Posters
Poster Summary

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Technology, Assistive Technology & Universal Design

Self-determination

Systems

Transition

Surveillance

Community Living

Postsecondary

Employment, Housing & Transportation

Emergency Preparedness

Media & the Arts

Health, Wellness

Disability Studies

Criminal Justice

Early Intervention/Early Education

K-12

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Advocacy

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2. Research on the Use of Technology by Individuals with Disabilities
3. Ipads, AAC, and Apps: Treatment Solutions
4. Assistive Technology (AT) Reutilization - UCEDD-Based AT Act Programs Leading the Way!
5. Every Vote Counts: Individuals with Developmental Disabilities and Voting Technology Training
6. Innovations in Technology and Training as a Predictor of Effective Implementation for Clinicians Serving Individuals with Autism Spectrum Disorders

**Surveillance and Epidemiological Efforts**

7. Perception and Satisfaction with Oral Health Care in Upstate New York

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8. An Analysis of High School Transition and Work Outcomes for Clients Receiving Supported Employment Services Using Statewide Longitudinal Cross-agency Data
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56. A Formative Evaluation of Cultural Competence in a LEND program: the Case of the Vermont LEND program
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60. Serving Spanish-Only Speakers through the Center for Persons with Disabilities Website: A Starting Point
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70. Supporting State Efforts to Act Early for All Children: The Benchmarks to Early Screening and Testing (BEST) Project

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72. Navigating EHDI Across the Pacific Islands

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74. Infants and Toddlers in Court Systems: A Survey of Indiana's Professionals and Volunteers

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77. Group-Delivered Video Modeling to Teach Pretend Play Skills to Young Children with Autism

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79. Social and Behavioral Individual Education Program (IEP) Goals: An Exploration of Practice

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81. Peer Support and Peer Network Interventions to Promote the Inclusion of Adolescents with Severe Disabilities

82. The Impact of the Competent Learner Model on the GARS, Vineland, and PLS Outcomes for Children with Autism Spectrum Disorder

83. Does Physical Activity Have an Impact on Behavior, Social Interaction and/or Functioning at School in Children with ASD?

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# Poster Summary

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## Training and Leadership Development

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107. Lending Credence to LEND Evaluation: Innovative Strategies to Identify and Measure Interdisciplinary Leadership Competencies and Behaviors
108. LEND Training and Quality Improvement: Building Leadership Skills While Enhancing Patient and Family-Centered Care
109. MCH Leadership Trainee Outcomes: The Data Story

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110. Policy & Advocacy: A Framework for Tomorrow's Leaders
111. Facing the Facts: Addressing Problems with Anti-bullying Policies and Surveillance Systems in Maryland Schools
112. The COCA Experience: A Framework for Leadership and Advocacy within the AUCD Network for Persons with Disabilities and Family Members.
113. Disruption and Innovation in Federal Policy: Transforming Complex Systems through Universal Design
114. An Innovative Approach to Addressing the Medical and Legal Needs of Individuals with Disabilities

Behavior Supports & Mental Health
116. Online Tools to Facilitate the Use of Positive Behavior Supports in the Classroom
117. Using Interagency Collaboration to Promote Behavioral Health and Improve Quality of Life for All Ages
118. Predicting Treatment Outcomes of a Teacher-Facilitated Social Skills Intervention for Adolescents with Autism: The School-Based UCLA PEERS Program
119. Implementation Science: Addressing Barriers of Translational Research
120. Hawai`i Preschool Positive Engagement Project: Initial Implementation in Hawai`i Preschools
121. Community Child Health Team Model
122. Increased Risk for Suicide in Adolescents Exposed to Alcohol Prenatally
### Diagnostic and Clinical Service Issues

123. Assessment of the Measurement Model of Socialization/Communication Impairments Across Groups of Youth Diagnosed with Autism Spectrum Disorder and Attention-Deficit/Hyperactivity

124. Children with Autism Spectrum Disorder and Hearing Loss: Professional Experiences

125. Interdisciplinary Assessment of Children with Hearing Loss and Other Disabilities

126. Child and Youth Psychiatric Consult Project of Iowa

127. The Toddler Team: Experiences of a Toddler Team Interdisciplinary Clinical Model in the Early Identification of Autism Spectrum Disorders

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128. Aging in Down Syndrome: Experiences of Families

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129. Parent Perspectives on Screening Young Children for Autism Within Primary Care

130. Act Early State Systems Building: Integration of Early Identification Education into Wisconsin Programs Serving At-Risk Families of Young Children


132. A Review of Feeding Interventions for Autism Spectrum Disorders and Neurodevelopmental Disabilities Across the Lifespan

133. Benefits of a Social Skills Intervention in Residential Treatment Settings for Adolescents with Autism Spectrum Disorders: The UCLA PEERS Program
Technology, Assistive Technology & Universal Design

**Posters**

**POSTER 1**

**Innovations in Assistive and Protective Product Development: An Interdisciplinary Collaboration**

This paper presents the innovative project that synthesizes contemporary design, visual culture, and cutting edge technology to develop an intervention to prevent head injury and secondary functional deficits for individuals with disabilities who are at high risk for falling. We detail the theory, research and product evaluation methods and findings, and then highlight why collaboration among diverse disciplines, providers, and individuals with disabilities is essential to innovation.

- Elizabeth DePoy, PhD; Center for Community Inclusion: Orono, ME

**POSTER 2**

**Research on the Use of Technology by Individuals with Disabilities**

The poster will present researching findings from two studies: (1) A Cluster Randomized Study of Heuristic Teaching vs. Intelligent Tutoring for Community College Students with Disabilities in Algebra and (2) Research on the use of Text-to-Speech Software with High School Students with Reading Difficulties.

- Kelly Roberts, PhD; Center on Disability Studies: Honolulu, HI
- Robert Stodden, PhD; Center on Disability Studies: Honolulu, HI
- Kiriko Takahashi, MS; Center on Disability Studies: Honolulu, HI

**POSTER 3**

**Ipads, AAC, and Apps: Treatment Solutions**

This poster will focus on the use of iPads and the selection of Apps to enhance communication in the classroom. Guidelines for analyzing the features of various Apps will be explored. Ideas and Apps for single messages to full AAC systems will be addressed.

- Debora Downey, MA; Center for Disabilities and Development: Iowa City, IA
- Ali Dvorak; Center for Disabilities and Development; Iowa City, IA

**POSTER 4**

**Assistive Technology (AT) Reutilization - UCEDD-Based AT Act Programs Leading the Way!**

‘Previously owned’ assistive technology devices are important resources for persons with disabilities who cannot otherwise obtain the AT they need. Come and learn the role that UCEDDs play in successful implementation of this required activity under the AT Act.

- Amy Goldman, MS; Institute on Disabilities: Philadelphia, PA
- Marilyn Hammond, PhD; Center for Persons with Disabilities: Logan, UT
- Sachin D. Pavrthran, MS; Center for Persons with Disabilities: Logan, UT
- Sandy Root-Elledge, MA; Wyoming Institute for Disabilities: Laramie, WY
- Beth Mineo, PhD; Center for Disabilities Studies: Newark, DE
Every Vote Counts: Individuals with Developmental Disabilities and Voting Technology Training

When people with disabilities participate independently in social and civil activities, they feel empowered. The eSlate machine is an assistive technology device that provides opportunities for people with disabilities to cast their vote independently. This project provided access to training, support for voting technology, and information on voting resources, increasing the likelihood that an individual with a disability will feel empowered to vote.

- Sandra Grether, PhD; University of Cincinnati UCE: Cincinnati, OH
- Michelle Housh; University of Cincinnati UCE: Cincinnati, OH
- Amanda Jones, MOT, OTR/L; University of Cincinnati UCE: Cincinnati, OH
- Leslie Kokotek; University of Cincinnati UCE: Cincinnati, OH
- Brady Sellet; University of Cincinnati UCE: Cincinnati, OH
- Andrea O’Brien, PhD; University of Cincinnati UCE: Cincinnati, OH

Innovations in Technology and Training as a Predictor of Effective Implementation for Clinicians Serving Individuals with Autism Spectrum Disorders

Participants will receive a description of an intensive and innovative training model for clinicians serving individuals with Autism Spectrum Disorders. An overview of the training, which builds skills in integrating computer based interventions in targeting communication, social, and educational domains will be provided. A description and discussion of a pilot project underway which aims to examine the training and its ability to predict effective implementation of technology interventions will follow.

- Eric Kurtz, PhD; Center for Disabilities: Sioux Falls, SD

Perception and Satisfaction with Oral Health Care in Upstate New York

Dental care is the most common unmet health care need among people with intellectual and developmental disabilities (IDD). This session will present the results of an intensive six-month collaboration to assess the current status and accessibility of oral health care for people with IDD in the greater Rochester area of upstate NY.

- Laura Robinson, MPH; Strong Center for Developmental Disabilities: Rochester, NY
Transition

**POSTER 8**

An Analysis of High School Transition and Work Outcomes for Clients Receiving Supported Employment Services Using Statewide Longitudinal Cross-agency Data

This session will present an analysis of the relationship between high school transition and employment outcomes for young adults enrolled in employment support programs through the Division of Developmental Disabilities in Washington State. This project utilizes one of the first population-level linkages of two statewide longitudinal data systems in the country (education and social services), thus demonstrating their value for understanding and improving service delivery for people with developmental disabilities.

- Elizabeth Coker, PhD; Washington State Department of Social and Health Services, Division of Research and Data Analysis: Olympia, WA
- Lisa Weber, PhD; Washington State Department of Social and Health Services, Division of Developmental Disabilities: Olympia, WA
- Jim Mayfield, MA; Washington State Department of Social and Health Services, Division of Research and Data Analysis: Olympia, WA

**POSTER 9**

Adolescents with Autism Spectrum Disorders and their Families: Perspectives on Needed Supports for the Transition from High School to Adulthood

Adolescents with autism spectrum disorders (ASD) often struggle to make a successful transition to adulthood. It is critical to understand parental concerns because they shape their adolescent’s attitudes and behaviors. Two focus groups with parents of adolescents with ASD were conducted to examine transition-related concerns. The major themes that were identified represent a first step toward understanding how to improve transition services for adolescents with ASD and their families.

- Amie Duncan, PhD; University of Cincinnati UCE: Cincinnati, OH
- Erin Clancy, BSN, RN; University of Cincinnati UCE: Cincinnati, OH
- Rachel Doty, MA; University of Cincinnati UCE: Cincinnati, OH
- Annie Jennett, DPT; University of Cincinnati UCE: Cincinnati, OH
- Rosie McAuley, MA; University of Cincinnati UCE: Cincinnati, OH
- Karen Burkett, MS, PNP-BC; University of Cincinnati UCE: Cincinnati, OH
- Sheryl Feuer; University of Cincinnati UCE: Cincinnati, OH
- Somer Bishop, PhD; University of Cincinnati UCE: Cincinnati, OH

**POSTER 10**

Transition-Related Activities at the Center for Community Inclusion and Disability Studies, University of Maine

This poster session describes three innovative, evidence-base transition projects at the University of Maine for youth with disabilities. Each project incorporates training for high school students or their families, person-centered planning, and experiential learning. The poster will provide a summary of the research results of a two-state family-centered transition-planning project for youth with Autism Spectrum Disorders that was conducted in collaboration with the University of New Hampshire.

- Alan Kurtz; Center for Community Inclusion: Orono, ME
Analyzing the Legal and Practical Implications of Appropriate Transition Planning for Children with an Autism Spectrum Diagnosis

This study examines recent trends in the number of transition-aged children exiting Maryland public schools with a primary disability of intellectual disability or autism spectrum disorders, as related to the legal and practical implications of transition planning under the Individuals with Disabilities Education Act. A comprehensive analysis of these data will provide insight into how Maryland should modify transition services and activities to meet the needs of our changing population.

