

# ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES 2006 ANNUAL MEETING & CONFERENCE

## Forging New Partnerships for New Challenges Through Research, Education, & Service

October 29-November 1, 2006

### AUCD Poster Session and Reception Poster Descriptions

Tuesday, October 31      5:30 – 8:30 pm      Congressional Hall (BL)

#### **Poster 1**

##### **A Transition Curriculum for Self Directed Supports**

This poster introduces a transition curriculum that prepares secondary students with disabilities to plan and direct their own supports. The curriculum was developed by The Elizabeth M. Boggs Center on Developmental Disabilities with the participation of students, family members, educators, and staff of the Progressive Center for Independent Living.

Deborah Spitalnik & Kathy Roberson—The Elizabeth M. Boggs Center, NJ

#### **Poster 2**

Karen Irick—Center for Disability Resources, SC

#### **Poster 3**

##### **Comprehensive Evaluation of Supported Employment in Utah**

Members of Utah's 2005 legislature mandated a comprehensive review and evaluation of supported employment services in the state. The poster describes interview, focus group, and survey methodologies used to conduct the evaluation as well as results and recommendations for improving SE services in Utah.

Richard Baer & Judith Holt—Center for Persons with Disabilities, UT

#### **Poster 4**

##### **Utah's Caregiver Toolkit: Forging New Partnerships and Supporting Caregivers and Individuals with Disabilities in the Community**

This poster provides an in-depth overview of the newly developed "Utah Caregiver Toolkit" and how it can provide support to Caregivers of individuals with disabilities. The poster highlights solutions and resources around: Caregiving Skills, Personal Care, Caring for the Caregiver, Community Supports, In-Home Providers, Assistive Technology, and Accessible Homes.

Judith Holt, Jeff Sheen, Alma Burgess, & Anna Nelson—Center for Persons with Disabilities, UT

#### **Poster 5**

##### **One Family's Journey in Cultivating a Second Generation of Advocacy Leaders and Disability Professionals**

This poster illustrates our family's experiences with how parent leaders/disability professionals can cultivate a second-generation of young people with developmental disabilities to become advocates and professional leaders. This real-life journey includes examples of opportunities, supports, and mentoring incorporated into lessons learned, critical supports, biographical publications and photographs, and recommendations.

Barbara Levitz & Mitchell Levitz—Westchester Institute for Human Development, NY

#### **Poster 6**

##### **Beyond 508 Web Access: A Partnership Among Diverse Users, Teachers, and Providers**

This poster discusses and applies the results of a study in which the web user needs, preferences, and barriers were examined in a diverse population of individuals with disabilities.

Stephen Gilson, Elizabeth DePoy, & Rachel Hutchins—Center for Community Inclusion, ME

**Poster 7****Supply-Side Transition Solutions: Designing Careers Within the Hospitality Industry**

This poster explains the necessity of transition programs in the hospitality industry, focusing on employer needs within the industry as compared to general employer wants. Participants will learn why transition will be the solution for employers in the industry. Moreover, participants will gain insights into effective practices in using industry certifications as the means to secure career employment for transitioning youth.

Chris Harper—Youth Transitions, Inc.

**Poster 8****Direct Interdisciplinary Services with the Native American Population in South Dakota**

This poster presents the current direct service activities within three South Dakota Reservations and provides a description of each program. Additionally, participants will learn culturally appropriate information and how LEND students are actively engaged in these unique cultural interdisciplinary clinical activities.

Shelly Grinde & Judy Struck—Center for Disabilities, SD

**Poster 9****The Yuonihan Project: Developing a Culturally Appropriate Media Campaign on Fetal Alcohol Spectrum Disorders**

The Yuonihan Project implements a media campaign about Fetal Alcohol Spectrum Disorders with American Indian communities. To ensure the campaign is culturally appropriate, numerous community collaborations were developed, culminating in posters and PSAs focused on FASD awareness and prevention. Initial conclusions demonstrate the value of developing a media campaign that is created by and for Tribes.

Jessica Hanson—Center for Disabilities, SD

**Poster 10****South Dakota Center for Disabilities Affiliation and Collaboration with the National Organization on Fetal Alcohol Syndrome (NOFAS)**

This poster describes the various activities in the area of Fetal Alcohol Spectrum Disorders at the Center for Disabilities, South Dakota's University Center of Excellence in Developmental Disabilities Education, Research, and Service (UCEDD), which serves as an affiliate of the National Organization on Fetal Alcohol Syndrome.

