes the development and production of curricula, training guides, reports, and other educational materials in addition to community outreach and responding to requests for information.

❖ The Boggs Center’s web site http://rwjms.umdnj.edu/boggscenter, was dramatically re-designed during FY 2009 with input from the Consumer Advisory Council. The new design, which uses the Robert Wood Johnson Medical School template, features numerous photos of people with disabilities. Particular attention was paid to the accessibility of the site. The new web site contains Boggs Center news and announcements; faculty and staff information; training opportunities and upcoming events; student opportunities; descriptions of all of our projects; products and publications; and links to national and state disability resources.

❖ A total of 270,131 copies of 40 products were disseminated in Fiscal Year 2009. In addition to the new publications listed on the next page, many prior publications continued to be disseminated, including Autism and Faith: A Journey into Community; Brain Injury: When the Call Comes; and Dimensions of Faith and Congregational Supports Resource Guide.

❖ The Boggs Center also responded to information requests and provided resources to state and community agencies, people with disabilities, family members, university students and clergy.

A selection of stories is posted on The Boggs Center web site at http://rwjms.umdnj.edu/boggscenter/projects/Writers_Group.html.
The Boggs Center has particular expertise in developmental disabilities and a strong network of relationships with other components of the disability community. The Boggs Center provides services to federal and state agencies, community provider agencies, school districts, and other entities, through core funding, funded projects, and fee-for-service, including per diem consultations.

Total = $3,682,387

Funding Sources Fiscal Year 2009

The Elizabeth M. Boggs Center on Developmental Disabilities Annual Report Fiscal Year 2009 .......... page 14
FACULTY
Deborah M. Spitalnik, Ph.D. ...........Executive Director
                        Professor of Pediatrics
Michael Knox, Ph.D. ...............Deputy Director
                        Associate Professor of Family Medicine
Daniel J. Baker, Ph.D. ...............Director, Community Positive Behavior Support, Transition, and
                        Supported Employment Projects
William C. Gaventa, M.Div. ..........Director, Community and Congregational Supports
                        Associate Professor of Pediatrics
Sharon Lohrmann, Ph.D. ..........Director, Positive Behavior Support in Schools
                        Assistant Professor of Pediatrics
Nancy Razza, Ph.D. .................Adjunct Assistant Professor of Pediatrics
Philip Smith, Ph.D. ...............Assistant Professor of Pediatrics

PROGRAM STAFF
Ziba Arjmand, B.S. ...................Data and Technology Coordinator
Robyn Carroll, M.S.W. ...............Communications Manager
Melissa Cheplic, M.P.H. .............Training and Consultation Specialist
Caroline Coffield, M.S. ..............Project Coordinator
Shelleyann Dacres, M.A. .............Training and Consultation Specialist
William Davis, M.Ed. ...............Training and Consultation Specialist
Joyce Jelley, B.A. ...................Training and Consultation Specialist
Wendy Kuziemski ....................Event Coordinator
Bret Li-Vaks, M.B.A. .................Training and Consultation Specialist
Mary Malieckal, B.A. ...............Financial Analyst
Kathi Morley, A.S. ....................Management Assistant
Colleen McLaughlin, M.Ed. ..........Training and Consultation Specialist
Scott McMahon, M.S.W. .............Training and Consultation Specialist
Kathy Roberson, M.S.W. ............Policy and Information Coordinator
Sonne-Ryse Smith, Psy.D. ..........Training and Consultation Specialist
Michael Steinbruck, M.A. ..........Program Administrator
Ina White, M.A. .....................Community Outreach Coordinator
Alice Walsh, M.Div. ................CPE Supervisory Candidate

PROGRAM SUPPORT
Gail DiPane ........................Office and Project Support Staff
Ann Marie McVay ....................Project Support Staff
Elizabeth Ong, B.S. ................Project Support Staff
Carole Ramirez, B.S. ..............Project Support Staff

AFFILIATED FACULTY AND PROGRAM ASSOCIATES
Linda Breen ..........................Secretary, Department of Family Medicine
Kathy Gabry ..........................Parent Advocate, Medical Student Seminar on Family Centered Care
                        and Developmental Disabilities
Cathryn Heath, M.D. ...............Clinical Associate Professor, Department of Family Medicine
Dolores Matlock, L.P.N. ..........Primary Care Manager, Department of Family Medicine
Uday Mehta, M.D. ..................Clinical Associate Professor, Department of Pediatrics;
                        Associate Medical Director, Children’s Specialized Hospital
Kapila Seshadri, M.D. ..............Associate Professor, Department of Pediatrics;
                        Section Head, Section of Developmental Behavioral Pediatrics,
                        Division of Child Neurology and NeuroDevelopmental Disabilities;
                        Program Director, Developmental Behavioral Pediatrics Fellowship Program