- Maureen van Stone, JD; Kennedy Krieger Institute: Baltimore, MD
- Peter Naugle; Kennedy Krieger Institute: Baltimore, MD
- Hunter McIntyre; Kennedy Krieger Institute: Baltimore, MD

Exploring How MCH Training Programs Incorporate Transition to Adulthood for YSCHN in Their Curricula

MCHB identifies transition to adulthood for YSCHN as a 2020 priority. Directors of 99 long-term MCH training programs were surveyed to gather information about their training on transition for YSCHN. Results demonstrate that there is a gap between the MCHB priority and the extent to which transition is incorporated within training. Opportunities exist to impact transition outcomes for YSCHN through improvements in training of future MCH professionals.

- Jamie Perry, MD, MPH; Association of University Centers on Disabilities: Silver Spring, MD
- Peter Scal, MD; University of Minnesota LEAH: Minneapolis, MN
- Albert Hergenroeder, MD; Baylor College of Medicine: Houston, TX
- Judith Holt, PhD; URLEND: Logan, UT
- Rebecca Carman, MSW; Association of University Centers on Disabilities: Silver Spring, MD

Order today and save!
The SAGE Reference Series on Disability

The SAGE Reference Series on Disability, from Gary L. Albrecht - editor of the Handbook of Disability Studies (2003) and the Encyclopedia of Disability (2005) - is a cross-disciplinary and issues-based series which incorporates links from varied fields making up disability studies. Including eight volumes, each examines topics central to the lives of individuals with disabilities and their families.

Taken individually, each volume sets out the fundamentals of the topic it addresses, accompanied by compiled data and statistics, recommended further readings, a guide to organizations and associations, and other annotated resources. Taken together, the series represents both a survey of major disability issues and a guide to new directions and trends and contemporary resources in the field as a whole.

The series includes the following volumes:
- Ethics, Law and Policy
- Arts and Humanities
- Employment and Work
- Education
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Children and Adolescents with Intellectual Disability: Relationship Between Support Needs and Self-determination.
The aim of this research was to analyze the relationship between support needs and self-determination in children and adolescents with intellectual disabilities. These constructs have been measured with two different scales: Supports Intensity Scale for Children (5-16 years) and Self-determination Scale for adolescents (12-18 years). Some preliminary results are presented.

- Miguel A. Verdugo, PhD; Instituto Universitario de Integración en la Comunidad: Spain, Salamanca,
- F. Borja Jordan de Urries, PhD; Instituto Universitario de Integración en la Comunidad: Salamanca, Spain

National Gateway to Self-Determination: A Clearinghouse of Resources, Training, and Information
Presenters will display products and information from the National Gateway to Self-Determination (NGSD) developed for UCEDD staff, self advocates, professionals, and policy-makers on current best and evidence-based practices for enhancing self-determination in the lives of people with I/DD. Special attention will be given to strategies, resources, and curricula for scaling-up self-determination.

- George Gotto, PhD; UMKC Institute for Human Development: Kansas City, MO
- Susan Palmer, PhD; Schiefelbusch Institute for Life Span Studies: Lawrence, KS
- Laura Walker Jackson, MA; UMKC Institute for Human Development: Kansas City, MO

Hawaii self-advocates and the Center on Disability Studies are implementing an emergency preparedness train the trainer system of support for individuals with disabilities using the Feeling Safe, Being Safe materials, created by California self-advocates. The Hawaii self-advocates and their can-do attitude are changing communities through motivating, mentoring and educating others. This program is recognized by FEMA as an emerging best and innovative practice that empowers individuals, providers, and communities.

- Dawn Skaggs, MA; Center on Disability Studies: Honolulu, HI
- Joanne Getty; Easter Seals Hawaii: Honolulu, HI
- Nicole Kelly; Easter Seals Hawaii: Honolulu, HI
- Debbie Jackson; Disability and Communication Access Board-Hawaii Department of Health: Honolulu, HI
- Shya Tran, MA; Center on Disability Studies: Honolulu, HI
Systems-level Implementation, Demonstration & Evaluation

**Partnerships in Employment: Updates from the Projects of National Significance Effort**
In 2011, the Administration on Intellectual and Developmental Disabilities awarded Partnerships in Employment grants to six states, with the purpose of addressing barriers to employment for people with IDD. These efforts require increased collaboration and communication between state vocational rehabilitation and developmental disabilities agencies, special education, and the State Councils on Developmental Disabilities. This presentation will review Year 1 project priorities and key activities of several funded states.

- Karen Flippo, MA; Institute for Community Inclusion/Boston Children’s Hospital: Boston, MA
- Julie Christensen, LMSW; Strong Center for Developmental Disabilities: Rochester, NY
- Susan Hetherington, PhD; Strong Center for Developmental Disabilities: Rochester, NY
- Jerry Alliston, PhD; Institute for Disability Studies: Hattiesburg, MS
- Olivia Raynor, PhD; Tarjan Center: Los Angeles, CA

**Utah Regional LEND Program Evaluation: the Process for Progress**
Program evaluation is a necessary component for LEND training programs for both reporting purposes and as a means for continuous program improvement. The purpose of this presentation is to describe the process by which URLEND faculty formalized and executed a plan for program evaluation. Selected components of the process will be highlighted. Additionally, use of technology, given URLEND is a multi-site program, will also be discussed.

- Heidi Lane; University of Utah: Logan, UT
- Gina Cook, PhD; Center for Persons with Disabilities: Logan, UT

**The Effects of a Medicaid Buy-In Program on Health Care Services Utilization and Cost: The Iowa MEPD Evaluation**
This study analyzes Medicaid Buy-In program effects on health care utilization and costs for people with disabilities, focusing on changes in cost while controlling for person-level characteristics such as age, gender, comorbid conditions, and previous health care utilization. Propensity scoring is used to control for possible the selection bias.

- Elizabeth Momany, PhD; University of Iowa Public Policy Center: Iowa City, IA

COCA Members: Join us for the COCA Meet and Mingle on Monday at 8pm
Community Living & Supports

**Poster 20**
**Collaboration Between Two UCEDD Core Functions: Interdisciplinary Pre-service Training and Community Training & Technical Assistance**
The Boggs Center’s dedication to collaboration between interdisciplinary pre-service training and community training and technical assistance has yielded positive results. Through this collaboration, students have increased their knowledge, while also contributing to the lives of people with disabilities. This poster details a project where these two UCEDD core functions came together to address a critical training need related to the direct support workforce.

- Caroline Coffield, PhD; Elizabeth M. Boggs Center on Developmental Disabilities: New Brunswick, NJ
- Colleen McLaughlin, MEd; Elizabeth M. Boggs Center on Developmental Disabilities: New Brunswick, NJ

**Poster 21**
**A Great Opportunity for Transition - AmeriCorps!**
AmeriCorps provides a chance for young adults to make a big difference in their life and in the lives of others. Each year, AmeriCorps offers opportunities for adults of all ages, abilities and backgrounds to serve through a network of partnerships with local and national nonprofit groups and to give back to their communities. AmeriCorps provides an opportunity to gain skills, get a living allowance, develop social networks, get an education award and go to college.

- Erin Gannon, MS; Institute for Community Inclusion/Boston Children’s Hospital: New Brunswick, NJ
- Jewel Bazilio-Bellegarde, MS; Corporation for National and Community Service: Washington, DC

**Poster 22**
**Satisfaction with Oklahoma’s Self-Directed Services**
In 2010 Oklahoma family members or caregivers, representing a person with disabilities, were given the choice to arrange and purchase individual supports, services or supplies through the Self-Directed Services (SDS) option within the In-Home Supports Waiver. In January 2012 we surveyed 111 'active' families in the SDS program (response rate of over 66%). The objective was to determine their satisfaction and obtain their needed suggestions for improving the program.

- Angela Harnden, PhD; Center for Learning and Leadership: Oklahoma City, OK
- Vyonda G. Martin, MA; Center for Learning and Leadership: Oklahoma City, OK
Supporting Families Through Policy and Systems Change Using a National Framework
Supporting families is a critical component of sustainable systems of support for people with I/DD. This session will showcase the involvement of three UCEDDs in family support policy and systems change, highlighting the efforts of both NASDDDS and UCEDDs in providing technical assistance to states using the framework from the 2011 report on “Building a National Agenda for Supporting Families with a Member with I/DD.”

- Elizabeth Hecht; Waisman Center: Madison, WI
- Michelle Reynolds, PhD; UMKC Institute for Human Development: Kansas City, MO
- Nancy Thaler, MS; NASDDDS: Alexandria, VA
- Vyonda Martin, MA; Center for Learning and Leadership: Oklahoma City, OK

Responding to Trauma by Creating Inclusive, Accessible, and Responsive Community Services for People with Developmental Disabilities
There is increasing discussion about trauma-informed services and the implications for people with disabilities. This paper illustrates the logical connections between universal design and trauma-informed principles to create a model of inclusive, accessible, and responsive community services for people with developmental disabilities.

- Ronda Jenson, PhD; UMKC Institute for Human Development: Kansas City, MO

Age of Persons Supported and Factors Predicting Intended Staff Turnover: A Comparative Study
This study used a cross-sectional survey to explore if DSPs who primarily support aging adults differ significantly from other DSPs when the factors predicting turnover are compared. Ninety-seven DSPs were conveniently sampled from organizations in Ohio. The results showed that DSPs who primarily support aging adults reported significantly lower levels of psychological empowerment/control and are at higher risk of attrition. Recommendations for practice are shared.

- Carol Laws, PhD; Institute on Human Development and Disability: Athens, GA

Possibilities (A Video Series): Individuals with Disabilities Living Meaningful Lives
The Possibilities series of videos focuses on the lives and accomplishments of individuals with developmental and intellectual disabilities. Each 4-7 minute video highlights one individual’s journey as he/she is accomplishing their life’s dreams in pursuit of Self-Determination. The purpose of the Possibilities Series is to present examples of how individuals with disabilities can lead the lives as they envision it, without barriers, and realize the Possibilities.

- Angela Martin, MSW; Developmental Disabilities Institute: Detroit, MI
- Barbara LeRoy, PhD; Developmental Disabilities Institute: Detroit, MI
### Think College Standards for Inclusive Postsecondary Education for Students with Intellectual Disabilities

This poster will present the standards-based conceptual framework that has been developed by Think College. The development and validation process through a Delphi process will be illustrated and the eight standards, with associated quality indicators and benchmarks will be highlighted.

- Cate Weir, MEd; Institute for Community Inclusion/Boston Children’s Hospital: Boston, MA
- Debra Hart, MS; Institute for Community Inclusion/Boston Children’s Hospital: Boston, MA
- Meg Grigal; Institute for Community Inclusion/Boston Children’s Hospital: Boston, MA

### Think College Vermont: Inclusive Post-Secondary Options for Students with Intellectual Disabilities

Think College Vermont is a small, innovative, inclusive, academic, social, and vocational program for students with intellectual disabilities seeking a college experience. Participants may earn a 9-18 credit-hour certificate of professional studies designed to include: Academic Enrichment, Socialization/Recreation, Independent Living & Self-Advocacy Skills, Integrated Work Experiences & Career Skills. Think College Vermont incorporates student-centered planning, academic advising, and peer mentors for an inclusive, supportive college experience.

- Bryan Dague, EdD; Center on Disability & Community Inclusion: Burlington, VT
- Kiersten Hallquist; Center on Disability & Community Inclusion: Burlington, VT
- Susan Ryan, PhD; Center on Disability & Community Inclusion: Burlington, VT

### Rethinking Social Network Assessment for Postsecondary Students with Intellectual Disabilities: A Preliminary Report

This poster introduces a tool for examining social networks of postsecondary students with intellectual disabilities. Unlike typical social network assessments that focus on friendships, the question of interest is whether through their campus experiences students are positioned to expand their networks in ways that can improve employment outcomes.