Joey Younie—Center for Disabilities, SD

**Poster 11****Language Disorder as a Risk Factor for Later Psychiatric Illness**

Children who have delayed language development are at risk for social and/or emotional problems. This poster charts a review of 23 young children originally diagnosed as having a language disorder and later found to have a diagnosable behavioral or emotional psychiatric disorder. Risk factors for a later psychiatric disorder included: younger age, more severe language impairment, and lower verbal IQ at the time of initial evaluation.

Howard Demb & Rebecca Slater—Rose F. Kennedy Center, NY

**Poster 12****Navigating the Seamless System of Information in a Frontier State: Wyoming's Aging and Disability Resource Center**

This poster discusses the complexities of providing information about long-term services and support through a one-stop delivery model. The Wyoming Aging and Disability Resource Center developed pilot programs and a statewide information and referral system for long-term care.

Sandra Root-Elledge, David Heath, Deborah Fleming, & Casey Wood—Wyoming Institute for Disabilities

**Poster 13****The Next Chapter Book Club: Adults with Intellectual Disabilities Reading and Having Fun in the Community**

An overview of a unique program designed to promote literacy, community inclusion, and friendships for adults with intellectual disabilities. There are forty-five Next Chapter Book Clubs throughout Ohio and in seven other states. Clubs meet weekly for one hour in book stores and cafes.

Tom Fish & Paula Rabidoux—Nisonger Center, OH

**Poster 14****REACH (Rapport, Empowerment, Advocacy, through Connections and Health): a Transition to Adulthood Program for Youth with Special Needs**

REACHing for Independence, an interdisciplinary, inter-agency, one-year pilot study for 20 youth aged 18 to 21, was funded by the Pennsylvania Department of Health. This poster shares research results and lessons learned from this unique program focused on self-advocacy, self-care, vocational readiness, and care coordination.

Symme Trachtenberg—Children's Seashore House, PA; Malisa Matheny—REACH

**Poster 15****Efficacy of the Two-Stage OAE/ABR Protocol in Identifying Permanent Hearing Loss in Newborns**

This poster examines the OAE/ABR protocols efficacy to identify infants with varying degrees of hearing loss. Of the 86,634 babies screened, 1,524 enrolled in the study. Evaluations of 973 infants revealed that 23% of the cohort had some hearing loss. Implications and intervention strategies will be presented.

Jean Johnson—Center on Disability Studies, HI

**Poster 16****Improving Dispute Resolution in Paradise**

The CDS participates in the Special Education Advisory Council, responsible under IDEA for reviewing Due Process Hearings. Hawaii's rate is higher than the national average. This investigation reports on efforts to decrease that rate to improve relationships, decrease costs, and improve access for students with disabilities to the general curriculum.

Jean Johnson & Joshua Fouts—Center on Disability Studies, HI

**Poster 17****Parent Characteristics and Foster Care Outcomes**

The longer a child remains in foster care the greater the frequency of emotional, behavioral, developmental, and physical health problems. This study asks what parental factors are related to these children's length of stay and permanent outcome and how are they related.

Wendy Breitner, Aaron Velez, & Beth Bryant—Westchester Institute for Human Development, NY

**Poster 18****New Scenarios for LEND: Piloting Case-Based Learning Strategies with Interdisciplinary Teams**

A series of six scenarios was developed and piloted during the 2005/06 LEND training program. Case-based learning methodologies were adapted and implemented using a two-session format. Experience-to-date has shown this to be an effective teaching strategy. Methods and modifications planned for 2006/07 will be discussed and shared.

Anne Bradford Harris, Marie Kanne Poulsen, Barbara Yoshioka Wheeler, Marian Williams, & Sara Sherer—USC Children's Hospital Los Angeles, CA

**Poster 19****Increasing Genetics Awareness in LEND Programs**

Overview of projects the VA-LEND program has implemented with the SYNERGY funding from AUCD, including discussion of the development of learning modules, strategies for increasing the genetic component of LEND training and the leadership component of genetic counseling training, and summer internships aimed at increasing diversity in healthcare professions.