INTERDISCIPLINARY TRAINEES
Boone Clayton, M.Div. ..............Master of Social Work Intern
Nikki Hasandras, B.A. ...............Master of Social Work Intern
Joanne Van Sant, B.A. .............Master of Pastoral Care Intern
Ellie Byra, Chair..........................Parent Advocate
Lowell Arye..................................Alliance for the Betterment of Citizens with Disabilities (ABCD)
Diana Autin.................................Statewide Parent Advocacy Network (SPAN)
Thomas Baffuto..............................The Arc of New Jersey
Virginia Bryant, Esq......................Parent Advocate
Elaine Buchsbaum..........................Parent Advocate, Chair, NJ Council on Developmental Disabilities
Barbara Coppens.............................Advocate, Disability Rights New Jersey
William A.B. Ditto .........................NJ Division of Disability Services, NJ Department of Human Services
Lorraine D'Sylva-Lee.......................Parent Advocate
Chin-Lin Fong, Ph.D........................Parent Advocate, Chinese Autism Resource Center
Gail Frizzell.................................Parent Advocate
Harold Garwin, Esq........................Community Health Law Project
Barbara Geiger-Parker......................Brain Injury Association of New Jersey
Jeanne Hoffner.............................Parent Advocate
Jane Horowitz..............................Parent Advocate
Rabbi Evan Jaffe..............................Flemington Jewish Center; Professional Consultation Committee, Boggs Center CPE Program
Samuel Jenkins.............................Advocate, NJ Self-Advocacy Project
Eric Joice ..................................Family Resource Network
Rose Kardashian............................Multi-Lingual Center, Catholic Family and Community Services
Sandra Lopez ...............................Parent Advocate
Alison Lozano, Ph.D.......................NJ Council on Developmental Disabilities
Julia McConnell..............................Spina Bifida Resource Network
Joanne McKeown............................Parent Advocate, Statewide Parent Advocacy Network (SPAN)
Uday Mehta, M.D., M.P.H...............Parent Advocate, Children's Specialized Hospital, Robert Wood Johnson Health System
Jack M. Mudge..............................Advancing Opportunities
Safiyyah Muhammad......................Parent Advocate
Hazeline Pilgrim............................Parent Advocate
Sandra Pinkerton, Ed.D..................Advocate, Special Educator
Kenneth Ritchey............................NJ Division of Developmental Disabilities, NJ Department of Human Services
Carrie Schepisi............................Advocate, Arc of Morris
Sarah Vazquez...............................Advocate
Michele Wernsing.........................Our House, Inc.
Derrick Williams...........................Advocate
Roberta Wohle, Ph.D.....................New Jersey Office of Special Education Programs, NJ Department of Education
Celeste Andriot Wood ....................Division of Family Health Services, NJ Department of Health and Senior Services
Jane Ye .....................................Parent Advocate
Joe Young, Esq.............................Disability Rights New Jersey
The Boggs Center
The Boggs Center, along with New Jersey Administration on Developmental Disabilities Network partners (NJADD), the NJ Council on Developmental Disabilities and Disability Rights New Jersey, were each honored with Partners in Advocacy Awards by The Arc of New Jersey. The Partners in Advocacy Awards to the members of NJ ADD Network and other honorees were presented at The Arc of New Jersey’s 60th Anniversary on June 19, 2009 in Princeton, NJ.

Dan Baker, Ph.D.
Dr. Dan Baker was presented with the Rebecca McDonald Leadership Award by NJ APSE-The Network on Employment in March 2009 in Somerset, NJ. The award recognized Dan Baker’s leadership and The Boggs Center as a center of excellence in the field of supported employment.

Bill Gaventa, M.Div.
Rev. Bill Gaventa was honored by the Union Theological Seminary Alumnii/ae Council with the Unitas Distinguished Alumni Award for outstanding ministry for 2008 on October 17, 2008 in New York, NY. Stetson University awarded Rev. Bill Gaventa the Distinguished Alumni Award for 2009 for his outstanding achievements in his profession and life, which has brought distinction and special recognition to Stetson University. The award was presented on March 21, in DeLand, FL.

Sharon Lohrmann, Ph.D.
The New Jersey Association of School Psychologists awarded Dr. Sharon Lohrmann the Dr. Irwin A. Hyman Service to Children Award. The award was presented at the New Jersey Association of School Psychologists’ 50th Anniversary on June 6, 2009 in Jamesburg, NJ.
Selected Faculty and Staff Presentations

Faculty

Deborah Spitalnik, Ph.D.


Spitalnik D. (2009, June). “Supports, Social Capital, and People with Developmental Disabilities: Some Antidotes to Deadly Medicine” (Keynote). Oklahoma Science Museum in conjunction with the US Holocaust Memorial Museum traveling exhibit, co-sponsored by The Jewish Federation of Greater Oklahoma City and The Oklahoma Health Sciences Center, Oklahoma City, OK.

Daniel Baker, Ph.D.


Pastoral Education National Conference, Richmond, VA.


Sharon Lohrmann, Ph.D.


Michael Knox, Ph.D.


Nancy Razza, Ph.D.


Phil Smith, Ph.D.


Staff

Carol Britton, M.S.W.


Anthony Camuso, B.A.


Melissa Cheplic, M.P.H.


Bret Li-Vaks, M.B.A.


Colleen McLaughlin, M.Ed.


Kathy Roberson, M.S.W.


Michael Steinbruck, M.A.


For information or to obtain copies of Boggs Center educational materials and publications, please visit http://rwjms.umdnj.edu/boggscnter or call The Boggs Center at 732-235-9317

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The Elizabeth M. Boggs Center on Developmental Disabilities Annual Report Fiscal Year 2009 ............ page 22
Publications

Boggs Center Editorial Positions Fiscal Year 2009

Daniel Baker, Ph.D.
- College of Frontline Supervision (Board of Editors). University of Minnesota
- National Association for the Dually Diagnosed Bulletin (Editor). NADD
- Research in Developmental Disabilities (Consulting Editor). Elsevier

William Gaventa, M.Div.
- Exceptional Parent Magazine, Spiritual and Religious Supports Series (Advisor)
- Insight Newsletter (Columnist). The Arc of the United States
- Religion and Spirituality Newsletter (Editor). American Association on Intellectual and Developmental Disabilities
- Journal of Religion, Disability, and Health (Editor). Taylor and Francis

Sharon Lohrmann, Ph.D.
- Journal of Positive Behavior Interventions (Editorial Board Member). Hammill Institute on Disability
- Research and Practice for Persons with Severe Disabilities (Editorial Board Member). TASH
- TASH Connections (Editor and Chair, Editorial Committee). TASH

Nancy Razza, Ph.D.
- Mental Health Aspects of Developmental Disabilities (Editorial Board Member). Psych - Media of NC Inc.