- Laura Eisenman; Center for Disabilities Studies: Newark, DE
- Linda Grusenmeyer; Center for Disabilities Studies: Newark, DE

### People with Disabilities as Teaching Partners in University Courses

This presentation describes how people with disabilities participate in teaching university courses. Based upon more than six years of experience of teaching a graduate course in Autism Spectrum Disorders the presenters will describe strategies for course design, instruction, collaboration and support. An emphasis on how co-instructors complement each others’ teaching styles will be discussed as well.

- Amy H. Frechette; New Hampshire LEND Program: Durham, NH
- Rae M. Sonnenmeier, PhD, CCC-SLP; New Hampshire LEND Program: Durham, NH
**Posters**

**POSTER 31**
**Developing Undergraduate Peer Mentors for College Students with Intellectual Disabilities**
Undergraduate peer mentors must learn to interact with students with intellectual disabilities in ways that differ from more familiar professional and caregiving roles. Participants will learn about an experience-based undergraduate mentoring course and how the “Stages of Concern” model can be used to guide undergraduate development within the larger context of program development and evaluation of a postsecondary education program for students with intellectual disabilities.

- Brian Freedman, PhD; Center for Disabilities Studies: Newark, DE
- Linda Grusenmeyer, MEd; Center for Disabilities Studies: Newark, DE
- Laura Eisenman, PhD; Center for Disabilities Studies: Newark, DE

**POSTER 32**
**Ambassadors of Change: Experiences of Peer Mentors Supporting Students with Intellectual Disabilities at College**
With the recent expansion of inclusive postsecondary education (PSE) programs, more students with intellectual disabilities (ID) are being included in college than ever before. Many PSE programs rely on the efforts of typically developing college students to support and include students with ID in academic, vocational, and social experiences. This poster will describe the experiences of peer mentors who support students with ID in the Next Steps program at Vanderbilt.

- Megan Griffin, MEd; Vanderbilt University: Nashville, TN

**POSTER 33**
**Key Activities of the National Coordinating Center for Transition and Postsecondary Programs for Students with Intellectual Disabilities**
This poster will share the key activities of the recently funded National Coordinating Center, which provides coordination and evaluation activities to 27 Transition and Postsecondary Education Programs for Students with Intellectual Disabilities (TPSID) model demonstration projects funded in 2012 by the Office of Postsecondary Education.

- Meg Grigal, PhD; Institute for Community Inclusion/Boston Children’s Hospital: Boston, MA
- Debra Hart, MS; Institute for Community Inclusion/Boston Children’s Hospital: Boston, MA

**POSTER 34**
**PATHS Leading to A Career in Human Services**
This session will introduce participants to an innovative inclusive postsecondary training program “Postsecondary Access and Training in Human Services (PATHS),” which prepares individuals for employment in human services as direct support professionals. The audience will learn about program development, program structure, key program components, program outcomes, and how students with developmental disabilities can be supported to accomplish program requirements and pursue their postsecondary educational and career goals.

- Jessica Vaughn-Jensen, MEd; Center on Disability and Development: Boston, MA
A Collegiate Experience: Students Labeled with Intellectual Disabilities Going to College
Drawing from a recent dissertation study conducted on a college campus that provides services to students labeled with intellectual disabilities, students engaged in a digital storytelling process that concentrated on their college experiences in courses and as a member of the campus. Supported by focus groups and follow-up interviews, students created a digital video of their experiences and reflected on the benefits and challenges of participating in higher education.

- Kristen Love, MEd; Strong Center for Developmental Disabilities: Rochester, NY
- Martha Mock, PhD; Strong Center for Developmental Disabilities Rochester, NY

Effectively Engaging the Campus Community and Faculty: Success Stories from Four Colleges
Participants will discover how a Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) consortia in one state has effectively engaged faculty and the wider campus community on four campuses. Specific success stories and challenges will be shared. The types of technical assistance and strategies that have been utilized to create meaningful opportunities at a community college, two liberal arts colleges, and one research university will be explored.

- Martha Mock, PhD; Strong Center for Developmental Disabilities: Rochester, NY
- Sean O'Donnell; Roberts Wesleyan College: Rochester, NY
- Eileen Radigan, MEd; Monroe Community College: Rochester, NY
- Kym Woodard; Roberts Wesleyan College: Rochester, NY
- Diane Hanna, MEd; Strong Center for Developmental Disabilities: Rochester, NY

Creating Opportunities for Postsecondary Education for Students with Intellectual Disabilities
Colleges and universities are developing innovative opportunities for students with intellectual disabilities to access postsecondary education. This poster will describe steps you could take to initiate college opportunities in your school or university as well as efforts currently underway at one university.

- Clare Papay; Arcadia University: Walnutport, PA

Belonging in the Campus Community: A participatory, Mixed-Methods Investigation of Social Inclusion for College Students with Intellectual Disabilities
Fully inclusive programs and college communities create contexts that facilitate physical and social inclusion. This participatory, mixed-methods research examines perceptions of social inclusion by students with intellectual disabilities and college-aged natural supports. Photovoice, focus groups and surveys assisted participants in describing how students with ID are socially included or excluded in a college community. Results will inform creators and facilitators of fully inclusive college experiences for students with ID.

- Seb Prohn, MS; Western Carolina University’s University Participant Program: Cullowhee, NC
Advancing Integrated Competitive Employment Through Collaboration Between Postsecondary Education, Department of Rehabilitation and the UCLA Tarjan Center

College to Career are five, 3-year community college programs providing youth with intellectual disabilities with education and vocational preparation that will lead to integrated competitive employment. This presentation describes the 1st year of implementation, answering such questions as “Who are the students?” “What types of services and supports are provided?” “What types of campus activities are students participating in?” and “How satisfied are students with their college experience?”

- Olivia Raynor, PhD; Tarjan Center: Los Angeles, CA
- Katharine Hayward, PhD; Tarjan Center: Los Angeles, CA
- Wilbert Francis, MBA; Tarjan Center: Los Angeles, CA

Employment, Housing & Transportation

EUSE Quality Standards and Supported Employment Outcomes

The EUSE quality standards were developed in 2005. Those standards were not empirically tested. In Spain, the INICO developed a tool for the application of EUSE Standards. From 2008 to 2010, this tool was applied in the context of a national project. In this period, the program collected annual data related to quality adjustment to EUSE standards, and also related to management outcomes. Some results are presented.

- F. Borja Jordan de Urries, PhD; Instituto Universitario de Integración en la Comunidad: Salamanca, Spain
- Miguel Angel Verdugo, PhD; Instituto Universitario de Integración en la Comunidad: Salamanca, Spain

Sheltered Employment, Sheltered Lives: Family Perspectives of Conversion to Community-Based Employment

This article examines selected aspects of one agency’s conversion from a sheltered workshop facility to one providing community-based services for individuals with intellectual and developmental disabilities. Established in 1967 by parents as an alternative to institutionalization, this agency had remained entrenched in the sheltered workshop model for 35 years. Conflicting issues emerged as families had different histories, culture, values, philosophies, and expectations of their children and their inclusion in community.

- Bryan Dague, EdD; Center on Disability & Community Inclusion: Burlington, VT
**Posters**

**Evaluating Short- and Long-Term Outcomes of a Web-Based ADA & Disability Awareness Module for Public Transit Drivers**
This presentation will focus on the evaluation of the online ADA & Disability Awareness Module developed by the Human Development Institute of the University of Kentucky in cooperation with the LexTran Public Transit Authority of Lexington. The presentation will provide an overview of the module and discuss results of evaluating the short-term and intermediate outcomes of the module on transit drivers’ attitudes and behaviors toward customers with disabilities.

- Harold Kleinert, ED; Interdisciplinary Human Development Institute: Lexington, KY

**Emergency Preparedness**

**The Mobile TIPS: Developing an Online Resource for First Responders**
Project REDD: Research and Education on Disability and Development developed the Mobile TIPS for First Responders. The Mobile TIPS demonstrates best practice in 1) responding to an identified need in the EM field, 2) incorporating opinions and input from individuals with disabilities and their advocates, 3) using collaborative relationships between disability and EM organizations to refine practice and 4) leveraging relationships within the AUCD network.

- Laura Stough, PhD; Center on Disability and Development: College Station, TX

**Media & the Arts**

**Refocusing Representation: Creating Text and Images in UCEDD Marketing Materials for Subjective Portrayal of Disability**
This poster will demonstrate how UCEDDs can use their positions as models of best-practice on disability to forward a new public lexicon and portrayal of disability through enhancing representations in their marketing materials. By using before-and-after comparisons of current UCEDD marketing products, the poster will show how UCEDDs have represented disabilities in the past and present, while forwarding suggestions on where materials should head in the future.

- Sara DiRienzo; Wyoming Institute for Disabilities: Laramie, WY

**Shakespeare and Autism: Teaching Social and Communication Skills in Autism through Theatre**
Pilot data is discussed for a Shakespearian drama-based intervention targeting core deficits associated with autism spectrum disorders (ASD). Children (N=14) ages 10-13 diagnosed with ASD recruited through local public schools participated in a drama intervention developed by the Royal Shakespeare Company targeting social, emotional, and communication skill development. Analyses of pre and post-intervention measures provide preliminary data on the intervention's efficacy.

- Margaret Mehling; Nisonger Center: Columbus, OH
Predictors of Satisfaction in Social and Interpersonal Relationships in High School Aged Adolescents with High Functioning Autism Spectrum Disorders

This study examines friendships in adolescent aged children with and without High Functioning ASDs (HFASDs). The aims of this project are to (1) Compare reported friendship quality in single best friendships between adolescents with and without HFASDs; (2) Compare satisfaction of social/interpersonal relationships between adolescents with and without HFASDs; and (3) Identify ecological social participation factors that predict satisfaction in peer, social and interpersonal relationships in adolescents with HFASDs.

- Matthew Braun, MA; Schiefelbusch Institute for Life Span Studies: Kansas City, KS
- Todd Miller, MA; Schiefelbusch Institute for Life Span Studies: Kansas City, KS
- Matt Reese, PhD; Schiefelbusch Institute for Life Span Studies: Kansas City, KS

Strengths and Well-Being Among Individuals with Significant Disabilities: Helping Young People Flourish

In this poster, we present findings from a mixed-methods study exploring the strengths, supports, spirituality, and well-being of youth and young adults with intellectual disabilities or autism. We will highlight policies and practices supporting people with disabilities and their families to flourish in all aspects of their lives.

- Erik Carter, PhD; Vanderbilt University: Nashville, TN
- Courtney Taylor, MDiv; Vanderbilt University: Nashville, TN
- Thomas Boehm, M.Div; Vanderbilt University: Nashville, TN

Our Voice and Our Choice: Leisure and Recreation Preferences of Adolescents with Developmental Disabilities

This purpose of this study is to describe the role of recreation and leisure programs in promoting and modeling social inclusion for adolescents with developmental disabilities (DD). The specific aims of this study are to describe the perspectives of adolescents with DD regarding (a) barriers and facilitators to participation, (b) factors considered when selecting programs, and (c) the quality of social interactions within inclusive settings.

- Julie Christensen, LMSW; Strong Center for Developmental Disabilities: Rochester, NY

The Changing Landscape of Reimbursement for Healthcare Services

Many efforts are underway to control the cost of healthcare services with particular emphasis on therapy services. This presentation will focus on factors affecting health care service reimbursement and the impact on subsequent availability of services.