Meghan Strenk—Partnership for People with Disabilities, VA

**Poster 20****New Partnerships for Leadership Training in Disabilities: Research Training of Genetic Counseling Graduate Students as LEND Fellows**

This poster details the research, training, and products generated from the successful collaboration between the Genetic Counseling (GC) program at Sarah Lawrence College and the LEND program at Westchester Institute for Human Development (WIHD) in Valhalla, NY. Examples of projects and resulting posters and submissions are provided.

Patricia Towle & Karen Edwards—Westchester Institute for Human Development, NY; Caroline Lieber—Sarah Lawrence College, NY

**Poster 21****GENETIC TESTING: Informational Needs and Preferences of Parents and Adult Siblings of Individuals with Developmental Disabilities**

This poster outlines a proposed research project aimed at eliciting the information needs and preferences of parents and siblings of adults with developmental disabilities regarding new genetic testing that may be available to them. Investigators seek to partner with families in making recommendations to health care providers regarding appropriate communication.

Karen Edwards & Elaine Parker (LEND Trainee)—Westchester Institute for Human Development, NY; Patricia Patrick—New York Medical College; Melissa Duran (LEND Trainee)—Fordham University, NY; Sara Kapp (LEND Trainee)—Sarah Lawrence College, NY

**Poster 22****Interdisciplinary Partnerships for an Autism Training Project: Psychiatry, Psychology, and Family Specialist**

This poster describes an interdisciplinary project during LEND training at the Westchester Institute for Human Development. Collaboration between several disciplines, individuals, and agencies generated an important contribution to train professionals in early detection of autism spectrum disorders.

Patricia Towle, Patricia Aguayo (LEND Trainee), Blair Rosenthal (LEND Trainee), & Jacqueline Harris—Westchester Institute for Human Development, NY

**Poster 23****Project IMPACT: Empowering Parents with Intellectual Disabilities**

This poster describes Project IMPACT, an intensive parent training program for parents with intellectual disabilities who have been reported for maltreatment. We (a) present models of programs for parents with cognitive limitations, (b) provide an overview of Project IMPACT, and (c) present preliminary findings about the program's efficacy.

Trupti Rao & Wendy Breitner—Westchester Institute for Human Development, NY; Michelle Heller—C.W. Post-Long Island University

**Poster 24****Hopes and Fears: A Study of Parents' and Family's Careers: Views of Current and Planned Service Developments**

A qualitative study of 33 parents' and family's careers of persons with intellectual disabilities in the United Kingdom exploring their hopes and fears in relation to current and planned service developments. Findings indicate the need for systems change and the development of more effective partnerships with service providers.

Ruth Northway—Unit for Development in Intellectual Disabilities, University of Glamorgan, UK

**Poster 25****A Collaborative Approach to Developing a Validated Leadership Curriculum for MCH LEND and Health Professions Students**

In a leadership development program, trainees, alumni, and faculty may hold differing perspectives about leadership outcomes expected. This poster presents a multi-group survey method for identifying the curricular components that impacted leadership development the most. In comparison to others, the faculty indicated greater student improvement in several components.

Alice Tse, Louise Iwaishi, & Leolinda Parlin—Center on Disability Studies, HI

**Poster 26****Community Conversations on Developmental Disabilities: Building Bridges of Communication Between Families/Consumers and the Ivory Tower**

Families/consumers have limited communication opportunities with basic and clinical researchers eliminating them from decision and planning processes focused on research. This poster describes a program at the Civitan International Research Center that allows families/consumers to interact with researchers to communicate their ideas, needs, and expertise on specific DD topics.

Karen Dixon—Civitan International Research Center, AL

**Poster 27****New England LEND: Collaboration and Innovation in Training**

This poster presentation describes the journey the New England LEND programs have embarked on as they forge new collaborations in training. Curriculum resources are shared and ideas are developed through regional conferences. Innovations in training are offered to the LEND network.

Jean Beatson, Patricia Prelock, & Stephen Contompasis—VT Interdisciplinary Leadership Education for Health Professionals

**Poster 28****Leaving No Children Behind: Why Quality Physical Education is Important for Children with Learning Disabilities**

Recently, the NCLB Act has had the unintended consequence of cutting physical education programming for all children. This can be detrimental for children with learning disabilities; our research presented here suggests that quality physical education may benefit these children.

