

**SD COUNCIL ON DEVELOPMENTAL DISABILITIES
MINI GRANT APPLICATION - - TITLE PAGE**

Applicant Organization: Communication Sciences & Disorders

Address: 414 E. Clark Street, Vermillion, SD 57069

Telephone: 605-658-3870 Federal ID Number: 466000364

Project Director: Elizabeth K. Hanson

Address/Telephone: USD, 414 E. Clark Street, Vermillion, SD 57069

Email Address: Elizabeth.hanson@usd.edu

Type of Organization: State University Tax Exempt? Yes

Under "Type of Organization" indicate all of the following that apply: State, county, municipality, or other public institution; nonprofit or profit private institution. If "nonprofit" and/or "tax exempt", proof of status may be requested.

Title of Project: Emergency Preparedness: Communication Training for People with Intellectual/Developmental Disabilities and First Responders

Project Begins: September 2023 Project Ends: May 2024

Total Council Funds Requested: \$4,988 Total Project Budget: \$6,235

Daniel Engbretson

Authorizing Official (please type name)

Signature

DocuSigned by:
Daniel Engbretson
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Title and address, if different from Project Director listed above.

Vice President for Research

Proposal Summary
Emergency Preparedness: Communication Training for People with
Intellectual/Developmental Disabilities and First Responders

The program developer/coordinator for this training grant application is Elizabeth K. Hanson, Ph.D., CCC-SLP who is an associate professor in the Communication Sciences and Disorders Department at USD. The training program was developed in collaboration with Sesdac, Inc. and the Vermillion Police Department – in Vermillion, SD. The training will support communication among people with intellectual/developmental disabilities and first responders by teaching interactive communication skills that incorporate visual supports using evidence-based teaching methods. Three constituent groups are targeted: (1) People with intellectual/developmental disabilities (supported by Sesdac, Inc.), (2) direct support providers who care for those individuals (Sesdac employees), and (3) law enforcement professionals from the Vermillion Police Department. Goals for the three constituent groups are to increase the use of non-speech communication supports (i.e., communication/I.D. card) during interactions among people with intellectual/developmental disabilities and first responders. The role of Sesdac employees in this interaction is to learn to support people with intellectual/developmental disabilities to self-advocate by communicating as independently as possible. In addition to reporting on progress toward established goals and objectives, the program evaluation will include the satisfaction feedback specified in the application and seek responses from participants in the training as well as upper management in the organizations (i.e., Sesdac Executive Director and VPD Police Chief). The total amount of funds requested in this mini-grant application is \$4988.00.

Emergency Preparedness: Communication Training for People with Intellectual/Developmental Disabilities and First Responders

Revised application submitted 03/31/23

Project Narrative

We are fortunate when we can rely on help from first responders in times of crisis. However, interacting with first responders, such as law enforcement officers in full uniform with sidearms and all the trappings, can cause a stress response in anyone, regardless of the situation. This is true for many people, including people with intellectual/developmental disabilities living in supported apartments or group homes. Often police officers are the first on the scene when 911 is called for a medical emergency or altercation in a group home or apartment complex that supports people with intellectual disabilities. These situations are fraught with fear and stress and, as a result, the presence of uniformed law enforcement professionals may become linked with that anxiety experience, regardless of the reason for the situation.

People with intellectual/developmental disabilities often struggle to understand spoken and unspoken language, they may have trouble expressing their thoughts and emotions through speech, they may not understand written information entirely. When outside of a routine they may experience communication breakdowns that leave them frustrated, scared, anxious, or withdrawn. As a result, they are especially vulnerable in emergency situations in which the prospects for successful communication diminish.

The consensus regarding best practices in teaching for people with intellectual/developmental disabilities is to learn communication skills (and other skills) in contexts as close to real-life as possible. Role play, peer models, and video self-models are effective learning strategies (Boesch, Begley, Blackstone, & Caswell, 2022; Gül, 2016). Communication tools that augment spoken language are useful for many people with intellectual/developmental disabilities – especially in times of crisis (Quinn & Stuart, 2010).

