

Interdisciplinary Trainee Handbook

Association of University Centers on Disabilities

National Training Directors Council

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Acknowledgements

Such endeavors as creating a national Trainee Handbook for the AUCD network cannot be accomplished without the participation of many. We gratefully acknowledge the input of our network's best thinkers in the creation of this first version of this handbook that is intended to support trainees in their understanding of the admirable history and vast resources available to support their interdisciplinary learning experiences. May this handbook become a valuable tool for all in our network.

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Note to Training Directors

This document is intended to be used to support trainees participating in programs in the AUCD network and with a variety of learning goals. It is hoped this document will provide a consistent approach to accessing information about the network, its history, our federal partners, and the rich resources available to trainees. This handbook is considered a supplement to Trainee Handbooks provided at local programs. We always welcome feedback, ideas, and suggestions for improving this document.

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Forward

Welcome! As a Leadership Education in Neurodevelopmental and Related Disabilities (LEND) or a University Center for Excellence in Developmental Disabilities (UCEDD) trainee, we are delighted to welcome you to your training experience. This brief learning experience will help you discover important information to understand how you fit into a magnificent network of programs coordinated at a regional and national level through Association of University Centers on Disabilities (AUCD).

As you complete this learning experience you will discover more about the history and definitions of developmental disabilities, your role as a trainee, the structure of your training program, the federal agencies that support it, and how the national network can enhance your learning goals and possible future employment in the field.

This learning experience is designed to provide you with information, links to websites, and opportunities to reflect on your learning as you talk with your training supervisor and build your portfolio of leadership and clinical experiences.

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Setting the Stage

A History of Developmental Disabilities

People with disabilities are an important part of the fabric of our communities. The more than 54 million Americans with disabilities are our neighbors, friends, co-workers, and family members. As a trainee it is important to understand some important concepts about disabilities including disability history and the values that guide disability policy and programs.

The developmental disabilities advocacy movement has only been active for the past half century. However, the larger disability movement itself has a somewhat longer history. A brief review of the history of these two areas can help us to better understand how much has changed, as well as how far we have yet to go. Access the links below to explore the history of the developmental disabilities movement.

There is great power in words. In the disability community much has been written and discussed about using “people first language” as a way to better describe people with disabilities. In short, people are people first and prefer to be viewed as a person before their disability. For example, instead of referring to a “disabled person” or an “autistic child”, the preferred language is a “person with a disability” or a “child with autism”. It should be noted that some people with disabilities may choose to identify as “disabled first” and for these people self identifying as "autistic" or "Deaf" is part of their cultural identity. Access the links below to learn more about people first language.

A hallmark of the disabilities movement is a commitment to honoring personal choices and preferences as well as supporting people to be an active part of their community.

In your interactions with children, youth, and adults with disabilities and their families, you should understand and practice several critical core concepts. These concepts are value-driven and form the basis for not only individual interactions but also how programs and systems should be designed and function.

- Respect for family and individual preferences
- Self-Determination

- Community inclusion and integration
- Access to appropriate services and supports
- Reasonable accommodations

Further explore these concepts by visiting the links below and completing the reflective questions. Consider how you will incorporate these concepts and values into your training experience and talk about your ideas with your supervisor and colleagues.

<i>Learn more</i>
Learn more about the history of developmental disabilities by watching “Module One: A Brief History of Disability” at http://ilru.org/DVD.html
Visit the Museum of Disability at http://museumofdisability.org . Explore those areas of interest being sure to visit the exhibit on Advocacy. Note the rich history related to advocacy. How will you be an advocate as a result of your training experience?
Learn more about using People First Language at http://www.aucd.org/template/page.cfm?id=605 and at http://www.disabilityisnatural.com/explore/language-communication
Learn more about an overview of issues facing people with disabilities as described in the DD Act at http://www.acf.hhs.gov/programs/add/ddact/DDA.html
Learn more about Self-Determination by performing an online search using the words “self-determination disability.” Discuss your findings with your supervisor. Explore what self-determination means to people with disabilities, advocates, providers, children, parents, adults, etc.