- Robert Fifer, PhD; Mailman Center for Child Development: Miami, FL
**Assessing Children/Young Adults with Special Health Care Needs: A Survey of the Parent/Guardian Perspective**

To evaluate the utilization of community-based services and identify needs of Children with Special Health Needs (CSHCN) in Mississippi, a parent/guardian assessment, based on the six core outcomes for CSHCN, was administered at satellite clinics statewide. This session will describe qualitative and quantitative findings, implications for practice, and future recommendations.

- Stephanie Ivy, MPH; Mississippi State Department of Health: Jackson, MS

**Factors that Influence Peer Acceptance of Adolescent Girls with ASD**

Social skills programs have multiple components, including typical peers and instruction in specific skills. Skills are often identified and evaluated by the researcher. In this study, typically developing adolescent females naive to components of a social skills intervention, evaluate conversational interactions between adolescent females with autism and typically developing female peers in order to identify parameters that influence the success of social interactions. This information informs social skills curriculum.

- Rene Jamison, PhD; Schiefelbusch Institute for Life Span Studies: Kansas City, KS
- Debbie Daniels, PhD; Schiefelbusch Institute for Life Span Studies: Kansas City, KS

**Hunger in a Child’s Household May be the Last Thing a Provider Considers**

Children with disabilities are at risk for low food security. Despite a high prevalence and the detrimental effects of low food security on the health and well-being of children, education and health providers are often unaware and rarely address this issue. This paper will describe an algorithm developed for providers with practical information on how to recognize low food security, engage families and intervene to increase food resources.

- Dorigen Keeney, MS, RD; Hunger Free Vermont: South Burlington, VT
- Molly Holland, MS RD; Vermont Department of Health: Burlington, VT

**Child Life Specialists on Interdisciplinary Teams and in LEND**

Child Life Specialists provide support, education, and preparation to help children and families cope in healthcare settings and can be especially helpful in decreasing distress for children with developmental disabilities and their families. This presentation will provide information about the role of Child Life Specialists in an interdisciplinary team and strategies they employ to improve the healthcare experiences of children with disabilities and their families.

- Justin Rozniak; University of Cincinnati UCE: Cincinnati, OH
- Jennifer Staab, MS; Cincinnati Children’s Hospital Medical Center: Cincinnati, OH
- Karen Edwards, MD; University of Cincinnati UCE: Cincinnati, OH
- Rose Parish, MSN; University of Cincinnati UCE: Cincinnati, OH
**A Comparison of Barriers to Physical Activity Faced by Older and Younger Adults with Mobility Impairments**

This study compares the barriers to physical activity faced by older and younger adults with mobility impairments. While the benefits of physical activity are widely known, people with mobility impairments, regardless of age, are systematically less likely to be physically active than people without mobility impairments. By understanding the barriers they face, customized interventions can be developed to increase the physical activity levels of people with mobility impairments.

- Vijay Vasudevan, MPH; Institute on Disability & Human Development: Chicago, IL

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**Development of a Cultural Competency Toolkit**

The poster describes a collaborative project involving University of Cincinnati (UC) LEND trainees, the Cincinnati Children’s Hospital Medical Center (CCHMC) Office of Diversity and Inclusion, and the UC Action Research Center to collect participatory action research, focus group and secondary literature research data as a basis for the development of a cultural competency toolkit for use within CCHMC which is based on a multi-dimensional model of culture.

- Roz Parrish, MSN; University of Cincinnati UCE: Cincinnati, OH
- Chaz Battice, MA; University of Cincinnati UCE: Cincinnati, OH
- Raejean Burton, MOT; University of Cincinnati UCE: Cincinnati, OH
- Angelica Hardee; University of Cincinnati UCE: Cincinnati, OH
- Laura Srivorakiat, MA; University of Cincinnati UCE: Cincinnati, OH
- Lizanne Mulligan, PhD; University of Cincinnati UCE: Cincinnati, OH
- James Page, MBA: Cincinnati Children’s Hospital Medical Center Office of Diversity and Inclusion: Cincinnati, OH
- Lisa Vaughn, PhD; University of Cincinnati/Cincinnati Children’s Hospital Medical Center: Cincinnati, OH

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**A Formative Evaluation of Cultural Competence in a LEND program: the Case of the Vermont LEND program**

This poster presentation will include results of a formative evaluation of cultural competency of the Vermont LEND program. The evaluation consisted of: (1) Assessing the extent to which the program includes cultural competence knowledge and skills throughout the curriculum and clinical experiences and (2) Assessing the extent to which Vermont LEND demonstrates organizational cultural competence.

- Maria Avila, MEd; Interdisciplinary Leadership Education Program for Health Professionals: Burlington, VT
- Jean Beatson, EdD: Interdisciplinary Leadership Education Program for Health Professionals: Burlington, VT
Considering Culture in the Screening and Assessment of Young Children with Developmental Concerns: Evaluation Results of the Vermont Statewide Conference

This poster presentation will include results from pre- and post- surveys administered at a statewide conference on cultural considerations in screening and assessment of young children with developmental concerns. The survey questions assessed knowledge and attitudes related to issues of bilingualism, familiarity with local refugee and immigrant groups, cultural limitations of assessment and screening tools, and provider competency when working with culturally and/or linguistically diverse children with developmental concerns.

- Maria Avila, MEd; Interdisciplinary Leadership Education Program for Health Professionals: Burlington, VT
- Stephen Contompasis, MD; Interdisciplinary Leadership Education Program for Health Professionals: Burlington, VT
- Jean Beatson, EdD; Interdisciplinary Leadership Education Program for Health Professionals: Burlington, VT

Considering Culture in Autism Screening: Lessons Learned by the MA Act Early Team

Massachusetts Act Early, the statewide campaign for the national CDC/AUCD Learn the Signs. Act Early. Program, developed the Considering Culture in Autism Screening kit for pediatric clinicians and community health center providers to use when conducting autism screening with children and families whose primary language is not English. This poster presentation will share specific findings and lessons learned to improve real-life screening practices.

- Elaine Gabovitch, MPA; Eunice Kennedy Shriver Center: Waltham, MA
- Stephanie Blenner, MD; Boston Medical Center: Boston, MA
- Kathleen Braden, MD; Eunice Kennedy Shriver Center: Waltham, MA
- Roula Choueiri, MD; Tufts Medical Center: Boston, MA
- Elaine Gabovitch, MPA; Eunice Kennedy Shriver Center: Waltham, MA
- David Helm, PhD; ICI/Children’s Hospital: Boston, MA
- Tracy Osbahr, MA; MA Department of Public Health: Boston, MA
- Alison Schonwald, MD; Children’s Hospital: Boston, MA
- Jason Travers, MD; UMass Amherst: Amherst, MA

Cultural Brokering and Diagnostic Assessment: A Model for Latino Children with Autism Spectrum Disorder and their Families

This collaborative pilot project identified Latino children with Autism Spectrum Disorder across Virginia to better address the needs of this underserved population. The transdisciplinary team approach to diagnostic assessment was enhanced by inclusion of a cultural broker. Evaluation data collected by Commonwealth Autism Service, the Partnership for People with Disabilities, and the Virginia LEND program will examine the impact of the cultural broker for parents, caregivers, and assessment team.

- Tracy White, BSN, MA; Partnership for People with Disabilities: Richmond, VA
- Donald Oswald, PhD; Partnership for People with Disabilities: Richmond, VA
- Maria Isabel Frangenberg; Partnership for People with Disabilities: Richmond, VA
Serving Spanish-Only Speakers through the Center for Persons with Disabilities Website: A Starting Point
During the past year, the web committee at the Center for Persons with Disabilities has explored different options to best serve Spanish-only speakers in Utah. Since numbers for this population are not readily available and internet use in this demographic is lower than among the general population, this process was complicated and not straightforward. Informal interviews with service providers, community liaisons, and family advocates provided valuable input.
  • Kelleen Smith; Center for Persons with Disabilities: Logan, UT

Adjustment and Coping of African American Parents of Children with Severe Cerebral Palsy
This presentation is an overview of an exploratory study with twenty-four African American parents of children with severe cerebral palsy. This study was an effort to better understand how African American parents adjust to and cope with caring for a child with severe cerebral palsy; how cultural values impact on the provision of care for their child; and what resources they utilize for support.
  • Rita Walters, LMSW; Michigan State University: East Lansing, MI

LEND Programs: Training Future Maternal and Child Health Leaders to Promote Health Equity and Reduce Health Disparities
Our nation needs a professional workforce that can effectively provide clinical services, conduct research, and provide leadership for children with autism and other neurodevelopmental disabilities within a diverse, multicultural society. This poster will highlight innovative LEND approaches to training leaders to provide care that honors the strengths, cultures, and traditions of the family.
  • Meaghan McHugh, MPH; Association of University Centers on Disabilities: Silver Spring, MD
  • Crystal Pariseau, MSSW; Association of University Centers on Disabilities: Silver Spring, MD
  • Jamie Perry, MD, MPH; Association of University Centers on Disabilities: Silver Spring, MD

Criminal Justice/Victims’ Rights

Training Police Officers on Responding to People with Disabilities
This session will describe a statewide collaborative multidisciplinary project which trained law enforcement and victim advocates about effectively assisting, communicating with, and accommodating people with disabilities and people who are deaf. Some of the training will be presented, along with recommended resources.
  • Marilyn Hammond, PhD; Center for Persons with Disabilities: Logan, UT
Abuse and Disability Status: A Comparison of Prevalence Rates and Treatment Access Among Children With and Without Disabilities

Maltreatment has been identified as a significant issue for children with developmental disabilities (CWD). Despite increased risk, there is limited research in this area. After disclosing abuse, CWDs are less likely to receive appropriate mental health services. This study seeks to provide a current picture of abuse rates of children with developmental disabilities seen at the Westchester County Children’s Advocacy Center (CAC) and their referrals for mental health services.

- Lisa Katz, LMSW; Westchester Institute for Human Development: Valhalla, NY
- Beth Reiman, LCSW; Westchester Institute for Human Development: Valhalla, NY

Perinatal Risk Factors and their Impact on Child Reunification

The Cherish the Family (CTF) program targets families with children (aged 0-3) who have been impacted by a substance abusing parent and thus the child has been removed from the home. Focusing on promoting family reunification and stability, CTF strengthens a mother’s ability to care for her child by increasing bonding and attachment. The goal of this presentation is to review the possible perinatal predictors of parent reunification.

- Ruby Natale; Mailman Center for Child Development: Fort Lauderdale, FL
- Maria Hernandez, MA; Family Central: North Lauderdale, FL
- Omayra Sellas-Lamberty; Family Central: North Lauderdale, FL

Disability Studies

Sensory Training for Paraprofessionals Working with Children Who Are Blind/Visually Impaired and Children Who Are Deafblind in Educational Settings

This poster session will highlight two unique Utah State University online programs of study which prepare paraprofessionals to work effectively with children who are blind/visually impaired and with children who have combined vision and hearing losses or deafblindness. Besides coursework, these programs also offer online practicum experiences, which use innovative distance technologies to facilitate implementation of students’ skills and provide best practices in coaching support.

- Linda Alsop, MS; Center for Persons with Disabilities: Logan, UT
- Mark Innocenti, PhD; Center for Persons with Disabilities: Logan, UT

Kinect as Tool for Collecting Kinematic Data for Post-stroke Rehabilitation: Clinical Scoring

Development of an automated scoring system that would facilitate the use of Kinect for post-stroke rehabilitation.

- Neetu Nair; Center for Excellence in Disabilities: Morgantown, WV
**Infusing Disability Content Across a University Campus**

Wyoming Institute for Disabilities (WIND) created a series of Disability Infusion Units. WIND staff gave these informational presentations in six colleges at the University of Wyoming, reaching 5,232 students over five years. Students report changes in knowledge and attitudes about people with disabilities. Units continue to evolve based on student and instructor input.