This proposal is for a training project that uses on-site teaching methods for people supported by Sisdac, Inc., their staff, and local first responders in Vermillion, SD. It was developed with input from all constituents and incorporates visual supports, video models, peer models, and role play. The training schedule is designed to be offered each fall and spring to meet the needs Sisdac and first responders as they join the community and need refresher training to maintain skills.

Communication training for first responders varies across the country. For example, there are disability awareness trainings for first responders offered by Niagara University, which has an extensive virtual training program using a “teach the teacher” model. Since 2021, thirty (30) people in law enforcement across South Dakota took part in virtual trainings through the Niagara University program. None of the people or agencies involved were in Vermillion or Clay County, SD. When staff at Sisdac, Inc. were asked about the disability awareness training offered by Niagara University, the response was that an in-person training that brings local first

responders in contact with people supported by Sesdac is preferable. Email responses from Sesdac staff who provided feedback on this proposal are quoted below:

- *"I heard about Niagara University in New York State from Arlene Poncelet. I thought this was going to be a little more hands on and getting to know the officers and not be afraid of them..."*
Thanks, Ionela
- *"...I did receive that email as well and for the online course. We did not complete it as I felt the program we were looking into doing with SLP and the first responders in our community would be a better option. I am really hoping that we can still offer our training in the future. I think it would be a great idea for Liz to assist in working with communication between people with disabilities and first responders..."*
Heidi (DTS Director)
- *"...Like Heidi and Ionela mentioned, it is virtual, which makes it extremely difficult for people to get the most out of it. Having something like we had proposed would be more beneficial as it would be more "hands on" and allow the people we support to develop genuine relationships with local law enforcement and other responders as part of the learning experience."*
Thanks,
Emily Aus, Director of Services at Sesdac, Inc.

The **purpose** of this project is to provide an in-person, customized, communication training program for three constituent groups: people with intellectual/developmental disabilities who are supported by Sesdac, Inc. in Vermillion, SD; employees of Sesdac who support them; and for law enforcement personnel with the Vermillion Police Department (VPD). The training will be provided by an expert (Elizabeth K. Hanson, Ph.D., CCC-SLP) from the University of South Dakota Department of Communication Sciences and Disorders who has 30 years of experience in working with people with intellectual/developmental disabilities. The training will take place over the course of several weeks, using evidence-based teaching methods that are effective for people with intellectual/developmental disabilities. For the initial training, people supported and police officers from the Vermillion Police Department will receive customized communication cards created for their interactions and will learn to use them during training sessions.

Funding assistance is needed because this is a training that is not part of the program offerings for people supported by Sesdac, Inc. nor is it part of the training received by employees of the Vermillion Police Department; thus, financial support is sought for technology to create the custom communication cards and for compensation for Dr. Hanson's services.

Participant information: The **target populations** for the emergency preparedness training in communication include (1) people with intellectual/developmental disabilities supported by Sesdac, Inc., (2) direct service providers who provide the support, and (3) professional law enforcement employees from the Vermillion Police Department. The trainings will be offered each fall and spring with approximately 15 people with intellectual/developmental disabilities (supported by Sesdac, Inc.), their staff, and small groups of law enforcement personnel (Initially assigned from the Vermillion Police Department but to eventually be offered to local EMS, fire departments, and the county Sheriff's office). Successful implementation of the training protocol will result in continued trainings in subsequent years on a rolling schedule to accommodate all people supported by Sesdac, their support staff, and VPD employees.

Collaboration among Sesdac, Inc., Vermillion Police Department, and the Communication Sciences and Disorders department at USD is essential for the success of this training program. In the long term, this training could be offered to other community support provider groups and first responder groups across the state.

A value-added benefit of the project is the involvement of graduate student trainees from Communication Sciences and Disorders who will assist Dr. Hanson and, as a result, will have the knowledge and experience necessary to provide similar trainings in their future professional work. (Note: the funding requested in this application will not be used for student training or reimbursement.)