Defining Developmental Disability

While the programs across the network of the Association of University Centers on Disabilities (AUCD) prepare students to work with individuals with developmental disabilities, there are many different definitions of *developmental disability*. Two of the

more commonly used federal definitions in LEND and UCEDD training programs are those used by the Administration on Intellectual and Developmental Disabilities (AIDD) in the Developmental Disabilities Act—“developmental disability”—and by the Maternal and Child Health Bureau (MCHB) of the Health Resources and Services Administration (HRSA) —“children and youth with special health care needs”. Although these definitions are not identical, they convey similar concepts and reflect the differing agency perspectives and mandates.

In the Developmental Disabilities Act, *developmental disability* is defined as a severe, chronic disability of an individual that: 1) is attributable to a mental or physical impairment or combination of mental and physical impairments; 2) is manifested before the individual attains age 22; 3) is likely to continue indefinitely; and 4) results in substantial functional limitations in self-care, language, learning, mobility, self-direction, independent living, and/or economic self-sufficiency; and 5) reflects the individual's need for a combination and sequence of special, interdisciplinary, or generic services, individualized supports, or other forms of assistance that are of lifelong or extended duration and are individually planned and coordinated.

The Health Resources and Services Administration (HRSA) defines developmental disability in terms of *children with special health care needs (CSHCN)*, also called children and youth with special health care needs (CYSHCN). Specifically, they defined this as those children and youth who “have or are at increased risk for a chronic physical, developmental, behavioral, or emotional condition and who also require health and related services of a type or amount beyond that required by children generallyⁱⁱ.”

Learn more

Read the definition of children with special health care needs (CSHCN)

http://www.medicalhomeinfo.org/about/def_cshcn.html

Trainees

Trainee is the term used to refer to any individual receiving preservice training or continuing education at a University Center for Excellence in Developmental Disabilities (UCEDD), a Leadership Education in Neurodevelopmental and Other Related Disabilities (LEND) Program and/or an Intellectual and Developmental Disabilities Research Center (IDDRC). Some programs refer to their trainees using different terms, including student, fellow, or intern.

In any given academic year, there are over 4,000 trainees across the AUCD network. Programs classify their trainees by the number of hours they interact with the program. Trainees might be long-term (e.g., 300 or more hours with the program, a full time internship), intermediate-term (e.g., a month-long clinical rotation), or short-term (e.g., a continuing education student from a community service provider). Trainees come from a variety of backgrounds, such as:

- audiology
- disabilities studies
- education
- engineering
- family
- genetics
- health administration
- instructional technology
- law & ethics
- medicine
- nursing
- nutrition
- occupational therapy
- pastoral counseling
- pediatrics
- pediatric dentistry
- physical therapy
- psychology
- public health
- social work
- special education
- speech-language pathology

During their training at their Center, trainees perform a variety of activities to learn to better work with individuals with developmental disabilities and their families. These activities include:

- didactic and/or self-paced instruction
- clinical work
- research and evaluation
- grant writing

- service
- public policy, advocacy, community outreach
- leadership development

At many Centers, an interdisciplinary training approach allows the trainees from diverse backgrounds to interact with each other, learning to appreciate the unique contributions that each person's individual training provides to the understanding of developmental disabilities.

Trainee Responsibility to the Field

As training programs, UCEDDs and LENDs are charged with producing leaders who improve health care and systems for individuals with developmental disabilities and their families. UCEDDs and LENDs are held accountable to their federal funders to demonstrate the change they are charged with making. One of the ways UCEDDs and LENDs can demonstrate that change is to document the activities of their current and former trainees.

Part of your obligation as a trainee in a UCEDD or LEND is to contribute to the collection of information about the work that UCEDDs and LENDs do to advance the research, training, and service related to people with disabilities and their families. That starts now, and continues as you move through the workforce. Your program will contact you every year to gather information on your leadership trajectory and career path. Answering these questionnaires and surveys will provide your Center or Program with the information they need to report back to the federal funders and Congress that yes – we are training trainees in the most current and best practice models of service delivery, systems change, and advocacy for people with disabilities, their families, and communities.

Learn more

Learn more about AUCD trainees at

<http://www.aucd.org/template/page.cfm?id=313>.

