



# Q: What did we do last year?

## Highlights from 2024-2025 Annual Report

### Education

#### Q: How many different students and professionals did you train last year?



225 students and professionals were trained in OHSU programs including:

- School of Medicine
- School of Nursing
- Physician Assistant Program
- Casey Eye Institute

Over 30 self-advocates, family members, and community partners co-led training sessions.

#### Q: How many trainees did you have this year?



Trainee opportunities range from our Summer Internship Program for high school students and early college-level students to the year-long Leadership Education in Neurodevelopmental and Related Disabilities (LEND) program offering graduate level training to the next generation of clinical, research, and community leaders.

"This internship helped me grow not only as a student, but as a future provider and ally. I now carry a deeper understanding of how healthcare can empower or exclude and a stronger commitment to making it truly inclusive for all."

- Nihitha Vimalan  
2025 OHSU UCEDD Summer Intern

Our trainees:

- 58 Graduate level
- 26 Undergraduate level
- 27 High school students
- 48% of trainees were individuals with disabilities, or were from ethnic or racial groups underrepresented in medicine

### Service

#### Q: What service and training did you offer to national, state, local, and community organizations?



We provided 1,016 hours of technical assistance to national, community, education, healthcare, and government organizations. This service helps organizations learn about:

- Best practices
- Improving programs
- Obtaining resources
- Advocating for change
- Strengthening connections across communities

In the "Mandatory Reporting and the IDD Community" webinar series, experts and self-advocates shared information about reporting sexual violence and abuse in Oregon educational settings. The series explored mandatory reporter and Title IX roles, best practices that promote trauma informed response and survivor agency, and personal experiences of those who have had reports made on their behalf.

## Q: How are you meeting the needs of community members?



We awarded three Community Engagement Grants of \$2,000 each to support Oregon organizations working on projects that both include and benefit people with disabilities. The UCEDD Community Partners Council (CPC) chose which groups got grant funding. The CPC is an advisory committee made up of people with disabilities, their family members, or people from organizations that support inclusion for everyone, especially people with disabilities.

Community Outreach through Radical Empowerment (CORE) was awarded a grant to help fund their Zephyr House programs. This included weekly life skills and recreation workshops for youth aged 16-24 who are experiencing substance use disorder. Many participants are unhoused or living in extreme poverty.

## Q: How are you improving access to mental health care for people with disabilities?



We partnered with the Oregon Office on Disability and Health (OODH) to develop two interactive Continuing Medical Education (CME) e-courses for mental health providers. The goal is to strengthen mental health care professionals' knowledge, skills, and confidence in assessing, treating, and supporting individuals with intellectual and developmental disabilities (I/DD).

Additionally, the OODH Linkage Project connects Oregon adults with I/DD to preventive health care (including mental health care) and health promotion programs in their community.

## Q: How are you helping transition age youth with disabilities?

### Lifespan Transition Clinic (LTC)



The Lifespan Transition Clinic (LTC) provides resources and action plans for families to help prepare youth aged 14-24 for health care transition including vocation, post-school, and community participation. The LTC provided services for 45 youth and young adults with disabilities last year.

#### Common goals set in clinic:

- "How do I find adult medical providers?"
- "Finding a job"
- "Talking to my doctor about healthcare"
- "Learning about Supported-Decision making"
- "Learning how to manage my money"
- "Understanding how to keep myself safe"

### Transition to Adulthood Council (TAC)



We formed a youth advisory group called the Transition to Adulthood Council (TAC). TAC is a youth-led initiative for individuals with disabilities aged 18-25. The main goals of the group are to promote independence and advocacy skills, prepare young adults to transition to adult care, and improve relationships between patients and health care professionals. This work includes advocacy and educating health care professionals through lived experience.

"I joined TAC because I wanted to help give pointers and advice on how to better care for young adults with disabilities, as a young adult with multiple disabilities myself."