People with intellectual/developmental disabilities were involved in pilot projects when the procedures for this training were developed. They contributed to the conceptualization of a continuum of valid outcomes and expectations to work toward for those with intellectual/developmental disabilities.

GOALS, OBJECTIVES, AND TIMELINES are as follows:

Goals for people with intellectual/developmental disabilities who participate:

- Increased communication skills for health/medical/emergency needs
- Increased communication skills for self-advocacy

Objectives for people with intellectual/developmental disabilities who participate:

(examples)

- ...respond to question from unfamiliar first responder by offering emergency communication/I.D. card, in a familiar setting, with gestural assistance, at least three times during the final session.
- ...respond to question from unfamiliar first responder by pointing to symbols representing information on emergency communication/I.D. card such as name, address, phone number to get help, with spoken assistance, at least three times during final session.
- ...respond to question from unfamiliar first responder by reading aloud from emergency communication/I.D. card in a familiar setting, independently, at least twice during the final session.

Goals for support providers of people with intellectual/developmental disabilities:

- Increased skills that support independent communication for people with intellectual/developmental disabilities.

Objectives for support providers of people with intellectual/developmental disabilities:

(examples)

- ...provide gestural assistance to support people with intellectual/developmental disabilities during communication with unfamiliar first responder in a familiar setting, at least three times during the final session.

- ...provide wait time to support people with intellectual/developmental disabilities during communication with unfamiliar first responder in a familiar setting, at least twice times during the final session.
- ...provide spoken assistance to support people with intellectual/developmental disabilities during communication with unfamiliar first responder in a familiar setting, at least three times during the final session.

Goals for first responders when communicating with people with intellectual/ developmental disabilities:

- Increase use of skills that support communication with people with intellectual/developmental disabilities.

Objectives for first responders when communicating with people with intellectual/developmental disabilities:

(examples)

- ...augment spoken message by pointing to visual supports to aid comprehension of people with intellectual/developmental disabilities.
- ...provide wait time to allow people with intellectual/developmental disabilities to process information and formulate their response when communicating.

Time frames:

Sessions with people with intellectual/developmental disabilities and their support staff will occur weekly for approximately 15 weeks for 60 – 90 minutes.

Evidence-based teaching practices employed: Demonstration, social stories, visual schedules, least-to-most prompting/scaffolding, role-play, peer models, and video self-models are all evidence-based teaching strategies that are successful for people with intellectual/developmental disabilities. Goals and objectives will be set based on initial informal evaluations of the communication skills of people supported.

Session procedures: Initial sessions will introduce the personalized communication cards and demonstration the interactions with police officers being taught. Social stories will depict appropriate interactions with first responders. People supported and direct care staff will be gradually integrated into the scripted exchanges (e.g., “I’m officer John Smith. What’s your name?” while showing and pointing to the officer communication card) by taking on different roles in the exchanges.

Trainers (i.e., Dr. Hanson and graduate students) will provide guidance using least-to-most prompts. Video models and video-self models of the scripted role plays will be recorded and shown during the session to provide feedback and create motivation among people supported. Progress will be measured and documented for each person supported using the metrics established in goals and objectives above.

When individual participants with intellectual/ developmental disabilities reach the expected levels of performance, members of VPD will be scheduled for an introductory session to explain

the communication interactions being targeted and to view videos of scripted role play. Then they will be invited to attend the final session or sessions to bring the three constituent groups together to practice the interactions with each other. Trainers will provide guidance and scaffolding as needed and will continue to employ video- self models for both instruction and motivational feedback.

Underserved and unserved populations: Sesdac, Inc. provides support for a diverse population of people with intellectual/ developmental disabilities. By working with the organization, this project will address the needs of unserved and underserved populations who are represented at Sesdac.