Kathy Roberson, M.S.W.
- People and Families (Editorial Board Member). NJ Council on Developmental Disabilities

Deborah Spitalnik, Ph.D.
Service

Public Policy

The Boggs Center actively influences public policy at national and state levels. Through education and outreach, The Boggs Center helps to ensure that people with disabilities, family members, service providers and policy makers have the information they need to shape policy at the state and national levels in ways that will improve the lives of people with disabilities.

Faculty and Staff Appointments and Committees

Active participation on boards and committees provides a mechanism for Boggs Center faculty and staff to share best practices information and work collaboratively with the larger community to build capacity and create systems change.

National Appointments and Committees

❖ American Association on Intellectual and Developmental Disabilities, End of Life Action Group; Religion Division (Executive Committee)

❖ Association for the Scientific Study of Intellectual Disability, Quality of Life Special Interest Research Group; Aging/End of Life Affinity Group

❖ Association of University Centers on Disabilities (Past President), Annual Report Template Workgroup; Council of Community Education Coordinators, Dissemination Committee; Council on Research and Evaluation; Data Coordinators; Dissemination Coordinators; Health Care Workgroup; Legislative Affairs Committee; Multicultural Affairs Council

❖ Coalition on Ministries in Specialized Settings/The Network

❖ College of Direct Support National Advisory Board

❖ Council on Quality and Leadership (Vice Chair)

❖ National Alliance for Direct Support Professionals, Education and Training Committee

❖ National Association for the Dually Diagnosed (Board of Directors); Training and Conference Committee; Professional Certification Committee; Direct Care Staff Certificate Subcommittee

❖ National Council of Churches, Committee on Disabilities; Task Force on Genetics

❖ TASH (Board Member); Training and Outreach Committee

❖ The Learning Community for Person Centered Practices (Board Member); Community Connections Training Curriculum Workgroup (Chair); Conference Agenda and Planning Committee; Material Development Committee (Chair); Plan Facilitation Training Curriculum Workgroup (Chair)

❖ World Council of Churches, Ecumenical Disability Advocacy Network
NEW JERSEY APPOINTMENTS AND COMMITTEES

❖ Alliance for the Betterment of Citizens with Disabilities, Staff Day Conference (Planning Committee)

❖ Autism New Jersey and The Boggs Center, Autism and Faith Task Force

❖ Boggs Center Clinical Pastoral Education Program, Professional Consultation Committee (Chair)

❖ Cultural Access Network of New Jersey

❖ Cultural Competence Network of New Jersey, Steering Committee

❖ Developmental Disabilities Coalition

❖ Disability Rights New Jersey, Protection and Advocacy for Developmental Disabilities Advisory Group; Assistive Technology Advocacy Center Advisory Committee (Co-Chair)

❖ Family Support Coalition (Vice President)

❖ Governor's Council on the Prevention of Mental Retardation and Developmental Disabilities (Gubernatorial Appointment)

❖ Interagency Transition Group

❖ Middlesex Educational Services Commission Transition Advisory Committee

❖ NJ Advisory Council on Traumatic Brain Injury (Gubernatorial Appointment)

❖ NJ Aging and End of Life in Developmental Disabilities Network (Coordinator)

❖ NJ Alliance for Full Participation (State Team Co-Chairs)

❖ NJ APSE – The Network on Employment (Board of Directors, Vice President, Conference Co-Chair); Conference Planning Committee

❖ NJ Coalition for Inclusive Ministries Steering Committee

❖ NJ Coalition for the Advancement of Rehabilitation Technology (Board of Trustees)

❖ NJ Council on Developmental Disabilities, Member (Gubernatorial Appointment); Education Committee; Public Policy Committee; Planning Committee

❖ NJ Department of Community Affairs, Barrier-Free Subcode Committee

❖ NJ Department of Education, Office of Special Education Programs, Stakeholders Group

❖ NJ Department of Human Services, Dual Diagnosis Task Force, Member; Adult Best Practices and Crisis Response Subcommittee; Adult Collaborative Services Subcommittee

❖ NJ Direct Support Professional Workforce Development Coalition Leadership Council

❖ NJ Division of Developmental Disabilities, Dialogue Group; Family Support Task Force; Individual Budget Assessment Committee; Olmsted Implementation and Planning Advisory Council; Olmsted Self Advocacy and Family Partnership Workgroup; Olmsted Quality Improvement Workgroup; Olmsted Service Delivery Workgroup-Employment; Olmsted Service Delivery Workgroup-Housing; Olmsted System Redesign Workgroup (Co-Chair); Quality Management Steering Committee; Self Directed Supports Conference and Training Workgroup; Self Directed Supports Health and Safety Workgroup; Self Directed Supports Policy Committee; Self Directed Supports Provider Qualification Training Subcommittee; Service Plan Outcomes Training Curriculum Workgroup; Statewide Training Advisory Committee; Systems Transformation Grant, Access and Public Awareness Workgroup (Facilitator); Systems Transformation Grant, Assessing Family Education Efforts Subcommittee (Chair); Systems Transformation Grant, Nursing Facility/Intermediate Care Facility Transitions and Diversions Workgroup; Trainers Network