UCEDDs: University Centers for Excellence in Developmental Disabilities

University Centers for Excellence in Developmental Disabilities (UCEDDs) are rooted in the Developmental Disabilities Services and Facilities Construction Amendments of 1970, P.L. 517. This Act amended the Mental Retardation Facilities and Community Health Centers Construction Act of 1963, P.L. 517. Both Acts authorized grants to help support interdisciplinary training in institutions of higher education in order to meet shortages of personnel providing services to people with developmental disabilities. UCEDDs exist in every U.S. state and territory. These centers are in a unique position to facilitate the flow of disability-related information between community and university. Centers work with people with disabilities, members of their families, state and local government agencies, and community providers in projects that provide training, technical assistance, service, research, and information sharing, with a focus on building the capacity of communities to sustain all their citizens. Centers have played key roles in every major disability initiative over the past four decades. Many areas, such as early intervention, health care, community-based services, inclusive and meaningful education, transition from school to work, employment, housing, assistive technology, and transportation have directly benefited by the services, research, and training provided by UCEDDs.

The national network of UCEDDs is authorized under Public Law 106-402 (The Developmental Disabilities Assistance and Bill of Rights Act of 2000 or “DD Act”) and their core funding is administered by the Administration on Intellectual and Developmental Disabilities (AIDD). This network of UCEDDs provides preservice preparation, performs services (including technical assistance, community education, and direct services), engages in research, and disseminates information.

The UCEDDs receive core funding from AIDD (as authorized under the DD Act) to (a) provide interdisciplinary pre-service preparation of personnel; (b) provide community services including training, technical assistance, and direct services; (c) conduct research; and (d) disseminate information. UCEDDs fulfill these core functions within

the context of eight areas of emphasis related to improving the quality of life for people with developmental disabilities: quality assurance, education and early intervention, child care, health, employment, housing, transportation, and recreation.

Members of UCEDD programs work with people with disabilities, members of their families, state and local government agencies, and the community to provide training, technical assistance, service, research, and information sharing, with a focus on building the capacity of communities to sustain all their citizens.

Learn more

Visit <http://www.aucd.org/template/page.cfm?id=24> to learn more about current activities of UCEDDs.

UCEDD Funding and Federal Agency

Department of Health and Human Services

The Department of Health and Human Services (HHS) has 13 different offices. Your training experiences are most likely funded by programs under HHS. The following offices are strongly linked to your training or services for persons with disabilities.

Learn more

To discover where this program is located in the US Department of Health and Human Services organizational chart visit <http://www.hhs.gov/about/orgchart/>

The Administration for Children and Families (ACF)

The Administration for Children and Families (ACF), within the Department of Health and Human Services (HHS), is a federal agency funding state, territory, local, and tribal organizations to provide family assistance (welfare), child support, child care, Head Start, child welfare, and other programs relating to children and families.

Administration on Community Living (ACL)

The ACL includes the Administration on Aging, the Office on Disability and the Administration on Developmental Disabilities in a single agency. ACL has enhanced policy and program support for both cross-cutting initiatives and efforts focused on the unique needs of individual groups such as children with developmental disabilities, adults with physical disabilities, or seniors, including seniors with Alzheimer's.

<http://www.hhs.gov/acl/>

Administration on Intellectual Developmental Disabilities (AIDD)

Within ACF is the Administration on Intellectual Developmental Disabilities (AIDD). AIDD administers the DD Act. As noted earlier in this chapter, the DD Act establishes UCEDDs that coordinate university training experiences in which you are likely involved.

Learn more

Visit <http://www.acf.hhs.gov/programs/add/> to learn more about ADD.

UCEDD Legislation

Developmental Disabilities Act (DD Act)

Originally authorized as the Mental Retardation Construction Act in 1963, the DD Act establishes a network of programs in each state to “help individuals with developmental disabilities achieve independence, productivity, integration and inclusion in the community”. The law is generally reauthorized every four years.

Title 1 of the DD Act identifies four components:

- University Centers for Excellence in Developmental Disabilities Education, Research and Service (UCEDDs) are housed in universities and focus on four “core functions” including pre-service interdisciplinary training, community services (including training, technical assistance, and clinical services), research, and dissemination. Most trainees are affiliated with UCEDDs.
- State Councils on Developmental Disabilities develop and implement a state plan focusing on advocacy, capacity building and systemic change activities.

The law requires that at least 60% of the membership of each state council be persons with disabilities or family members.