Staff: Elizabeth K. Hanson, Ph.D., CCC-SLP is a speech-language pathologist with more than 30 years' experience working with people with intellectual/developmental disabilities. She has presented on the topic of communication with people with intellectual/ developmental disabilities to state law enforcement groups. She is an associate professor in the Department of Communication Sciences and Disorders at the University of South Dakota where she teaches coursework in augmentative and alternative communication (among other courses), maintains a research program, and contributes service to her community, including serving on the Governance Board of Directors for Sesdac, Inc. Dr. Hanson will be assisted by students in the Speech-Language Pathology Program who are in training with her.

Evaluation plan:

- Progress toward goals and objectives (specified above) will be measured and documented for people with intellectual/developmental disabilities during weekly sessions.
- Progress toward goals and objectives (specified above) for Sesdac staff and VPD staff who participate in the training will be measured and documented during the final sessions when all three constituent groups will be present and participating in the training.

Determining if the grant addressed the need for the project: Training in any area for people with intellectual/developmental disabilities is best completed in familiar surroundings with real or realistic situations. By including the three constituent groups in training sessions that occur in familiar surroundings for face-to-face interactions, this project employs best practices for this type of training. By establishing, measuring, and documenting goal and objective achievement for the individuals from each constituent group, we will be able to report on the success of the training project in contexts that are as realistic as possible, short of a true crisis situation.

Consumer satisfaction: In addition to program evaluation, consumer satisfaction will be measured using individual survey instruments delivered to participants and their respective administrative/management (e.g., Sesdac's executive director and the VPD Chief). Performance Measures provided by the Council will be incorporated into the outcome data.

Description	(A) Requested DD Council Funds	(B) Allowable Match from Applicant **	(C) Allowable Match from Other Agencies **	(D) Total Contract Grant Budget (A + B + C)	(E) Un-allowable Match from Applicant & Other Agencies	(F) Total Project Budget (D + E)
PERSONNEL						
PI Salary & Fringe	\$4,050			\$4,050		\$4,050
TRAVEL						
CONTRACTUAL						
OPERATING EXPENSES						
EQUIPMENT						
OTHER						
Supplies	\$700		\$1,247 for space	\$2,185		\$2,185
Indirects at 5%	\$238					
GRAND TOTAL	\$4,988		\$1,247	\$6,235		\$6,235

** Be sure the Budget Narrative specifies the type of allowable match (in-kind, cash, etc.) and the source of the matching funds. Utilize the formulas found in the instructions to compute the percentages of Council funds and matching funds.

Budget Narrative
Requested DD Council Funds

Personnel: \$4,050

1. *Salary:* The PI, Elizabeth Hanson, Ph.D., CCC-SLP, is an Associate Professor at the Department of Communication Sciences and Disorders at the University of South Dakota. She requests 4.25% of her annual 9-month salary of \$74,923. This totals \$3,184 which is 0.38 person months.

This salary request will allow her to run all aspects of the grant project during two semesters (i.e., Fall 2023 and Spring 2024). She will be responsible for planning and providing the weekly training for the three constituent groups, establishing goals and objectives for each participant, scheduling and coordinating the sessions, treatment decisions, guiding student trainers from USD, developing communication/I.D. cards for the people supported and the law enforcement participants, coordinating with Sesdac staff to create the communication/I.D. cards, overseeing data collection, analyzing data, writing and submitting progress reports, and reporting the outcome.

2. *Fringe Benefits:* The amounts requested are consistent with the policies of the University of South Dakota. These policies require fringe benefits of 14.009% for salaries of senior faculty and an annual fixed amount for health benefits of \$9,872 proportional to the amount of academic effort. The total fringe requested here totals \$866.

Other: \$938

1. *Supplies:* Funds are requested at \$250 for a laminator along with \$50 for laminator supplies. Also, \$400 is requested for high-quality printer ink for the existing color laser printer at Sesdac. These tools and supplies will be used to create water-resistant communication/I.D. cards for people supported and law enforcement participants. Ultimately, approximately 150 communication/I.D. cards will be created with new cards when Sesdac accepts new people for support and when VPD sends additional employees for the training.