❖ NJ Division of Medical Assistance and Health Services, Medical Assistance Advisory Committee (Chair)

❖ NJ Partners in Justice Healthy Sexuality Training Advisory Committee (Co-Chair)

❖ NJ Sexual Assault Task Force

❖ NJ Statewide Independent Living Council (Gubernatorial Appointment)

❖ NJ Transit ADA Task Force

❖ Robert Wood Johnson Medical School, Community Oriented Primary Care Summer Assistantship (Co-Director)

❖ Robert Wood Johnson Medical School, Distinction in Service to the Community Advisory Committee

❖ Robert Wood Johnson Medical School, Department of Pediatrics, Neurodevelopmental Disabilities Collaboration Committee; Strategic Planning Committee

❖ Rutgers School of Social Work, Field Education Committee; Gerontology Consortium

❖ Rutgers School of Social Work, Institute for Families, Office of Continuing Education, Certificate Program in Developmental Disabilities Advisory Council (Chair); Non-Profit and Public Management Advisory Council

❖ Small Business Development Center-Entrepreneurial Achievement Center (Board Member)

❖ Social Security Alliance

❖ State Special Education Advisory Council

❖ Statewide Network for Cultural Competence, Steering Committee

❖ Statewide Parent Advocacy Network, Family to Family Health Information Resource Center/Family Voices-NJ Parent to Parent Leadership Team Advisory Committee

❖ The Greater Raritan Workforce Investment Board Disability Committee

❖ Union County, Advisory Board on Persons with Disabilities; Senior Citizens and Disabled Persons Transportation Advisory Board

❖ YMCA Stand Against Racism Task Force

❖ United Methodist Church, Greater NJ Annual Conference, Special Needs Committee; Compassionate Advocates Team; Mental Health Task Force
Community Supports

DEVELOPMENTAL DISABILITIES LECTURE SERIES

The lecture series is a community and continuing education program provided for Division of Developmental Disabilities staff, community provider agencies, people with disabilities, and family members to enhance their knowledge and skills in innovative approaches and state-of-the-art practices for people with developmental disabilities. Eight sessions are held each year, four in the fall and four in the spring. Nationally known speakers with expertise in their field serve as faculty for the program, each conducting a morning presentation and providing technical assistance in an afternoon forum.

❖ Following the October 10, 2008 morning session, The Boggs Center coordinated the Dual Diagnosis Task Force Report Presentation with the NJ Department of Human Services.
❖ The 200th session of the Developmental Disabilities Lecture Series was celebrated at the November 18, 2008 lecture by Nancy Thaler.
❖ The Developmental Disabilities Lecture Series was attended by 1,600 people during Fiscal Year 2009.

The Fall 2008 and Spring 2009 Developmental Disabilities Lecture Series sessions and afternoon technical assistance forums included:

Fall 2008
❖ Engineering Independence presented by George Braddock
❖ From Diagnosis to Treatment Planning: Where Does the Diagnostic Manual – Intellectual Disability Fit In? presented by Jarrett Barnhill, M.D.
❖ The Future is Now: Improving Job Outcomes for People with Disabilities presented by Dale DiLeo, M.Ed.
❖ Building a New Paradigm: A Values-Based Response to Demographic and Economic Realities presented by Nancy Thaler, M.S.

Spring 2009
❖ Planting Two Trees with One Seed: Communication Supports for Problem Behavior presented by Pat Mirenda, Ph.D.
❖ The Dance of Change in a Perfect Storm presented by Renee Pietrangelo, Ph.D.
❖ A Delicate Balance: Supporting Choice While Minimizing Risk presented by Sharon Krevor-Weisbaum, Esq.
❖ Lessons, Issues, and Next Steps in Healthcare Decision Making: Care at the End of Life presented by Leigh Ann Kingsbury, M.P.A.

Very informative – I appreciate all of the ‘thinking outside the box’ to create meaningful living spaces for all people – BRAVO.”

“The seminars are so valuable to parents with a DD family member. We need ongoing directions and ways to advocate for our family members”
DIRECT SUPPORT WORKFORCE DEVELOPMENT

In initiatives to enhance the Direct Support Workforce, The Boggs Center collaborates with a number of public and private provider agencies and networks on a variety of strategies to strengthen recruitment, retention, and supports for direct support professionals. The Boggs Center provides primary coordination for the New Jersey Direct Support Professional Workforce Development Coalition. With the Coalition, The Boggs Center developed and coordinates the Career Path Pilot Project. The Boggs Center provides technical assistance to and facilitates quarterly meetings with the participating agencies, administers the College of Direct Support, and collaborates with stakeholders in the DSP Coalition on the development of a sustainable plan. The Boggs Center facilitates and provides technical assistance for the New Jersey Training Network, a statewide network of trainers who lead preservice training for direct support professionals in agencies serving people with developmental disabilities. The Boggs Center offers a series of three training courses for managers: Survival Skills for Managers in Community Supports, Leadership Skills for Managers in Community Supports, and Personal Skills for Managers.