- Janet Perkins Corbett; Wyoming Institute for Disabilities: Laramie, WY
- Kendall Corbett; Wyoming Institute for Disabilities: Laramie, WY

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**Education: Early Intervention/Early Education**

**Project SPIRIT: Supporting Parents In Responsive Interactions & Teaching; Using the Responsive Teaching Curriculum in Hawaii**

SPIRIT is a parent-mediated, relationship-based program designed to improve developmental trajectories of local children. The main goals are to improve at-risk childrens school readiness and early development, to provide evidence-based skills and support for Hawaiian parents of children ages 1-4, and to provide professional development for local interventionists. We are culturally adapting the evidence-based Responsive Teaching Curriculum (Mahoney & MacDonald, 2005) that focuses on responsivity between the caregivers and child.

- Dewayne Bettag, MS; Center on Disability Studies: Honolulu, HI
- Cynthia Lau, MA; Center on Disability Studies: Honolulu, HI
- Don Piburn, MA; Center on Disability Studies: Honolulu, HI

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**Supporting State Efforts to Act Early for All Children: The Benchmarks to Early Screening and Testing (BEST) Project**

Do you feel like your state or Part C child find strategies or entry into Part C Early Intervention services could be more efficient, equitable, or timely? Project BEST is aimed at developing benchmark indicators and recommended practices to support timely identification, referral and provision of services for Part C disability services. Poster participants will be invited to review and provide feedback on the utility of the proposed benchmarks.

- Debra Eisert, PhD; Center on Human Development: Eugene, OR
- Jane Squires, PhD; Center on Human Development: Eugene, OR
- Elizabeth Twombly, MS; Center on Human Development: Eugene, OR

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**`Ekolu `Eha `Ike Pono: School Readiness Project**

Native Hawaiian children are at-risk for compromised academic, vocational, and socio-economic outcomes. In response, a community-based early childhood developmental, hearing, and vision screening was conducted with case management services provided. Parents received training in child development. The Center on Disability Studies provided technical assistance and evaluation. This presentation describes the project, its results, cost, and implications for policy decisions. Also described are challenges encountered and overcome and barriers that remain.

- Jean Johnson, DrPH; Center on Disability Studies: Honolulu, HI
Navigating EHDI Across the Pacific Islands
Newborn hearing screening programs are being implemented in Pacific Island nations that have lacked services for adults and children who were deaf or hard of hearing. This is a geographic area the size of the United States?tiny islands surrounded by the ocean--without a single audiologist or ENT specialist. Challenges exist in developing a comprehensive program. This session describes ways these challenges are being addressed.

- Jean Johnson, DrPH; Center on Disability Studies: Honolulu, HI
- Jean Anderson-Asuega, PsyD; Center on Disability Studies: American Samoa

Health Literacy: Application to Early Intervention and Early Childhood Practice
Given the role of health literacy in optimizing outcomes for young children with disabilities and their families, service providers must incorporate health literacy strategies in their practice that promote family involvement and engagement in their child’s respective program. This session describes health literacy and offers practical strategies to ensure that the principles of health literacy are incorporated into early childhood settings.

- Kris Pizur-Barnekow, PhD; Maternal and Child Health Pipeline Training Program: Milwaukee, WI
- Paula Rhyner, PhD; University of Wisconsin-Milwaukee: Milwaukee, WI
- Amy Darragh, PhD; The Ohio State University: Columbus, OH
- Ann Cutler, MD; Institute on Disability & Human Development: Chicago, IL

Infants and Toddlers in Court Systems: A Survey of Indiana’s Professionals and Volunteers
This poster presents results from a survey of Indiana’s professionals/volunteers who work with infants and toddlers in the court systems. The survey included four vignettes representing common experiences of this vulnerable population of young children with questions related to their knowledge of infant mental health concepts, and the decisions they make related to further assessment, visitation, and treatment / intervention. Recommendations for next steps were also shared.

- Angela Tomlin, PhD; Riley Child Development Center: Indianapolis, IN
- Steven Koch, PhD; Riley Child Development Center: Indianapolis, IN

Parenting Stress and Positive Parenting Behaviors in At-Risk Mothers: A Parent-Mediated Intervention
Parenting behaviors have significant effects on early toddler development, and are particularly impacted by poverty and stress. Early interventions may ameliorate these negative child outcomes through early relationship-based interventions. Measures of maternal stress, responsivity and sensitivity were included to document changes in behavior and assess the quality of interactions over time. The results indicate that this parent-mediated intervention program reduces parenting stress and increasing positive parenting behaviors of at-risk mothers.

- Ann Mastergeorge, PhD; Sonoran UCEDD: Tucson, AZ
**POSTER 76 Early Discovery: A Community-Based Intervention Program for Mildly Delayed Children**

Early Discovery provides services for children who do not qualify for Part C or Part B but who have mild but significant delays (10% to 29%) and would benefit from intervention. Intervention services for children 0-5 include care coordination, and short-term speech/language, occupational therapy, behavioral, and developmental intervention. Early Discovery also provides family support through assistance in navigating early intervention and referrals to other needed services.

- Ruby Natale, PhD, PsyD; Mailman Center for Child Development: Miami, FL
- Sylvia Goncz, MSEd; Mailman Center for Child Development: Fort Lauderdale, FL
- Susan Uhlhorn, PhD; Mailman Center for Child Development: Miami, FL

**POSTER 77 Group-Delivered Video Modeling to Teach Pretend Play Skills to Young Children with Autism**

The current study employed a group-delivered intervention using video modeling (VM) to teach pretend play skills to children with autism. Three pretend play activities were targeted and results were obtained based on total instances of functional play behaviors observed using time sampling procedures. Results demonstrated that VM increased play behaviors over baseline, and there was a greater increase in pretend play behaviors when VM was paired with prompting and reinforcement.

- Stephanie Weber, PsyD; University of Cincinnati UCE: Cincinnati, OH
- Kimberly Kroeger-Geoppinger, PsyD; University of Cincinnati UCE: Cincinnati, OH
- Emily Johnson, MA; Indianapolis, IN
- Rachel Doty, MA; University of Cincinnati UCE: Cincinnati, OH
- Sarah Tyo; University of Cincinnati UCE: Cincinnati, OH
- Emily Boehmler; University of Cincinnati UCE: Cincinnati, OH
- Laura Thielman; University of Cincinnati UCE: Cincinnati, OH
- Melanie Carter; University of Cincinnati UCE: Cincinnati, OH
- David Kelly, MA; University of Cincinnati UCE: Cincinnati, OH

Thank you to the many network members who made this conference possible by serving on review committees and assisting with session planning. Your time and efforts are greatly appreciated!

| Brent Askvig | Wanda Felty | Mitchell Levitz | Jenness Roth |
| Maggie Baker | Tracy Golden | Amie Lulinski-Norris | Amy Sharp |
| Tanya Baker-McCue | Fran Goldfarb | Krystle McCarthy | Deb Unruh |
| Barbara Broyles | Tamar Heller | Gwen Mitchell | Sara Wallace |
| Shannon Caldwell | Megan Kovac | Cari Murphy | Matt Wappett |
| Janice Carson | Olivia Lebens | Olivia Raynor | Stephanie Weber |
| Shelly Dumas | | | |
**Education: K-12, Literacy, Learning**

**POSTER 78**

**Accessible Instructional Materials: A Powerful Means of Curricular Access**

Accessible instructional materials (AIM) are mandated in IDEA 2004 for students with print disabilities, but access to AIM varies from state to state. This session will review the federal mandate, discuss challenges to meeting student needs, and emphasize the opportunities afforded by the law for curricular enhancement.

- Beth Mineo, PhD; Center for Disabilities Studies: Newark, DE
- Karen Jones, MA; Delaware Department of Education: Dover, DE

**POSTER 79**

**Social and Behavioral Individual Education Program (IEP) Goals: An Exploration of Practice**

Misalignment between writing behavior and social goals and implementing the goals has been a recurring problem in special education. This poster presents the results of a LEND project pilot study which explored the alignment between legal requirements, best practices, and current school practices in relation to social and behavioral Individualized Education Program (IEP) goals for children with an Autism Spectrum Disorder (ASD) or Emotional Disturbance (ED).

- Gwen Mitchell, PhD; Center for Persons with Disabilities: Moscow, ID
- Brandon Rennie, EdS; University of Montana Rural Institute: Missoula, MT

**POSTER 80**

**On Their Terms: Training and Technical Assistance to Meet the Needs of Families and Educators**

This poster describes client-focused training and technical assistance activities offered by the Utah Center for Technical Assistance for Excellence in Special Education (TAESE). Sometimes innovation means reframing and improving on time-tested strategies. From that perspective, TAESE provides essential information and services to improve education outcomes for children with disabilities and their families throughout the intermountain west.

- Marty Blair, PhD; Center for Persons with Disabilities: Logan, UT
- John Copenhaver, MEd; Center for Persons with Disabilities: Logan, UT
- Amanda Davis; Center for Persons with Disabilities: Logan, UT

**POSTER 81**

**Peer Support and Peer Network Interventions to Promote the Inclusion of Adolescents with Severe Disabilities**

We will provide findings from a research project examining the impact of school-based interventions-peer supports, peer networks, and individually assigned adult support-on the social relationships, learning, and school involvement of high school students with intellectual disabilities or autism. This mixed-method, randomized study incorporates classroom observations, teacher- and parent-completed assessments, focus groups, and interviews. We will share lessons learned about the efficacy and social validity of these intervention approaches.

- Erik Carter, PhD; Vanderbilt University: Nashville, TN
- Katherine Weir, MSW; Waisman Center: Madison, WI
- Tiffany L. Born; Waisman Center: Madison, WI
The Impact of the Competent Learner Model on the GARS, Vineland, and PLS Outcomes for Children with Autism Spectrum Disorder

This study empirically evaluated the relation between the Competent Learner Model (CLM) and development of Children with Autism Spectrum Disorders. The results indicate significant relations between CLM and improvements in several behavioral domains. Specifically, the incorporation of the CLM curriculum was related to significant improvements in students’ adaptive behavior, personal, school community, interpersonal, play and leisure, coping, socialization, auditory comprehension, and expressive language skills.

• Dana Cihelkova, MS, MA; West Virginia University Department of Technology, Learning, and Culture: Morgantown, WV
• Daniel E. Hursh, PhD; West Virginia University Department of Technology, Learning, and Culture: Morgantown, WV
• Krina Durica; The Vista School: Hershey, PA
• Emily Stausbaugh; The Vista School: Hershey, PA
• Kirsten Yurich; The Vista School: Hershey, PA
• Vicci Tucci; Tucci Learning Solutions, Inc: Watsonville, CA
• Leo Schlosnagle, PhD; Center for Excellence in Disabilities: Morgantown, WV

Does Physical Activity Have an Impact on Behavior, Social Interaction and/or Functioning at School in Children with ASD?

A review of the most recent literature (after 1990 with children 18 years or younger with ASD) was conducted to determine the impact of exercise on behavior, social interaction, and/or functioning at school. Ten studies utilizing walking, jogging, exergaming, horseback riding, swimming and cycling interventions were systematically reviewed. Results suggested some interventions resulted in reductions in stereotypical behavior and increases in academic and/or social engagement.

• Stephen Contompasis, MD; Interdisciplinary Leadership Education Program for Health Professionals: Burlington, VT

Innovative Accountability: Does the Shift to Results Driven Accountability in Special Education Mean Progress in Advocacy?

Accountability is a complex and controversial component of advocacy for individuals with disabilities. OSEP’s recent proposed change in its monitoring framework from a culture of compliance to a balanced emphasis on results needs open discussion. Accountability can’t simultaneously be comprehensive and effective. Gains have been made through compliance enforcement but have things been lost or never achieved. It’s time to talk about these important issues.