Nancy Getchell & Dena Deglau—Center for Disabilities Studies, DE

**Poster 29****Participatory Research and Self-Advocacy: A Partnership to Support Group Action**

This poster focuses on the phases and methods used in a collaborative action research project between graduate students and a grassroots self-advocacy organization to increase organizational capacity for self-advocacy. The role of researchers in facilitating meaningful and relevant supports to affect change will be discussed.

John Kramer—Institute on Disability & Human Development, IL; Eburne Garcia, Jessica Kramer, & David Donahue—People First

**Poster 30****Adapting Parent-Child Interaction Therapy (PCIT) for Behavior Problems in Children with an Autism Spectrum Disorder: How, Why, and Future Directions**

A poster presentation of Parent-Child Interaction Therapy (PCIT) that highlights data-based treatment decisions, a rationale for using PCIT to treat behavior problems in children with Autism Spectrum Disorders, modifications to the standardized treatment, partnerships between practitioners and parents, future research projects, other possible benefits, and data from a case example.

Rene Jamison (LEND Trainee), Maura Wendland, & Matt Reese—Institute for Child Development, KS

**Poster 31****Emotional Development of Children in Foster Care**

The study presented focuses on children with developmental disabilities in foster care. Analysis of the children's disruptive behaviors and correlation with DSM diagnoses will be used to determine the impact on adoption by foster parents.

Ethel Teichberg-Sabath & Howard Demb—Rose F. Kennedy Center, NY

**Poster 32****An Inclusive College Experience: Temple University's Academy for Adult Learning**

The Institute on Disabilities at Temple University, in collaboration with the City of Philadelphia Mental Retardation Services, has developed an innovative program to facilitate the participation of people with intellectual disabilities in typical college life. This poster presents details from this innovative program.

Celia Feinstein, Kathleen McNamara Miller, & Susan Richmond—Institute on Disabilities, PA

**Poster 33****Interdisciplinary Leadership in Disability Studies: Infusing Disability Studies Across Professional Fields**

Infusion of Disability Studies into related professional fields is of increasing interest. The Institute for Human Development-UMKC has developed a graduate certificate program designed to integrate disability studies across fields of study. This session will describe the curricular elements of this successful program and share student experiences with the program.

Ronda Jenson & Magdalena Vedawati (UCEDD Trainee)—Institute for Human Development, MO

**Poster 34****CPD Partnerships: Impacting People's Lives Across the Lifespan**

With over 65 projects in operation at the Center for Persons with Disabilities (CPD), partnerships on local, state, and national levels are diverse and varied. This poster highlights some dynamic partnerships that improve the lives of individuals with disabilities and their family members.

Kelleen Smith & Sarah Rule—Center for Persons with Disabilities, UT

**Poster 35****All in the Same Leaky Boat: Working with Community Partners to Maintain a Stressed Service System**

Facing cutbacks in community diagnostic and treatment services for children with DD, SCDD works with insurers, schools, consumers, and other stakeholders to develop innovative reimbursement and service models.

Stephen Sulkes, Christine Burns, Lynn Cole, & Susan Hetherington—Strong Center for Developmental Disabilities, NY

**Poster 38****WWW.AUCD.ORG: A Preview of AUCD's New Website and an Introduction to AUCD: A Guided Tour**

AUCD will be launching a completely redesigned website in December 2006. The new site will feature clearer navigation, more focused content, and a cleaner interface for improved usability. An exciting addition to the website will be AUCD's newest orientation tool, "AUCD: A Guided Tour," an online introduction to AUCD, the Network of UCEDDs, LEND programs, and DDRCs, and information about how to get involved with all aspects of the organization. Visit this poster for a preview of coming attractions on the new AUCD website and take the Guided Tour. Dissemination coordinators are encouraged to attend.

Evette Mezger—AUCD; Elizabeth Bishop—Boling Center for Developmental Disabilities, TN; Kimberly Walker-Norton—Oregon Institute on Development and Disability; Stephen Sulkes—Strong Center for Developmental Disabilities, NY

**Poster 39****A Taste of Values - Recipe for Success: Values-Based Curriculum for Direct Service Providers (DSP) and People with Disabilities**

A menu of interactive exercises will whet one's appetite for creating an environment that promotes productive and respectful working relationships between people with disabilities, their DSP, and agency administration. Values-based curriculum will demonstrate the connection between personal and professional values and the role they play in recruitment and retention. This poster is designed for DSP's and management staff as well as individuals with disabilities.