DSPs have many positive things to say about their participation in the Career Path. In DSP meetings held throughout the state, many DSPs affirmed their appreciation for the opportunity to learn more, their increased ability to provide better supports, and for recognition of their hard work and dedication to the field.

Making a Difference: A Direct Support Professionals Conference was held on September 25, 2008 and offered skill building workshops for DSPs across the state and a recognition ceremony for the 64 direct support professionals who have completed Level 1 of the College of Direct Support.

As a result of the Career Path pilot and work conducted by the NJ Direct Support Professional Workforce Development Coalition, the NJ Division of Developmental Disabilities has started the process for implementing use of the College of Direct Support and the Career Path statewide.

Project Coordinators have been invited to present at multiple national conferences to present the NJ Career Path as an example of best practice in workforce development for direct support professionals.

The Boggs Center staff continued to coordinate the pilot and statewide roll-out of the College of Direct Support (CDS), funded by a grant from the New Jersey Developmental Disabilities Council. Nine agencies across New Jersey are in the pilot. More than 179 Direct Support Professionals participated in the Career Path, with 180 additional agency staff taking CDS courses on a lesson by lesson basis.

The pilot agencies have developed a variety of financial and other rewards for successful completion of the certificate levels, including pay raises, bonuses, and employee recognition.

The Boggs Center conducted 24 training sessions for more than 600 participants in the Management series.

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**Faith Based Support**

Faith Based Supports include activities related to the New Jersey Coalition for Inclusive Ministries, coordinated by The Boggs Center, to encourage congregations to include and support members with disabilities, and other efforts to promote spiritual supports. Activities of the New Jersey Coalition for Inclusive Ministries include coordination of training and technical assistance events; sponsorship of conferences in cooperation with New Jersey organizations; educational events in congregations; distribution of resources to clergy and lay leadership; educational opportunities for seminarians; and quarterly forums for the Coalition.

- In a project funded by the Pennsylvania Council on Developmental Disabilities, The Boggs Center is working with seminaries to integrate disability issues and perspectives in their curricula.
- Boggs Center faculty taught a course in Ministries with People with Disabilities and Their Families at Princeton Theological Seminary.
- Boggs Center faculty conducted 32 presentations on congregational supports for people with disabilities and their families, including plenary sessions in Connecticut, Georgia, Michigan, New York, Tennessee, Texas, Virginia, and Wisconsin.
- Nearly 1,500 copies of the *Autism and Faith: A Journey into Community* were disseminated to congregations in New Jersey and around the country. More than 7,000 copies of the guide have been disseminated since its publication in May 2008.
- Rev. Bill Gaventa continued to serve as Editor of the *Journal of Religion, Disability, and Health*.

**Cultural Competence**

The Boggs Center initiated the development and continues to provide coordination of the New Jersey Statewide Network on Cultural Competence. The Network’s mission is “to strengthen culturally competent services in the state of New Jersey for people with diverse needs, and to facilitate access by individuals, families, providers, and professionals to these services.”

- The collaborative has begun to develop relationships with Middle Eastern communities in New Jersey. The Center has begun to prepare for a conference on issues of concern to Middle Eastern communities in New Jersey.
- The Boggs Center continued to support the New Jersey Statewide Network on Cultural Competence (http://www.state.nj.us/njsncc/index.shtml) by serving as coordinator of the statewide listserv, which has continued to expand.
- The Boggs Center taught a three-hour class on Diversity and Spirituality for the UMDNJ-School of Health Related Professions Psychosocial Rehabilitation Program.

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Faculty and staff from The Boggs Center complete an evaluation of each child participating in CPEP. The assessment includes the relevant and critical information for designing an environment in which the child will be successful, and recommendations for support strategies that should be used with the child.

The Boggs Center offers three training courses in Positive Behavior Support: Basic Positive Behavior Support, Applied Positive Behavior Support, and Mental Health Supports. The Boggs Center's extensive activities in Positive Behavior Support in Schools are described on page 31.

❖ The Boggs Center conducted training for community agency staff in Positive Behavior Support. More than 700 people participated in 31 training sessions in Fiscal Year 2009. The five day training series addressed Basic Positive Behavior Support, Applied Strategies for Implementing Positive Behavior Support, and Mental Health Support for Individuals with Intellectual or Developmental Disabilities.

❖ In Fiscal Year 2009, The Boggs Center provided more than 1,300 hours of training and technical assistance to agencies participating in CPEP.

❖ The Boggs Center provided extensive training and technical assistance to CPEP agencies serving 50 children in New Jersey who were at risk of being placed out of state, at greater distance from their families and at greater cost to the State.

❖ The success of CPEP provides a demonstration of the efficacy of individualized PBS for the most challenging children and youth with intellectual or developmental disabilities. It is anticipated that this model will be used for other children and adults with intellectual or developmental disabilities.

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**Self-Directed Supports**

The Boggs Center provides the Training and Technical Assistance component of New Jersey’s Self-Directed Supports efforts. Under contract with the Division of Developmental Disabilities, The Boggs Center conducts training for families, people with disabilities, agency staff, and others who are interested in the self-directed supports and self-determination processes. The Center provides training in Person Centered Thinking and Essential Lifestyle Planning, the planning process being used by families, individuals, and support coordinators in the development of a plan of care.

- The Boggs Center conducted 22 training sessions in Person Centered Thinking and Essential Lifestyle Planning for 333 agency staff, individuals with disabilities, and family members.

- In April 2009, The Center coordinated New Jersey’s 8th annual Self-Directed Supports Conference, Together is Better: Connecting to the People and Places in the Community for the Life You Want. One hundred and eighty-eight people with disabilities and their families participated in the event.