• Alan Coulter, PhD; Louisiana State University Human Development Center: New Orleans, LA
• Phil Wilson, PhD; Louisiana State University Human Development Center: New Orleans, LA
Parent/Family Involvement, Support & Respite

POSTER 85

ABCs of Autism: Supporting Families of Young Children in Utah with an Autism Spectrum Diagnosis

The purpose of this poster is to share information, feedback, and satisfaction ratings from a parent training program for families with children with Autism Spectrum Disorder (ASD). The purpose of the project was to provide parents of children with ASD and their professional partners in rural and other Utah communities the information, resources and support they need in understanding and caring for a child with ASD and to evaluate the training curriculum.

- Gina Cook, PhD; Center for Persons with Disabilities: Logan, UT
- Gina Pola-Money; Utah Family Voices Family to Family Health Information Center: Salt Lake City, UT
- Judith Holt, PhD: Center for Persons with Disabilities: Logan, UT

POSTER 86

Perspectives of Fathers with a Child with an Autism Spectrum Disorder

This poster will share perspectives of fathers who have a child with an Autism Spectrum Disorder (ASD). Surveys were administered to look at levels of anxiety and depression as well as parental-interaction between these fathers and their children. Participants were accessed via parent training workshops and websites for parents of children with autism. Results of father ratings and suggestions for future research will be shared.

- Barbara Fiechtl: Center for Persons with Disabilities: Logan, UT
- Gina Cook; Center for Persons with Disabilities: Logan, UT
- Ana Kemple-Reeves; Center for Persons with Disabilities: Logan, UT
- Jennifer Hutchinson; Center for Persons with Disabilities: Salt Lake City, UT
- Alekhya Narravula: Center for Persons with Disabilities: Salt Lake City, UT
- Connie Lillejord; North Dakota Center for Persons with Disabilities: Jamestown, ND

POSTER 87

Parent-Directed Consultations via Videoconference: The Ever-Evolving Process

This presentation will provide information regarding the implementation of interdisciplinary Parent-Directed Consultations as utilized in the Utah Regional LEND program. These consultations, conducted via videoconferencing, create an opportunity for trainees and families in rural areas to share information across state lines. The different types of consultation setups and feedback from parents and trainees will be shared.

- Barbara Fiechtl; Center for Persons with Disabilities: Logan, UT
- Gina Pola-Money; Center for Persons with Disabilities: Salt Lake City, UT
- Bethany Riggles; University of Montana Rural Institute: Missoula, MT
Family Perspectives on Autism Spectrum Disorder and Hearing Loss

Information from a focus group outlines perspectives of parents of children who have a permanent hearing loss with a co-existing Autism Spectrum Disorder. Experiences of diagnosis and treatment, implications of the dual-diagnosis for the family, and educational considerations are discussed.

- Samantha Gustafson, AuD; University of Cincinnati UCE: Cincinnati, OH
- Justin Rozniak; University of Cincinnati UCE: Cincinnati, OH
- Rebecca Walterman; University of Cincinnati UCE: Cincinnati, OH
- Susan Wiley, MD; University of Cincinnati UCE: Cincinnati, OH

The Family Experiences Survey: Services and Supports for Children with Down Syndrome in Florida

The statewide Family Experiences Survey describes prenatal, childbirth, and childhood experiences related to medical and educational services and formal and informal supports for children with Down syndrome and their caregivers. Results identify many areas of strength and for improvement in systems of care across the state of Florida.

- Jennifer Marshall: University of South Florida: Tampa, FL


This poster reviews qualitative findings from a series of focus groups with parents and professionals familiar with elementary-aged children with autism in an urban, diverse school district in the Midwest. Implications for practice, research and policy will be discussed. Participants will gain an understanding of the steps in and factors influencing decision-making for one subset of parents of elementary-aged children with autism as they work with their IEP team.

- Jessica Schuttler, EdS; Schiefelbusch Institute for Life Span Studies: Kansas City, KS

Planning Family-Friendly Webinars: Navigating the Medical System for Children with Autism Spectrum Disorder

To understand what medical issues are of importance to families of children with Autism Spectrum Disorder (ASD), LEND trainees drew from semi-structured focus groups. They will present qualitative findings reported during post-webinar surveys. Findings are the result of a collaborative community-university partnership involving the creation of a mechanism to disseminate information to families and professionals using a webinar format. Implications for technology and family-centered care are considered.

- Jessica Scott; UCLID Center: Pittsburgh, PA
- Amy Matz; UCLID Center: Pittsburgh, PA
Moving Out: Progressing from “I Can” to “I Did It!” Through Family and Peer Interaction in the Community

“Moving Out” of traditional clinical practice by incorporating families and peers with children who have developmental disabilities through a community-based approach successfully effects goal attainment, attendance and the family’s sense of accomplishment. This occurs through “doing” in real context, while having a positive outcome concerning limited resources. This approach addresses challenges to family participation without focusing on individual limitations allowing generalization of skills into the family’s daily life and routines.

- Carol Terilli, PT, DPT; Rose F. Kennedy Center: Bronx, NY
- Leon Kirschner, OTR, MPH; Rose F. Kennedy Center: Bronx, NY
- Timothy Conly, OTR; Rose F. Kennedy Center: Bronx, NY
- Elizabeth Ridgway, OTR, OTD; Rose F. Kennedy Center: Bronx, NY

Investigating the Impact of Traumatic Brain Injury on Caregiver Life Satisfaction - A Key Element of Successful Community Participation.

The role of the caregiver after a TBI is frequently all encompassing and can become an overwhelming source of stress for the individual and entire family system, including the brain injured individual. This poster presentation investigated factors related to caregiver life satisfaction for persons with moderate to severe TBI. Results indicate relationships between both injury severity and time since injury and life satisfaction. Intervention suggestions and recommendations are provided.

- Steven Wheeler, PhD; West Virginia University School of Medicine: Morgantown, WV
- Jeanette Motsch, MS; Center for Excellence in Disabilities: Morgantown, WV
- Leo Schlosnagle, PhD; Center for Excellence in Disabilities: Morgantown, WV
- Zach Ingram, MOT; Center for Excellence in Disabilities: Morgantown, WV
- Camille Charlier, MOT; Center for Excellence in Disabilities: Morgantown, WV

Home and Community Based Services Waiver: Existing Evaluations Measuring Family Quality of Life?

In order to understand how well the current systems are meeting the needs of family caregivers this review will first define family support, review what family support services are currently provided, then review family quality of life (FQOL) theory and domains, and finally will identify if any existing HCBS waiver evaluations are addressing FQOL as a measurable outcome.

- Heather Williamson, OT, MBA; Florida Center for Inclusive Communities: Tampa, FL
A Chance to Parent: How UCEDDs Can Enhance the Lives of Parents with Learning Difficulties and their Children

Presenters will describe ways in which their UCEDDs have built capacity to support parents with disabilities and their children. These include parent training programs, support groups, parenting skills assessments, peer navigation, advocacy, policy development and research. Discussion will follow and could include research, best practices, curriculum and materials, working with child protection, human rights and ethical issues, or other questions from participants.

- Susan Yuan, PhD; Center on Disability & Community Inclusion: Jericho, VT
- Bernadette Irwin, MA; Kennedy Krieger Institute: Baltimore, MD
- Ricardo Thornton, Parent/Self-advocate; Kennedy Krieger Institute, Baltimore, MD

Training and Leadership Development

Interdisciplinary Training and Practice to Support Individuals with Disabilities: An Ocean State Perspective

The purposes of this poster are to (1) examine the degree to which interdisciplinary practices are used in Rhode Island public school districts to meet the needs of student with or at-risk for disabilities, and (2) assess the prevalence of graduate level interdisciplinary training opportunities among institutions of higher education in the state of Rhode Island.

- Shannon Dowd-Eagle, PhD; Paul V. Sherlock Center on Disabilities: Providence, RI
- Kristin Kaulas; Paul V. Sherlock Center: Providence, RI
- Meghan Ray Silva, MA; Paul V. Sherlock Center: Providence, RI
- Ntaobasi Udeh; Paul V. Sherlock Center: Providence, RI
- Anthony Antosh, EdD; Paul V. Sherlock Center: Providence, RI

Efficacy of Medical Home LEND Training: Pilot Year

This poster presents information on Vermont’s LEND Medical Home training pilot year. The training was conceptualized and implemented in collaboration with Vermont Blueprint for Health state leaders. The Vermont Blueprint for Health, part of Vermont’s healthcare reform initiative is described. Curriculum components including leadership, policy, research, and clinical curricula are presented. The evaluation plan is discussed including results from the first pre-test.

- Jean Beatson, EdD, RN; Interdisciplinary Leadership Education Program for Health Professionals: Burlington, VT
- Stephen Contompasis, MD; Interdisciplinary Leadership Education Program for Health Professionals: Burlington, VT
The New Hampshire LEND Partnership with Maine in Year One
This poster session will provide an overview of the partnership model and summarize the Year 1 outcomes of the NH LEND partnership between the Geisel School of Medicine at Dartmouth College, the Institute on Disability at the University of New Hampshire, and the Center for Community Inclusion and Disability Studies at the University of Maine. NH LEND activities, new stakeholder relationships, and measurable outcomes from both states will be highlighted.

- Betsy Humphreys, MEd; New Hampshire LEND Program: Durham, NH
- John Moeschler, MD, MS; New Hampshire LEND Program: Lebanon, NH
- Lucille Zeph, EdD; Center for Community Inclusion: Orono, ME
- Susan Russell, MEd; Center for Community Inclusion: Orono, ME
- Peter Antal, PhD; New Hampshire LEND Program: Durham, NH

Pre-service Training and Retention of Students from Under-Represented Groups: Lessons from a Pipeline Training Program
This poster will report a model of pre-service training that targets students from under-represented groups with an interest in careers in maternal and child health fields. This model has three levels of curriculum and community immersion to support a pathway from early academic/pre-major development, to research experience, to pre-service/graduate preparation. The University of Wisconsin-Milwaukee Pipeline Training Program will be described and outcomes will be highlighted.

- Victoria Moerchen, PhD; MCH Pipeline Training Program: Milwaukee, WI
- Lora Taylor-de Oliveira, MPH, MBA, RD; MCH Pipeline Training Program: Milwaukee, WI

Mississippi’s Autism Project: Lessons Learned from the Creation and Implementation of a Statewide Training Initiative
In this presentation, information pertaining to the Mississippi Department of Education’s Autism Project, a statewide training initiative that focuses on educating school personnel and parents how to design and implement appropriate school-based programs for students with autism, will be offered. Topics that will be addressed include the rationale for the initiative, impact and effectiveness data, and pertinent lessons learned. Session participants can use this information to inform their training efforts.

- Tim Morse, EdD; University of Southern Mississippi-Gulf Coast: Long Beach, MS

Online Continuing Education: Maximizing Adult Learning Outcomes for a New Generation of DD Professionals
Key areas of exploration: AAIDD’s Developmental Disabilities Course Library in partnership with Essential Learning (EL) Analysis of course selection, completion, and evaluation data to understand the individual learner experience Organizational perspectives on the efficacy of online learning for desired training outcomes and social media integration within EL online training courses.