Tracy Bailey & Debbie Bain—Center for Disabilities Studies, DE

**Poster 40****ROMPP (Real Opportunities Make People Productive)**

The mission of Center for Excellence in Disabilities Fine Arts program, ROMPP (Real Opportunities Make People Productive), is to support artists who have disabilities so they may achieve their goals for the future. Whether interested in the arts as a profession or a hobby, ROMPP staff act as navigators linking people with a diverse range of community opportunities. The essence of this program involves increasing access to community resources to promote the inclusion of people with disabilities in the fine arts and their community.

Helen Panzironi—WVU Center for Excellence in Disabilities

**Poster 41****Determining the Success of The Children's Hospital of Philadelphia's LEND Program: A Participatory Action Research Framework**

Our LEND Program Evaluation Committee has used a participatory action research (PAR) framework to design several outcome measures and then used data collected from four cohorts of LEND fellows to fine-tune the program. This poster describes the measures and how they have been used to modify curriculum and train fellows.

Stephen Leff—Children's Seashore House, PA

**Poster 42****Parent Assisted Social Skills Training for Teens with Developmental Delays: A Pilot Study of the UCLA PEERS Program**

A 12-week, evidence-based, parent-assisted social skills intervention for teens with developmental delays. This poster presents pilot data for teens with mild mental retardation and Autism Spectrum Disorders within

**Poster 43**

**Tracking Quality Outcomes in the Lives of Adults Supported by Community Residential Agencies**

This poster examines the partnership between the Sherlock Center and several community-based residential agencies to improve the quality of life of adults supported by those residents. The study identifies nine quality of life indicators, measures those indicators annually, and sets targets for improving the quality in both houses and individual lives. This poster presents implications for training Direct Support Professionals and for state policy development.

Anthony Antosh, Shea Obremski, Dave Ruppell, & John Susa—Paul V. Sherlock Center on Disabilities, RI

**Poster 46**

**Corporation for National and Community Service: Opportunities for Members and Volunteers with Disabilities**

The Corporation for National and Community Service provides opportunities for Americans of all ages and backgrounds to serve their communities and country through three programs: Senior Corps, AmeriCorps, and Learn and Serve America. People with disabilities want to give back to their communities through service and volunteerism. Participants will learn about CNCS efforts to recruit and support members and volunteers with disabilities.

Kathleen Samways & Paula Sotnik—Institute for Community Inclusion, MA; Mat McCollough—AUCD

**Poster 47**

**Improving Access to Information and Communication Technologies for People with Intellectual Disabilities: A Focus on Web and Cell Phone Access**

As a partner in the Assistive Technology R & D Collaborative on Cognitive Disabilities funded by the National Institute on Disability and Rehabilitation Research, the Temple University team has been focusing on cell phone access and access to the World Wide Web for people who have intellectual disabilities. This poster session provides results of three years of research addressing these two important generic technologies.

Diane Nelson Bryen—Institute on Disabilities, PA

**Poster 48**

**Arthritis and Agriculture: Bridging the Pride Gap in Rural West Virginia**

West Virginia AgrAbility, itself a unique partnership of three agencies that provides services to injured and disabled farmers, is collaborating with the West Virginia Arthritis Coalition to find innovative ways to reach rural populations living and working with musculoskeletal conditions.

Stacy Miller—WVU Center for Excellence in Disabilities

**Poster 49**

**Understanding the Experiences of Parents When Receiving a Diagnosis of an Autism Spectrum Disorder for their Child: An Exploratory Study**

This poster summarizes the findings from a qualitative study which explores the experiences of parents when receiving a diagnosis of an autism spectrum disorder for their child.

Jonathon Drake Master—Institute on Disability, NH

**Poster 50**

**ESPA - AUCD Accessible Transportation Sponsored Projects**

Easter Seals Project ACTION, in partnership with AUCD, offers a sponsored program for UCEDD and LEND trainees to conduct research on accessible transportation issues. Learn about completed and current projects, as well as future opportunities for trainees to contribute solutions to the mobility challenges people with disabilities encounter daily.