- The Boggs Center provided extensive technical assistance in person-centered approaches and self-directed supports to the Division of Developmental Disabilities, provider agencies, individuals with disabilities, and families and disseminated information about Person Centered Thinking and Self-Directed Supports.

- The percentage and number of families with children aging out of school services, who request self directed options continues to increase. A growing number of agencies are asking The Boggs Center for customized training and technical assistance to support their capacity to offer self directed supports.

- Staff from The Boggs Center have played a key role with the Learning Community in updating national curricula in Person Centered Thinking and Essential Lifestyle Planning and in developing a new course on community inclusion.

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**Writers’ Group for Family Caregivers**

In July 2008, The Boggs Center started a Writers’ Group for Family Caregivers. The purpose of the group is to give family caregivers of individuals with developmental disabilities an opportunity to tell their own stories, in their own words. The group meets every other month, and a list-serve provides group members who are unable to make it to meetings an opportunity to share their work with one another.

- Writing Our Journey: Poems and Essays by Family Givers may be found on The Boggs Center’s website at http://rwjms.umdnj.edu/boggscener/ projects/Writers_Group.html

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…the constant yearning for acceptance and communities that will make room at last for those we love; this is a language we can all comprehend
NEW JERSEY POSITIVE BEHAVIOR SUPPORT IN SCHOOLS

New Jersey Positive Behavior Support in Schools (NJPBSIS) is a collaboration between the New Jersey Department of Education, Office of Special Education Programs and the Elizabeth M. Boggs Center on Developmental Disabilities. NJPBSIS is funded through I.D.E.A. Part B Funds. The NJPBSIS initiative supports the inclusion of students with disabilities within general education programs. This initiative develops the capacity of schools to address school-wide, classroom, and individual student problem behavior using current research-validated practices in Positive Behavior Support. The Boggs Center also developed and maintains The New Jersey Positive Behavior Support in Schools website, www.njpbs.org, which explains PBSIS, offers resources to parents and school personnel, and lists upcoming events.

❖ The PBSIS project team provided intensive training and technical assistance to the 28 participating schools in urban and suburban districts across the state in FY 2009. Since the inception of the initiative, more than 70 schools have received training.
❖ In Fiscal Year 2009, nearly 1,200 administrators, specialized staff, special education teachers, and general education teachers participated in PBSIS training. Nearly 500 hours of technical assistance was provided to schools.
❖ Curricula on topics including functional behavioral assessment and classroom management were disseminated to school personnel in Fiscal Year 2009.
❖ Following implementation of Positive Behavior Support, school personnel report a number of positive outcomes including: reductions in office referrals and suspension; reduction in special education referral rates; increases in positive student behaviors; increases in staff and student perception of school climate; and greater openness to the inclusion of students with disabilities.

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POSITIVE BEHAVIOR SUPPORT IN EDUCATIONAL SETTINGS

The Boggs Center conducts research, contractual and community fee-for-service training and technical assistance on the implementation of Positive Behavior Support practice in educational settings for children and youth.

❖ With funding from the UMDNJ Foundation, The Center conducted a study on understanding the practices that help schools adopt intervention approaches to improve the social condition of school settings for children and youth.

❖ The Boggs Center conducted fee-for-service training on Functional Assessments and Behavior Intervention Planning for organizations such as Long Branch School District in NJ and Fairfax School District in VA.

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Community-Based Instruction is a critical component of a successful transition from school to adult life for many students with disabilities. With funding from the NJ Department of Education, Community-Based Instruction (CBI) training and technical assistance efforts assist school districts in providing instruction for students in community-based settings. These efforts include: providing training and information to districts through workshops, sharing successful efforts currently occurring in New Jersey school districts, and offering direct technical assistance to school districts addressing CBI strategies, training needs, and necessary administrative supports. All activities are designed to create positive, observable outcomes for students.

- The Boggs Center conducted a series of regional one and two-day workshops; 1,047 personnel from school districts across the state participated in the training. Seventy one hours of technical assistance in community-based instruction was provided for 629 school personnel.

- Districts participating in these efforts report a tremendous number of positive outcomes from their participation. These outcomes include establishing and expanding CBI Programs in their schools/districts, for example, increasing the number of community sites for CBI and increasing numbers of students participating or broadening areas of instruction. Participants are funding these service expansions from a variety of different sources, including the American Reinvestment and Recovery Acts (ARRA).

- During this year, The Boggs Center dramatically increased local school and district administration involvement in the CBI training and technical assistance efforts by including the use of mandatory administrator teleconferences for all participating schools and districts and the requirement for administrator presence at onsite technical assistance sessions.

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SUPPORTED EMPLOYMENT TRAINING AND TECHNICAL ASSISTANCE

Boggs Center Supported Employment Training and Technical Assistance activities increase employment opportunities for people with disabilities by developing competence among service providers in all areas related to assisting people with disabilities to choose, obtain, and maintain employment. The Boggs Center offers two levels of supported employment training: Employment Specialist Introduction and Employment Specialist Advanced. Both courses are two days in duration.

- The Boggs Center provided 16 two-day training sessions in Fiscal Year 2009. The Center trained more than 427 individuals in its introductory and advanced employment specialist courses.

- The Center provided training sessions requested by individual agencies. Presentations included 2 workshops at the national APSE conference, a NJ Council on Developmental Disabilities Partners in Policymaking session, and a guest lecture in a Special Education class at The College of New Jersey.