- Xander, TAC Member

# Research

## Q: What have you done to help people who need or use Augmentative and Alternative Communication (AAC)?



In partnership with CommunicationFIRST, the AAC Peer Support Project united over 60 people from 30 different organizations into a consortium. The group was made up of AAC users, researchers, providers, and representatives from disability and self-advocacy organizations from across the U.S. and included a steering committee led by AAC users.

"It feels like we have gotten a lot done, and also this is just the beginning of a movement across the U.S. and probably further to open doors for AAC users to get more than language supports."

- - AAC Peer Support Project Consortium member

## Q: What did you do to help communities understand health differences to help create change?



The Public Health Expansion project looked at Medicaid claims data at the state level. It led to a better understanding of health disparities faced by Oregonians with intellectual and developmental disabilities (I/DD) in areas like mental health care, hospital use, and cancer screening. To share all of the results of the project, we created an online dashboard, two reports, a conference presentation, and a webinar.

### Some key findings

- Adults with I/DD visited the Emergency Room 1.5x more than adults without I/DD.
- Medicaid members with I/DD had a lower cervical cancer screening rate compared to those without I/DD.

## Q: How are you helping people with disabilities plan for having a family and improving reproductive health outcomes?



We worked on several research projects that look at pregnancy and reproductive health disparities for people with disabilities. This includes the Pregnancy Decisions App Project and Perinatal Health Disparities Research. Each of these projects was guided by meetings with a community advisory board that includes people with disabilities.

- 8 Publications
- 10 Presentations

## Q: How are you helping the state of Oregon ensure that they are meeting the needs of people with disabilities?



### National Core Indicators (NCI) project

The Oregon Office of Developmental Disabilities Services asks people with disabilities and their families about their services to learn how well they are meeting people's needs and how to make services better. To better include people who use or need AAC in the data, we also created a training video for surveyors on conducting interviews with AAC users.

- 420 Interviews with adults
- 600 Child Family Surveys

# Information sharing

## Q: How are you making emergency preparedness more inclusive?

We hosted two webinars for emergency preparedness professionals with the goal of increasing inclusion of people with disabilities and community engagement in emergency preparedness efforts. This work builds on resources like our Ready Now! Emergency Preparedness Tool Kit and the Emergency Preparedness for People with Disabilities Resource Hub.



The Emergency Preparedness Resource Hub is a website with helpful videos, toolkits, checklists, and other resources that can help people with disabilities prepare for an emergency.

There were 2,932 total visits to the Emergency Preparedness Resource Hub web pages.

## Q: How are you educating legislators to inform disability policy?



We actively reached out to policy makers and had 26 meetings to share information related to policies impacting people with intellectual and developmental disabilities (I/DD). We created 16 products to educate about policy issues and the needs of disability communities.

We created two informational briefs for policy makers and distributed them in-person at the U.S. Capitol with Oregon Developmental Disability Network partners. These briefs outlined the impact of our work, including concrete solutions to problems faced by people with disabilities. Topics included how we are making a difference in rural Oregon, training students and professionals, leveraging state-level health data to improve outcomes, and other data-driven approaches.

## Q: How are you sharing your work with others in disability related professional fields?



We shared information about our work at 15 different conferences nationally and locally, including the Association of University Centers on Disabilities (AUCD) Conference, Pacific Rim International Conference on Disability and Diversity, and Assistive Technology Industry Association (ATIA).

### Some topics we presented on include:

“Bridging disability communities and emergency preparedness professionals in inclusive disaster response”

“Taking Charge of My Health Care: Promoting self-advocacy in preventive health care”

“Using participatory methods to engage women with I/DD in research on reproductive choices”

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The University Center for Excellence in Developmental Disabilities (UCEDD) is part of the Institute on Development and Disability at Oregon Health & Science University (OHSU).

If you would like to learn more about our work, please visit our website at: [www.ohsu.edu/ucedd](http://www.ohsu.edu/ucedd)