Dan Dalton—National Technical Assistance Program, ESPA

**Poster 51**

**Parental Satisfaction with Co-Bedding Practices in the Neonatal Intensive Care Unit (NICU)**

The technique of co-bedding, or the practice of placing twins or higher order multiples in the same incubator, bassinet, or crib, has been reported to offer benefits to infants. The purpose of this study was to assess parental satisfaction with co-bedding practices in a NICU and sleeping practices post-discharge.

Jessica Snyder—Center for Disabilities, SD

**Poster 52****Together We're Better: Forging New Partnerships to Increase Access to the General Education Curriculum**

The Connecticut Coaches Academy and Student Technical Assistance Response (STAR) Team provides families and educators with training and technical assistance to increase access to general education for students with significant disabilities. The poster includes project descriptions, examples, case studies, and future research directions.

Kathleen Whitbread & Gina Fleming—A.J. Pappanikou Center for Developmental Disabilities, CT; Joan Nicoll-Senft—Central Connecticut State University

**Poster 53****Designing High Quality Training that Supports Learning Transfer**

One of the major goals of a UCEDD is the provision of training. This poster provides a framework for designing training that increasing the likelihood that knowledge and skills will transfer from training to the work environment. Critical components of training design will be discussed.

Beth Rous—Interdisciplinary Human Development Institute, KY

**Poster 54****Transition and School Readiness: A Conceptual Framework and Child Outcomes Model**

This poster presents a conceptual framework and child outcome model for exploring the transition process for young children with disabilities and a series of research studies being conducted through the National Early Childhood Transition Center using this framework and outcomes model. Initial findings from two studies will be presented.

Beth Rous & Katherine McCormick—Interdisciplinary Human Development Institute, KY

**Poster 55****West Virginia Emergency Preparedness Planning: Meeting the Needs of the Entire Community**

This poster describes West Virginia's collaborative efforts to ensure that the needs of individuals with disabilities are included in emergency preparedness planning and response by inclusion of individuals with disabilities in the planning process. The poster includes a description of collaborative activities, outcomes, lessons learned, and planned activities.

Lori Risk—WVU Center for Excellence in Disabilities

**Poster 56****Our Little Certificate in Disability Studies Program and How It Grew**

This poster presents the history and growth of West Virginia University's Interdisciplinary Certificate in Disability Studies program. Student capstone presentations will be featured, as well as the Research Stipend Award-winning training CD for obstetric nurses serving the needs of mothers who have disabilities.

Mary Ellen Zeppuhar—WVU Center for Excellence in Disabilities; Jennifer Sexton—Ruby Memorial Hospital, WV

**Poster 57****Building Partnerships against Violence and Abuse**

Studies indicate 65-85% of adults with developmental disabilities have been sexually abused. This poster provides information about the incidence and patterns of violence and prevention and intervention strategies. Since strong collaborations are essential to affect systems change, the poster emphasizes recruiting and training collaborative partners.

David Deere & Roberta Sick—Partners for Inclusive Communities, AR; Michelle Cline—Commission on Child Abuse, Rape, and Domestic Violence

**Poster 58****Full Futures for All: Building Collaborations for the Inclusion of Children and Adults with Disabilities in Vietnam**

The incidence of disability is significantly higher in Vietnam, largely due to the continuing legacy of the Vietnam War. The purpose of this poster is to identify opportunities for collaboration with our colleagues in Vietnam. Photographs from this beautiful and welcoming country will be included, as well as a description of Vietnam's current efforts to support people with disabilities as fully-contributing citizens.

Jenny Manders & Gwen O'Looney—Institute on Human Development and Disability, GA

**Poster 59****Collaborations for Successful Outcomes on Service Coordination: Toolkits for Success**

The Research and Training Center on Service Coordination conducted studies to provide the research base for effective service coordination within statewide systems of early intervention. Study results have been used to develop service coordination toolkits. This poster describes collaborations with states to implement the online toolkits.

Julia Rusert & Mary Beth Bruder—A.J. Pappanikou Center for Developmental Disabilities, CT

**Poster 60****Professional-Family/Client Partnerships in Program Evaluation: Benefits and Promising Strategies**

Professional-family/client partnerships in program evaluation can enhance evaluation quality and improve the effectiveness of family and individual efforts to advocate for better services. An established model of professional-family/client evaluation and training curriculum will be presented, along with recommendations for adopting this model within the AUCD network.