- In collaboration with NJ APSE - The Network on Employment, The Center coordinated the 17th annual Facing the Future Conference, a two-day conference focusing on employment and transition. Two hundred employment service providers attended the conference, even with the economic challenges of the time.

- The new Boggs Center Supported Employment Training Manual was completed and disseminated. The new manual was designed for enhanced readability and interest, and contains both established practices and cutting edge strategies to support greater rates of employment.

- The Boggs Center is coordinating the state team for the national Alliance for Full Participation, which will focus on employment.

NATIONAL TECHNICAL ASSISTANCE AND RESEARCH CENTER (NTAR)

The Boggs Center is a consortium partner in the National Technical Assistance and Research (NTAR) Center to Promote Leadership for Increasing Employment and Economic Independence for Adults with Disabilities led by Rutgers University’s Heldrich Center for Workforce Development. The consortium also includes the Delaware University Center for Excellence in Developmental Disabilities. The purpose of the NTAR Leadership Center is to promote better connections for people with disabilities to educational opportunities and work in the mainstream labor market.

- The Boggs Center provided technical assistance to the states selected for the State Leadership Development Institute in Fiscal Year 2009.

- The Center collaborated on the development of a literature review of employer initiated and market driven approaches to recruiting, hiring, and retaining employees with disabilities.

- Three participating states, Connecticut, Maryland, and Minnesota, have made substantial improvements in their connection of workers with disabilities into generic workforce systems.

- The NTAR Center’s research efforts focus on identifying means for effective business-led collaborations with disability supports, with significant dissemination of the findings in 2010.

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Full Participation, which will focus on employment.

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CHILDREN WITH HEARING LOSS AND EXISTING COMORBID CONDITIONS IN NJ

With funding from the Centers for Disease Control and Prevention- National Center for Birth Defects and Developmental Disabilities' Cooperative Agreement with the Association of University Centers on Disabilities Research Topics of Interest, The Boggs Center is conducting the study “Children with Early Hearing Loss and Existing Comorbid Conditions in New Jersey: State Data and The Experience of Families,” in collaboration with the NJ Department of Health and Senior Services.

The project will identify the prevalence of early hearing loss in children with existing comorbid conditions and who fail newborn/initial hearing screening, identify the impact of existing comorbid conditions on follow-up of failed initial hearing screenings, describe the experience and needs of families of children with early hearing loss and comorbid conditions, and determine the knowledge and experience of audiologists in evaluating and providing services to children with early hearing loss and co-occurring conditions.

Within a Participatory Action Research design, a family advisory committee, comprised of parents of children with a hearing loss and another disability, participated in the creation of a survey instrument that reflects the issues they identified as being of greatest importance to families.

❖ During Year Two of the project, the initial family survey was approved by the NJ Department of Health & Senior Services and UMDNJ Institutional Review Board (IRB), and approximately 350 surveys in English and Spanish were mailed. Another 87 will be sent to families of children born in 2007.

❖ The survey of audiologists regarding services to children with multiple disabilities is near completion and will be submitted for IRB approval early in FY 2010.

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AGING AND END OF LIFE ISSUES
WITH ADULTS WITH DEVELOPMENTAL DISABILITIES

With support from the Division of Developmental Disabilities, The Boggs Center provides customized training and technical assistance and presents workshops on coping with grief and end of life issues for agencies and people supporting adults with developmental disabilities.

❖ In collaboration with UMDNJ-University Behavioral Healthcare’s Comprehensive Services on Aging and Statewide Clinical Consultation and Training, The Boggs Center coordinated a one day workshop, Aging Well: Supporting the Physical, Emotional, and Spiritual Needs of Adults with Developmental Disabilities and Their Caregivers.

❖ The Boggs Center presented two workshops for New Jersey provider agencies on Aging, Grief, and Loss and Developmental Disabilities.

❖ A keynote for a conference in Wilmington, Delaware was presented on End of Life Issues.

❖ A workshop was presented on Aging: Spirituality at the End of Life: Strategies for Addressing the Spiritual Needs Near the End of Life and the Challenges for Service Providers at the International Association for the Scientific Study of Intellectual Disabilities (IASSID) Conference in Capetown, South Africa.

❖ The afternoon technical assistance forum following the Developmental Disabilities Lecture Series session on End of Life Planning led to a major expansion of the New Jersey Aging and End of Life listserv.

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PRIMARY HEALTH CARE PROJECT

In collaboration with the UMDNJ-Robert Wood Johnson Medical School Department of Family Medicine, The Boggs Center facilitates a medical home for adults with developmental disabilities by supporting care coordination for adults with developmental disabilities at the Family Practice ambulatory care site in New Brunswick. A resource unit provides care coordination and supports faculty and resident physicians in caring for patients with developmental disabilities.

❖ Care coordination was provided for 133 adults with disabilities at the Family Medicine Resource Unit.

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COMMUNITY ORIENTED PRIMARY CARE
The Center co-sponsored the Summer 2009 Assistantship in Community Oriented Primary Care with UMDNJ-Robert Wood Johnson Medical School, Department of Family Medicine. Community Oriented Primary Care (COPC) provides an interdisciplinary opportunity for medical, physician assistant, and graduate social work students to gain experience in providing basic services in healthcare and education to underserved communities in central New Jersey. Through the Center’s efforts, the COPC program’s didactic sessions and field placements included content and opportunities in developmental disabilities.