2. *Indirect Cost:* As specified in the application packet, "the maximum indirect rate allowable for Council projects is 5%." According to USD Policy 6.002, capped indirect costs are defined as "a reduced indirect rate or amount which is uniformly applied to awards in accordance with an external sponsor's internal policy regarding payments for overhead." USD is obligated to include indirect rates unless strictly prohibited or capped by the sponsor. Total indirect cost for this project is \$238.

Total: \$4,988

Budget Narrative
Allowable Match from Other Agencies

As a collaborator in this project, Sesdac, Inc. will provide in-kind support at 25% of the requested amount in the form of training room rental for weekly training sessions at Sesdac. The estimated in-kind expense for room rental is \$83.14 per day x 15 training sessions for a total amount of \$1,247, which is 25% of the requested amount of \$4,988.

Total Funds Requested from Sponsor: \$4,988 Total In-Kind Match: \$1,247 Total Project Budget: \$6,235



Support for People with Disabilities

March 30, 2023

Sesdac Inc. supports the grant application titled "Emergency Preparedness: Communication Training for People with Intellectual/Developmental Disabilities and First Responders" submitted by Elizabeth K. Hanson of the Department of Communication Sciences and Disorders at the University of South Dakota. This proposal provides for in-person training for people with disabilities and local first responders, such as police officers, fire fighters, and EMTs, who are the people who routinely interact with people supported during times of crisis.

Times of crisis are very difficult moments in for everyone, including people with intellectual-developmental disabilities. Communication among people affected and the first responders who arrive to help is crucial to mitigating the crisis. Not only does this grant provide realistic, in-person communication training, but in so doing, it reinforces the belief that all people are a part of our community, and everyone has a right to the same services in times of crisis.

This training will teach skills in self-advocacy for the people we support. They should be encouraged to always advocate for themselves and providing them an opportunity to give their voice first is a cornerstone of our organization's values.

Feedback on our previous grant proposal referenced the Niagara University online emergency response training and questioned whether this grant would be redundant with the Niagara University offering. That is not the case. We view the "Emergency Preparedness: Communication Training for People with Intellectual/Developmental Disabilities and First Responders" project as a good fit for Sesdac as it will:

- Provide training through face-to-face interactions for people with intellectual/developmental disabilities and first responders to role-play interactions using their communication cards, which we will provide with funds from the grant.
- Include training for people who are non-speaking and, therefore, have limited ability to communicate in emergency situations, self-advocate, and participate in online training programs (which is the model used by the Niagara University training).
- Foster improved relations among people supported by Sesdac and first responders in our community.

Once established, we view this as an ongoing, sustainable training program with an established schedule to rotate groups of people supported through the sessions with different first responders on a regular basis. This allows for cross-training among the people supported, includes training for those who are new to Sesdac, provides initial and refresher training for first responders, and trains new hires among the first responders who serve our community.

Sesdac recognizes the importance of what this proposal can provide to our community, and it will provide the use of facility space for training. The estimated in-kind expense for room rental is \$83.14 per day x 15 training sessions for a total amount of \$1,247.

Sincerely,

Ionela Georgescu, Executive Director



Police Department
15 Washington St.
Vermillion, SD 57069
Phone (605)677-7070
Fax (605)677-7166
www.Vermillionpd.org

Date: March 30, 2023

To: South Dakota Council on Developmental Disabilities

Re: Mini-Grant Request for "Emergency Preparedness" (USD Communication Sciences and Disorders)

Dear Grant Reviewers,

I support the grant application titled "Emergency Preparedness: Communication Training for People with Intellectual/Developmental Disabilities and First Responders" submitted by Elizabeth K. Hanson of the Department of Communication Sciences and Disorders at the University of South Dakota.