- Danielle Webber, MSW; American Association on Intellectual and Developmental Disabilities: Washington, DC
- Sheryl Beamer, MSW; Essential Learning: San Diego, CA
- Danny Singley, PhD; Essential Learning, San Diego, CA
Intellectual and Developmental Disability Psychology: A Unique Approach to Graduate Training
This poster will introduce the Intellectual and Developmental Disability Psychology Doctoral training program including its curriculum, clinical training, and research. It will outline its interdisciplinary collaboration, specifically with the center’s Leadership Education in Neurodevelopmental and related Disabilities program. The results of the program will be presented. Discussion will include the benefits of this type of program, as well as the challenges.
• Andrea Witwer, PhD; Nisonger Center: Columbus, OH

Advancing Justice: Integrating Law and Policy into AUCD Network Training Programs
This poster will highlight UCEDD and LEND training programs that include law and public administration graduate students as trainees and promote the possibilities for increased law and policy training.
• Rachel Patterson, MPA; Association of University Centers on Disabilities: Silver Spring, MD
• Kristina Majewski, JD; Association of University Centers on Disabilities: Silver Spring, MD

Factors Influencing Participant Engagement in an Internet-based Physical Activity Program for Adults with Physical Disabilities
Internet-based physical activity promotion programs are quickly growing in popularity, but high levels of dropout and low levels of engagement in these programs have raised much concern about their potential for lasting behavior change. This poster will include preliminary results from the qualitative portion of a mixed methods study designed to explore factors that influence participant engagement in an internet-based physical activity program targeting adults with physical disabilities.
• Carolyn Lullo, MS; CDC/NCBDDD: Atlanta, GA

Lessons in Leadership: Experiences as Told by Virginia LEND Graduates
Recent graduates of the Virginia LEND program will present and discuss their LEND leadership projects and the lessons they have learned as new and emerging leaders.
• Janet Willis, MPH, RD; Partnership for People with Disabilities: Richmond, VA
• Jessica Jagger, PhD, MSW; ICF International, Contractor to the Department of Defense: Alexandria, VA
• Anita Dommert, MEd; Colonial Heights Public Schools: Chester, VA
• Jessica Cann, MSW; Henrico County Early Intervention Program: Richmond, VA
• Carmen Alverio, PhD, MS, CCC; Howard County School System: Woodstock, MD
A Visiting Scholar Protocol for AUCD Trainees
The AUCD LENDs, UCEDDs, and IDDRCs provide top-tier training to graduate students, researchers, and advocates across the country. This poster describes an innovative way for trainees to enhance their experience by spending time at an AUCD program outside of their home center. A Visiting Scholar Protocol (VSP) was recently developed and piloted by an AUCD trainee to illustrate the value of such training experiences within the AUCD network.

- Megan Kovac, MA; Carolina Institute for Developmental Disabilities: Chapel Hill, NC
- Jody Pirtle, PhD; University of Arizona, LEND: Tuscon, AZ
- Stephen R. Hooper, PhD; Carolina Institute for Developmental Disabilities: Chapel Hill, NC

Lending Credence to LEND Evaluation: Innovative Strategies to Identify and Measure Interdisciplinary Leadership Competencies and Behaviors
This poster describes the planned 2012-13 evaluation of the GaLEND Program. Using results from our 2011-12 evaluation, we developed a multi-method evaluation system to assess the key skills and competencies of our trainees and fellows. This evaluation includes self-report measures, Goal Attainment Scaling, portfolios, and a pre-post analysis of analog interdisciplinary case conferences. Beginning-of-the-year data, the 2011-12 pilot, and evaluation instruments will be available.

- Emily Graybill, PhD; Center for Leadership in Disability at Georgia State University: Atlanta, GA
- Mark Curtis Crenshaw, MTS; Center for Leadership in Disability at Georgia State University: Atlanta, GA
- Stephen D Truscott, PsyD; Center for Leadership in Disability at Georgia State University: Atlanta, GA
- Marisa Arroyo; Center for Leadership in Disability at Georgia State University: Atlanta, GA
- Rachel Esch; Center for Leadership in Disability at Georgia State University: Atlanta, GA
- Daniel B. Crimmins, PhD; Center for Leadership in Disability at Georgia State University: Atlanta, GA

LEND Training and Quality Improvement: Building Leadership Skills While Enhancing Patient and Family-Centered Care
Development and execution of a year-long interdisciplinary quality improvement project utilizing electronic medical records facilitates trainee growth in multiple leadership domains while fostering patient and family-centered care.

- Stephen Sulkes, MD; Strong Center for Developmental Disabilities: Rochester, NY
- Michelle Casey, MPA; Strong Center for Developmental Disabilities: Rochester, NY
- Mark Orlando, PhD; Strong Center for Developmental Disabilities: Rochester, NY
- Marjorie Dobra; Strong Center for Developmental Disabilities: Rochester, NY
- Katherine DiNicola, DPT; Strong Center for Developmental Disabilities: Rochester, NY
- Robin Gardner; Strong Center for Developmental Disabilities: Rochester, NY
**MCH Leadership Trainee Outcomes: The Data Story**

This poster will provide a data-driven picture of the outcomes of former LEND trainees by examining the past ten years of trainee responses to detailed follow-up surveys. Quantitative and qualitative data on topics such as the leadership involvement of former trainees, current interdisciplinary employment settings, how former trainees are addressing workforce shortages, and whether former trainees are serving underserved communities will be presented and discussed.

- Crystal Pariseau, MSSW; Association of University Centers on Disabilities: Silver Spring, MD
- Jamie Perry, MD, MPH; Association of University Centers on Disabilities: Silver Spring, MD

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**Advocacy**

**Policy & Advocacy: A Framework for Tomorrow’s Leaders**

Policy perspective is interwoven throughout the LEND curriculum through presentations, group exercises and field experiences to provide training about advocacy, legislation, and funding. ‘A Framework for Understanding National Disability Policy,’ ‘Impact of National Policy on States and Localities,’ and ‘Community Advocacy 101’ are topics presented in the curriculum. Trainees work on advocacy activities, meet with NYS Department of Health program directors, and selected trainees attend the National Disability Policy Seminar.

- Lisa Katz, MSW; Westchester Institute for Human Development: Valhalla, NY
- Barbara Levitz, MSEd; Westchester Institute for Human Development: Valhalla, NY
- Ansley Bacon, PhD; Westchester Institute for Human Development: Valhalla, NY
- Catherine Yankou, MPH; Westchester Institute for Human Development: Valhalla, NY

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**Facing the Facts: Addressing Problems with Anti-bullying Policies and Surveillance Systems in Maryland Schools**

The current study intends to examine patterns of reported bullying in Maryland from 2007-2010, with an emphasis on any discrepancies that exist between different school districts. Recommendations for improving current anti-bullying policies will be provided, as will guidelines for increasing the reliability of the current, surveillance system in place to capture rates of bullying in Maryland.

- Samantha L. Hardesty, MA, BCBA; Kennedy Krieger Institute: Baltimore, MD
- Benjamin Zablotsky, MS; Kennedy Krieger Institute: Baltimore, MD
- Maureen VanStone, Esq., MS; Kennedy Krieger Institute: Baltimore, MD
The COCA Experience: A Framework for Leadership and Advocacy within the AUCD Network for Persons with Disabilities and Family Members.
COCA’s leadership format is a template for UCEDD’s CAC networks. The many leadership positions available provide opportunities for people with disabilities and family members to govern COCA, and to become involved with various advocacy activities. Joining COCA strengthens leadership and advocacy skills. Everyone is welcome! Current Activities: TA to CAC’s; universal identification for para-transportation initiative; employment disparities committee: addressing disparities and building capacity for meaningful employment of people with disabilities.

- Dawn Olson; North Dakota Center for Persons with Disabilities: Minot, ND
- Gordon Richins; Center for Persons with Disabilities: Logan, UT
- Carl Durocher; Waisman Center: Madison, WI

Disruption and Innovation in Federal Policy: Transforming Complex Systems through Universal Design
Utilizing the Principles of Universal Design, this innovative approach to transforming public policy is effective, efficient, participatory, and scalable to multiple organizational types and levels. Tina Passman Nielson presents an overview of how the Higher Education Act Reauthorization, emphasizing Universal Design, disrupts the traditional paradigm of post-secondary education, creating innovative, accessible, and inclusive educational environments and products.

- Kristina Passman Nielson, PhD; Center for Community Inclusion: Orono, ME
- Lu Zeph, PhD; Center for Community Inclusion: Orono, ME

An Innovative Approach to Addressing the Medical and Legal Needs of Individuals with Disabilities
An analysis of the geographic locations of medical-legal partnerships, LENDs, and UCEDDs across the country, to help identify an innovative way to address both the medical and legal needs of individuals with disabilities residing in those cities.

- Maureen van Stone, JD; Kennedy Krieger Institute: Baltimore, MD
- Ellen Jensby, JD; Association of University Centers on Disabilities: Silver Spring, MD
- Kristina Majewski, JD; Association of University Centers on Disabilities: Silver Spring, MD
Improving Prosocial Behavior in Children and Adolescents with Autism Spectrum Disorders: The Positive Impact of Music Education in School Settings

Music has been shown to be an effective method of communicative interaction and creative development for individuals with Autism Spectrum Disorders (ASD). Although the positive impact of music has been reported in the research literature, little is known about the effectiveness of music education in promoting prosocial behavior for children with ASD. This study examines how school-based music instruction influences prosocial behaviors, which foster social interactions.

- Yasamine Bolourian, MA; The Help Group-UCLA Autism Research Alliance: Los Angeles, CA
- Lindsay Henry, MA; Tarjan Center: Los Angeles, CA
- Mary Goodarzi, MA; Tarjan Center: Los Angeles, CA
- Ruth W. Ellingsen, MA; Tarjan Center: Los Angeles, CA
- Istvan Molnar-Szakacs, PhD; Tarjan Center: Los Angeles, CA
- Elizabeth Laugeson, PsyD; Tarjan Center: Los Angeles, CA

Online Tools to Facilitate the Use of Positive Behavior Supports in the Classroom

As classrooms become more inclusive, teachers are tasked with educating children who present with diverse behavioral challenges; however, teachers frequently cite behavior management as an area of difficulty. This poster will outline online tools, including a series of short, engaging, and informative training videos on positive behavior supports and a functional behavioral assessment/behavior intervention plan planning tool that is currently being used in school systems around the state of Georgia.

- Jason Cavin, MS, MA, LPC; Center for Leadership in Disability at Georgia State University: Atlanta, GA
- Emily Graybill, PhD; Center for Leadership in Disability at Georgia State University: Atlanta, GA
- Daniel Crimmins, PhD; Center for Leadership in Disability at Georgia State University: Atlanta, GA

Using Interagency Collaboration to Promote Behavioral Health and Improve Quality of Life for All Ages

Three UCEDDs in Nevada, Kansas, and Virginia have been promoting collaboration across disciplines by sponsoring projects that bring together professionals from different human service and educational backgrounds to support people with various disabilities across the life span. Discussion includes lessons learned and specific recommendations for other communities that are interested in building innovative community partnerships to address interagency collaboration and support a wide variety of people with disabilities.

- Molly Dellinger-Wray, MSEd; Partnership for People with Disabilities: Richmond, VA
- Rachel Freeman, PhD; Schiefelbusch Institute for Life Span Studies: Kansas City, KS
- Donald Jackson, PhD; University of Nevada: Reno, NV
Predicting Treatment Outcomes of a Teacher-Facilitated Social Skills Intervention for Adolescents with Autism: The School-Based UCLA PEERS Program

Adolescents with Autism Spectrum Disorders present many social deficits including poor social communication, poor social cognition, and difficulty developing relationships. Social skills training during adolescence is critical, yet few evidence-based programs exist. PEERS is one of the few empirically supported social skills intervention for high-functioning teenagers with ASD. This study identifies factors associated with predicting positive treatment outcomes using a school-based teacher-facilitated PEERS intervention.