❖ Five students had internships and conducted health education projects at agencies serving people with developmental disabilities, including The Arc of New Jersey, The Arc of Monmouth County, and the Statewide Clinical Consultation and Training program.

MEDICAL STUDENT SEMINAR ON FAMILY CENTERED CARE AND DEVELOPMENTAL DISABILITIES
All medical students at UMDNJ-Robert Wood Johnson Medical School in New Brunswick receive an introduction to family centered care and developmental disabilities through the Developmental Disabilities Seminar, a required component of the pediatrics rotation. The Boggs Center coordinates the seminar 8 times each year in collaboration with the Department of Pediatrics at UMDNJ-Robert Wood Johnson Medical School. A key component of the seminar is visits to families in their homes, to increase awareness of and sensitivity to the strengths and needs of families who have a child with a developmental disability.

❖ The Boggs Center continued to coordinate the Developmental Disabilities seminar for all third-year medical students in the pediatrics rotation. One hundred and five students participated in the seminar in Fiscal Year 2009.

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Program Staff: Carrie Coffield, Kathi Morley

“I love this program for what it allows my family to demonstrate to the upcoming medical community…It allows us to be us – nothing more and nothing less.”
**Clinical Pastoral Education**

The Clinical Pastoral Education (CPE) Program is a unique preservice training program initiated by the Center, in collaboration with three seminaries in New Jersey and community-based provider agencies, which serve as placement sites for chaplaincy students in the program. The goals of the CPE program are to enhance the skills of seminarians, clergy, and laypersons in the delivery of spiritual supports to people with disabilities and their families and to strengthen their skills in advocacy and developing community supports. The CPE program is accredited by the national Association for Clinical Pastoral Education, Inc. The Boggs Center is the only University Center for Excellence in Developmental Disabilities with an accredited CPE program and the only CPE program based in community agencies serving people with disabilities.

- Seven chaplaincy students graduated from the Clinical Pastoral Education Program in Fiscal Year 2009.

- In Fiscal year 2009, The Center expanded its CPE capacity by adding a supervisor in training position. Rev. Alice Walsh is participating in the Eastern Pennsylvania Institute for Clinical Supervision in Philadelphia, PA and is being mentored by Rev. Bill Gaventa.

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**Interdisciplinary Traineeship**

The Interdisciplinary Traineeship provides opportunities for students to learn about developmental disabilities through participation in traditional scholarly activities, research, and training. The Traineeship is open to all undergraduate or graduate students including, but not limited to, those majoring in the following disciplines: education, nursing, physical therapy, psychology, public health, and social work. The traineeship typically spans an academic year, Fall through Spring. Often students are able to obtain academic credit through their home academic institution for work completed during the traineeship. Students are paid a quarterly stipend to support their activities, and receive a certificate of completion at the end of the academic year.

- In Fiscal Year 2009, a doctoral student in Divinity graduated from the Interdisciplinary Traineeship program at The Boggs Center.

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RUTGERS SCHOOL OF SOCIAL WORK

CURRENT PERSPECTIVES IN DEVELOPMENTAL DISABILITIES COURSE

During FY 09, Boggs Center faculty taught a graduate social work course in developmental disabilities, Current Perspectives in Developmental Disabilities. The course will be one component of a new disability area of emphasis, developed through the collaboration of The Boggs Center and the Rutgers University School of Social Work.

❖ Seven students completed the course in FY 09. Self advocates and parents as well as other Boggs Center personnel were guest lecturers.

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RUTGERS SCHOOL OF SOCIAL WORK, INSTITUTE FOR FAMILIES, OFFICE OF CONTINUING EDUCATION,

CERTIFICATE PROGRAM IN DEVELOPMENTAL DISABILITIES

The Certificate Program in Developmental Disabilities is co-sponsored by the Rutgers University School of Social Work Institute for Families and The Boggs Center. It is intended to enhance the skills and knowledge of professionals working in the field of developmental disabilities and professionals working with people with disabilities in a variety of settings. The Boggs Center chairs the Certificate Program Advisory Council. Boggs Center faculty teach the workshops on cultural competence, disability policy, transition, positive behavior support, and psychotherapy.

❖ In Fiscal Year 2009, 124 students participated in 5 day-long workshops conducted by The Boggs Center.

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STRATEGIC PRESERVICE INITIATIVES FOR MENTAL HEALTH CLINICIANS TO SERVE PEOPLE WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

In 2007, The Boggs Center initiated a project to improve the education of graduate students in psychology, social work, and counseling with regard to the mental health needs of people with Intellectual and Developmental Disabilities (IDD). Rarely do academic programs for clinical professionals include coursework or practica regarding the unique vulnerabilities of people with IDD. Similarly, advances in therapeutic techniques for people with IDD have not been incorporated into graduate curricula. Through this project, lectures are provided, free of charge, to university programs, thus addressing a longstanding gap in education, and ultimately, service provision, to people with IDD in need of mental health treatment.

❖ In FY 09, The Boggs Center guest lectured for graduate students at William Paterson University; Monmouth University, taught Clinical PsyD students at the Rutgers University Graduate School of Applied Psychology, and presented to staff of Monmouth Medical Center;
❖ Articles on the mental health needs of people with Intellectual and Developmental Disabilities (IDD) were written for New Jersey Psychologist and The Arc of New Jersey’s Healthy Times.

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Our thanks to the individuals and families whose photos are featured in this report and also our colleagues at the NJ Council on Developmental Disabilities for contributing some of the photographs.