It is often the case that officers from Vermillion Police Department interact with people with intellectual/developmental disabilities in our community during times of crisis or emergency situations. Stress levels are high in those situations and people with intellectual/developmental disabilities who are involved or are witness to events may experience increased anxiety at those times.

The proposed training will bring together people supported by Sesdac, Inc., their care providers, and members of Vermillion Police Department to learn communication skills that may create more positive associations for people supported and alleviate anxiety during otherwise stressful interactions with officers. I understand that VPD members will receive customized communication cards to use when interacting with people with intellectual/developmental disabilities and they will learn how to use the cards during the trainings.

Thank you for considering this grant application!

Sincerely,

A handwritten signature in black ink that reads "Crystal Brady". The signature is written in a cursive, flowing style.

Crystal Brady
Chief of Police

Dear Grant Reviewers,

I support the grant application titled "Emergency Preparedness: Communication Training for People with Intellectual/Developmental Disabilities and First Responders" submitted by Elizabeth K. Hanson of the Department of Communication Sciences and Disorders at the University of South Dakota.

Emergency police or fire department calls to the homes/apartments of people supported by Sesdac can cause anxiety and stress. The proposed training will help people with intellectual/developmental disabilities (such as my loved one) and first responders learn to communicate with each other using communication cards. I believe the training will increase understanding between the two groups and reduce stress for people supported during interactions with first responders.

Thank you for considering this grant application!

Sincerely,

 12-14-22
Char Schaefer

ASSURANCES

1. The applicant assures that grant funds made available under the South Dakota Council on Developmental Disabilities will not be used to supplant state or local funds, but will be used to increase the amounts of such funds that would be made available for other similar activities.
2. The applicant assures that grant funds made available under the South Dakota Council on Developmental Disabilities will be used to complement and augment rather than duplicate or replace services for individuals with developmental disabilities and their families who are eligible for Federal assistance under other state programs.
3. The applicant assures that fund accounting, auditing, monitoring and such evaluation procedures as may be necessary to keep such records as the South Dakota Council on Developmental Disabilities shall prescribe will be provided to assure fiscal control, proper management, and efficient disbursement of funds received through the South Dakota Council on Developmental Disabilities.
4. A clear audit trail must be maintained for each source of funding. Receipts, expenditures and disbursements must be individually accounted for from each source of funds.
5. The applicant agrees to submit reports indicating activities undertaken, expenditures, match provided, program income and general progress of the project. Projects are required to submit a final report at the end of the grant funding period.
6. The applicant certifies that the program contained in its application meets all the requirements, that all the information is correct, that there has been appropriate coordination with affected agencies, and that the applicant will comply with all provisions of the South Dakota Council on Developmental Disabilities and all other applicable laws.
7. The applicant understands that although an effort will be made to continue the funding of projects of proven effectiveness or with a record of proven success, each project must stand on its own merit each year. No project will be guaranteed continued funding. NOTE: Projects/programs must re-apply annually for funding.
8. This agreement depends upon the continued availability of federal funds and expenditure authority from the Legislature for this purpose. This agreement will be terminated by the State if the Legislature fails to appropriate funds or

grant expenditure authority. Termination for this reason is not a default by the State nor does it give rise to a claim against the State.

9. The applicant also understands and agrees: 1) that funds received are to be expended only for the purpose and activities covered by the applicant's approved application and budget, and 2) that the grant may be terminated at any time by the South Dakota Council on Developmental Disabilities if the applicant fails to comply with the provisions of the South Dakota Council on Developmental Disabilities legislation or any of the certified assurances listed above and in the grant agreement.

CERTIFICATION - I certify that I have read and reviewed the above assurances and will comply with all provisions of the South Dakota Council on Developmental Disabilities legislation and all other applicable federal and state laws.

DocuSigned by:

Daniel Engbretson

3/31/2023

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Signature of Authorizing Official

Date

Daniel Engbretson

Vice President for Research

Typed Name and Title

414 E. Clark Street, Vermillion, SD 57069

Address

(605)658-3760

Telephone Number