- Mary Goodarzi, MA; Tarjan Center: Los Angeles, CA
- Yasamine Bolourian, MA; Tarjan Center: Los Angeles, CA
- Lindsay Henry, MA; Tarjan Center: Los Angeles, CA
- Ruth Ellingsen, MS; Tarjan Center: Los Angeles, CA
- Lara Tucci, MA; Tarjan Center: Los Angeles, CA
- Shannon Bates, MA; Tarjan Center: Los Angeles, CA
- Elizabeth Laugeson, PsyD; Tarjan Center: Los Angeles, CA

Implementation Science: Addressing Barriers of Translational Research

Beginning with a discussion of the obstacles to implementing evidence-based practices in real-life settings, the presenters will share their experiences using technology in an effort to increase access to intervention for rural families of youth with Autism Spectrum Disorders.

- Susan Hepburn, PhD; JFK Partners: Aurora, CO
- Terry Katz, PhD; JFK Partners: Aurora, CO
- Elizabeth Griffith, PhD; JFK Partners: Aurora, CO
- Kristen Kaiser, MFA; Autism & Developmental Disabilities Research Group: Denver, CO

Hawai`i Preschool Positive Engagement Project: Initial Implementation in Hawai`i Preschools

The Hawai`i Preschool Positive Engagement Project (HPPEP) is a multifaceted program designed to increase positive interactions between preschool students, their teachers, and their parents. Based on the principles of Positive Behavior Support, HPPEP aims to help increase students’ school readiness and early literacy skills through the use of Check In Check Out, build families’ protective factors by providing parenting sessions, and provide relevant professional development for preschool teachers and aides.

- Jean Johnson, DrPH; Center on Disability Studies: Honolulu, HI
- Naomi Rombaoa Tanaka, MS; Center on Disability Studies: Honolulu, HI

Community Child Health Team Model

The Community Child Health Team Model (CCHT) infuses lessons learned from national literature on care coordination, family support, science of improvement methodology, and two evidence-based projects: Community Circle of Care and Youth Psychiatric Consult Project of Iowa.

- Vickie Miene, MA, LMHC; Child Health Specialty Clinics: Iowa City, IA
- Debra Waldron, MD, MPH; Child Health Specialty Clinics: Iowa City, IA
- Barb Khal, MA; Child Health Specialty Clinics: Iowa City, IA
### Increased Risk for Suicide in Adolescents Exposed to Alcohol Prenatally

This study reports on the increased risk for suicidal ideation and suicide attempts in adolescents between the ages of 13 and 18 who were exposed to alcohol prenatally. Compared to national norms, teens with prenatal alcohol exposure were twice as likely to report suicidal ideation (35.2%) and suicide attempts (13.0%) compared to typically developing teens (12.8% and 7.8%, respectively).

- Mary O’Connor, PhD, ABPP; Tarjan Center: Los Angeles, CA

### Diagnostic and Clinical Service Issues

#### Assessment of the Measurement Model of Socialization/Communication Impairments Across Groups of Youth Diagnosed with Autism Spectrum Disorder and Attention-Deficit/Hyperactivity

Symptoms of autism and ADHD can be similar in presentation. A better understanding of symptom presentation and level of impairment is essential for diagnostic differentiation. This study examined the factor structure of the Autism Diagnostic Observation Schedule (ADOS) to understand the relation between diagnostic categorization (ADHD alone, ASD alone, or dual diagnosis of ADHD and ASD) and characteristics of socialization/communication in youth assessed for ASD.

- Matthew Braun, MA; Schiefelbusch Institute for Life Span Studies: Kansas City, KS
- Catherine Smith, PhD; Schiefelbusch Institute for Life Span Studies: Kansas City, KS
- Joy Gabrielli, MA; Schiefelbusch Institute for Life Span Studies: Kansas City, KS
- Sonia Rubens, MA; Schiefelbusch Institute for Life Span Studies: Kansas City, KS
- Brenda Salley, PhD; Schiefelbusch Institute for Life Span Studies: Kansas City, KS
- Jennifer Garrison, MA; Schiefelbusch Institute for Life Span Studies: Kansas City, KS

#### Children with Autism Spectrum Disorder and Hearing Loss: Professional Experiences

Information from a focus group outlines perspectives of professionals who work with children who have a permanent hearing loss with a co-existing Autism Spectrum Disorder and their families. Implications for medical professionals and educational providers are discussed.

- Samantha Gustafson, AuD; University of Cincinnati UCE: Cincinnati, OH
- Justin Rozniak; University of Cincinnati UCE: Cincinnati, OH
- Susan Wiley, MD; University of Cincinnati UCE: Cincinnati, OH
**Interdisciplinary Assessment of Children with Hearing Loss and Other Disabilities**

We report our experience with an interdisciplinary ‘Hearing and Development Clinic’ designed to assess children with hearing loss whose families or service providers suspect additional challenges or disabilities. The presentation will review co-morbidities associated with deafness along with a description of our referral process, intake procedures, assessments, interpretative conferences, partnerships with other agencies and service providers, the role of LEND students, and our format for reports and follow-up.

- Jackson Roush, PhD; Carolina Institute for Developmental Disabilities: Chapel Hill, NC
- Jean Mankowski, PhD; Carolina Institute for Developmental Disabilities: Chapel Hill, NC

**Child and Youth Psychiatric Consult Project of Iowa**

The mission of the Child and Youth Psychiatric Consult Project of Iowa (CYC-I) is to enhance the existing System of Care in Iowa for children by increasing the capacity among primary care providers to treat children and youth with mild to moderate emotional and/or behavioral challenges within their medical home, providing continuity and local access to specialty care.

- Debra Waldron, MD, MPH; Child Health Specialty Clinics: Iowa City, IA
- Vickie Miene, MA, LMHC; Child Health Specialty Clinics: Iowa City, IA
- Jennifer McWilliams, MD; Child Health Specialty Clinics: Iowa City, IA

**The Toddler Team: Experiences of a Toddler Team Interdisciplinary Clinical Model in the Early Identification of Autism Spectrum Disorders**

The Kennedy Krieger Institute’s Center for Autism and Related Disorders (KKI-CARD) has developed a clinical model for the evaluation of young children presenting with concerns for Autism Spectrum Disorders (ASD). The experiences of clinicians involved on the “toddler teams” have led to an interdisciplinary team approach. The components of the evaluation model will be presented by team members in occupational therapy, speech-language pathology, developmental pediatrics/psychology, and social work.

- Anna Maria Wilms Floet, MD; Kennedy Krieger Institute Center for Autism and Related Disorders: Baltimore, MD
- Melanie Pinkett, LCS-W; Kennedy Krieger Institute: Baltimore, MD
- Jennifer Sharpless, CCC-SLP; Kennedy Krieger Institute: Baltimore, MD
- Teresa Anderson, OTR-L; Kennedy Krieger Institute: Baltimore, MD
### Aging

#### Poster 128

**Aging in Down Syndrome: Experiences of Families**

This study is a qualitative analysis of Five Minute Speech Samples from primary caregivers of aging adults with Down syndrome exploring the family environment. The analysis included responses from 36 mothers and 35 siblings as caregivers, and from 19 family members of individuals with Down syndrome with presumed dementia. We found themes that represent the unique characteristics of caring for an aging individual with Down syndrome.

- Anna Esbensen, PhD; Cincinnati Children’s Hospital Medical Center: Cincinnati, OH
- Alison Downes, MD; Cincinnati Children’s Hospital Medical Center: Cincinnati, OH
- Ryan Macks, PhD; Cincinnati Children’s Hospital Medical Center: Cincinnati, OH
- Erin Murphy; Cincinnati Children’s Hospital Medical Center: Cincinnati, OH
- Theodora Schade; Cincinnati Children’s Hospital Medical Center: Cincinnati, OH

### Autism

#### Poster 129

**Parent Perspectives on Screening Young Children for Autism Within Primary Care**

This poster describes a study done to assess parent perspectives on autism screening of toddlers within a primary care setting. Surveys were given to parents attending an 18 or 24 month visit with their child’s primary care provider. The objectives of the study were to assess parent perspectives on multiple aspects of autism screening, including the perceived benefits, drawbacks, stressfulness, and level of support for screening.

- Paul Carbone, MD; Center for Persons with Disabilities: Salt Lake City, UT
- Tracy Golden, PhD; URELD: Salt Lake City, UT
- Janel Preston; URELD: Salt Lake City, UT
- Jeff Hall, PhD; URELD: Salt Lake City, UT
- Natalie Wahmhoff, MS; URELD: Salt Lake City, UT
- Elizabeth Preston, AuD; URELD: Salt Lake City, UT

#### Poster 130

**Act Early State Systems Building: Integration of Early Identification Education into Wisconsin Programs Serving At-Risk Families of Young Children**

To improve early identification of autism spectrum disorders and other developmental disabilities among children birth to 5 years in at-risk families and infants and toddlers birth to 12 months, the Wisconsin LEND, UCEDD, and MCH/CYSHCN (Title V) programs partnered to integrate “Learn the Signs. Act Early.” campaign materials and messaging into home visiting and prenatal care coordination programs that serve approximately 10,000 families annually. Integration strategies and outcomes are reported.

- Gail Chodron, MA; Waisman Center: Madison, WI
- Anne Harris, PhD, MPH, RD; Waisman Center: Madison, WI
- Linda Hale, BSN, RN, EMT; Wisconsin Department of Health Services: Madison, WI
- Katy Murphy, RN; Wisconsin Department of Health Services: Madison, WI
- Katie Gillespie, RN; Wisconsin Department of Health Services: Madison, WI
Survey of State-level Promising Practices for Implementing the CDC’s Learn the Signs. Act Early. Campaign
States are employing a broad array of practices to implement the CDC’s Act Early campaign to improve early detection of ASD and other developmental disabilities. Our goal was to learn more about how state leaders are using the campaign materials and strategies. We present state leaders’ survey responses and information from key informant interviews and webinars.

- Stephanie Weber, PsyD; University of Cincinnati UCE: Cincinnati, OH
- Kamesha Andersen; University of Cincinnati UCE: Cincinnati, OH
- Wan-Yu Jenny Lin, MA; University of Cincinnati UCE: Cincinnati, OH
- David Schor, MD, MPH; University of Cincinnati UCE: Cincinnati, OH
- Jennifer Bogin, MSEd, BCBA; Association of University Centers on Disabilities: Silver Spring, MD
- Georgina Peacock, MD, MPH; Centers for Disease Control and Prevention: Atlanta, GA
- Cheryl Rhodes, MS, LMFT; Centers for Disease Control and Prevention: Atlanta, GA
- Karen Edwards, MD, MPH; University of Cincinnati UCE: Cincinnati, OH

A Review of Feeding Interventions for Autism Spectrum Disorders and Neurodevelopmental Disabilities Across the Lifespan
This poster presentation will include an evidence-based review of the literature of the feeding challenges and interventions for individuals with autism and neurodevelopmental disorders.

- Jan Marson, OTD; Nevada Center for Excellence in Disabilities: Carson City, NV
- Linda O’Neil, MS; NvLEND: Reno, NV

Benefits of a Social Skills Intervention in Residential Treatment Settings for Adolescents with Autism Spectrum Disorders: The UCLA PEERS Program
This study seeks to examine the effectiveness of improving social functioning in high-functioning adolescents with autism spectrum disorder using the UCLA PEERS Program in a residential setting.

- Allison Vreeland; Tarjan Center: Los Angeles, CA
- Elizabeth Laugesen; Tarjan Center: Los Angeles, CA
- Jessica Romeyn; Tarjan Center: Los Angeles, CA
- Lara Tucci; Tarjan Center: Los Angeles, CA
- Ruth Ellingsen; Tarjan Center: Los Angeles, CA
- Alex Friedman; Tarjan Center: Los Angeles, CA
- Yasmin Bolourian; Tarjan Center: Los Angeles, CA
- Mary Goodarzi; Tarjan Center: Los Angeles, CA