Jim Salt—Center for Disabilities Studies, DE

**Poster 61****Association Between Behavioral Problems and Overweight in Children with Learning Disabilities**

This poster examines the internalizing and externalizing problems in a group of children with learning disabilities and compares the results between those who are overweight or at risk for overweight to those with adequate weight.

Maria Valicenti-McDermott & Evelyn Valentin (LEND Trainee)—Rose F. Kennedy Center, NY

**Poster 62****Evaluating the Costs and Outcomes of Part C Service Coordination**

This poster presents the results of a comparison design study based on innovative measures of service coordination costs, activity diaries, and family well-being. The findings provide insight into cost-effective strategies to guide decisions regarding optimal Part C service coordination services. Recommendations for ensuring accountability are also provided.

Diane Behl—Center for Persons with Disabilities, UT; Richard Roberts & Linda Goetze—Early Intervention Research Institute, UT

**Poster 63****Improving Access to Care for Children/Youth with Epilepsy**

California and West Virginia UCEDDs were awarded grants via MCHB to improve access to health care/related services for children with epilepsy in medically underserved areas. The UCEDDs have partnered with six other states, the National Epilepsy Foundation/state affiliates, and NICHQ. This poster shares information about the national initiative.

Cary Kreuzer—USC, Children's Hospital Los Angeles, CA; Margaret Jaynes, WVU Center for Excellence in Disabilities

**Poster 64****Metropolitan Atlanta DD Surveillance Program: Current Projects of an AUCD Fellow and the DD Team at CDC**

The Metropolitan Atlanta Developmental Disabilities Surveillance Program (MADDSP) is an ongoing population-based surveillance system of children with developmental disabilities. The 1991-1994 surveillance years included children age three-ten years identified with cerebral palsy, mental retardation, vision impairment and/or hearing loss; and starting in 1996, autism surveillance was added to the program. Currently, this program collects data on eight year-old children with these developmental disabilities. The MADDSP data are routinely linked to Georgia Birth Certificate files and can be linked to several other external data sources such as Medicaid, census, and clinical genetics records to provide additional information.

Kimberly K. Powell, Kim Van Naarden Braun, Marshalyn Yeargin-Allsopp, & Sally M. Brocksen—NCBDDD/CDC

**Poster 65****Spina Bifida Longitudinal Pilot Study: A Collaboration between the AUCD and the NCBDDD, CDC**

AUCD has hired a fellow to work at the National Center on Birth Defects and Developmental Disabilities (NCBDDD) at the CDC to plan a study on the natural history of spina bifida. This poster presents the collaborative work between the AUCD and the NCBDDD and a brief summary of the study.

Ann Alriksson-Schmidt, Judy Thibadeau, & Mark Swanson—NCBDDD/CDC

**Poster 66**

**Ending Violence Against People with Disabilities Special Interest Group**

The Ending Violence Against People with Disabilities Special Interest Group provides UCEDDs the opportunity to exchange information, collaborate on projects, and contribute to the national dialogue. The poster presentation shares information on the extensive array of UCEDD products and activities focused on this topic.

Michelle Armstrong—Wyoming Institute for Disabilities

**Poster 67**

**Establishing Collaborative Links Between Military, Veteran, and Community Supports**

This poster examines the significant stressors and challenges that military and veteran families face. Support is often provided by military and veteran affiliated organizations and also by community professionals who infrequently work with these populations. The need for a community, veteran, and military partnership of available providers is essential to fully meet the needs of all.

Jerry Alliston—Institute for Disability Studies, MS

**Poster 68**

**Technical Assistance for National Job Corps Centers**

This poster provides a description of a collaborative model for providing technical assistance to national Job Corps training centers regarding disability support issues for their students.

Brent Askvig—North Dakota Center for Persons with Disabilities

**Poster 69**

**Family Outcomes Assessed Through Statewide Telephone Interviews**

To provide the Delaware Birth-to-Three Early Intervention System with Family Outcomes information, a telephone interview process was used to collect information from families. This poster describes the process, benefits, challenges, and outcomes of this process.

Deborah Amsden & Juliet Rogers—Center for Disabilities Studies, DE