- State Protection and Advocacy programs protect the rights of persons with developmental disabilities.
- Projects of National Significance are supported through Title 11 of the Act. Proposals for this funding must address current state or national needs.

Other provisions of the DD Act:

- Family Support Services promote family unity, and prevent out-of-home placements.
- Programs for Direct Support Workers are designed to address the need for qualified personnel to provide direct support to persons with developmental disabilities.

Many trainees participate in UCEDDs that are authorized under this Act. It is important for you to understand the collaboration between state Councils, Protection and Advocacy programs, and UCEDDs in addressing the unique strengths and needs of each state. Moreover, the national network is an important resource to each program. Trainees are encouraged to actively engage in network activities.

Learn more

Learn more about the DD Act and its programs including State Protection and Advocacy Agencies (P&As) and State Councils on Developmental Disabilities (DD Councils) by visiting <http://www.acf.hhs.gov/programs/add/>.

Reflect

How does your UCEDD interface with programs listed in the DD Act including P&As, and DD Councils?

How does the DD Act support the value for person first, cultural competence and community integration?

In your opinion, what are the two largest needs in your state relative to the eight areas of emphasis in the DD Act?

LENDs: Leadership Education in Neurodevelopmental and Related Disabilities

Leadership Education in Neurodevelopmental and Other Related Disabilities (LEND) Programs also have their roots in the Developmental Disabilities Services and Facilities Construction Amendments of 1970, P.L. 517, which amended the Mental Retardation Facilities and Community Health Centers Construction Act of 1963. LEND programs provide long-term, graduate level interdisciplinary training as well as interdisciplinary services and care. The purpose of the LEND training program is to improve the health of infants, children, and adolescents with disabilities. LEND training programs prepare trainees from diverse professional disciplines to assume leadership roles in their respective fields and by ensuring high levels of interdisciplinary clinical competence.

Learn more

Visit <http://www.aucd.org/template/page.cfm?id=473> to learn more about current activities of LENDs.

Reflect

What are some of the current training activities of LENDs?

LEND Funding and Federal Agencies

Department of Health and Human Services

The Department of Health and Human Services (HHS) has many different offices (see link below for the HHS organizational chart). Your training experiences are most likely funded by programs under HHS. The following offices are strongly linked to your training or services for persons with disabilities.

Learn more

To discover where this program is located in the US Department of Health and Human Services organizational chart visit <http://www.hhs.gov/about/orgchart/>

Health Resources and Services Administration (HRSA)

HRSA, an agency of HHS, is the principle Federal Agency charged with increasing access to health care for those who are medically underserved. HRSA’s programmatic portfolio includes a range of programs or initiatives designed to increase access to care, improve quality and safeguard the health and wellbeing of the nation’s most vulnerable populations. Within HRSA is the Maternal and Child Health Bureau (MCHB). HRSA’s MCHB was created as the Children’s Bureau in 1912 to address the health care needs of infants, children, youth and their families. Title V of the 1935 Social Security Act expanded the existing program and it authorized the Maternal and Children’s Health Services. There are several divisions in MCHB, each focusing on areas like direct services for at-risk children and youth and those with disabilities, state and community health, healthy start and perinatal services, and more. The *Division of MCH Workforce Development* administers several different single discipline and interdisciplinary training programs including the LENDs. Several components of the Combating Autism Act Initiative (CAAI) are implemented through the Division of MCH Workforce Development. These include the LEND programs, the Leadership Education in Developmental Behavioral Pediatrics Training Programs (DBPs), and the National Combating Autism Interdisciplinary Training Resource Center (a project of AUCD).

Learn more

The MCH Leadership Competencies are a core part of all LEND training. VISIT: <http://leadership.mchtraining.net/> to view them.

VISIT: <http://CSHCNdata.org> and explore the rich data set on children and youth with special health care needs.

To examine the data on CSHCN in your state:

1. Select “start a data query”
2. Select “CSHCN Chartbook Indicators and MCHB Core Outcomes” and click next
3. Select your state and “MCHB Core Outcomes for CSHCN” and click next
4. Select a core outcome and review the data. Compare your

state with other states or the nation. Explore the other possible data reports you can obtain and share your research with your supervisor.

VISIT: <http://mchb.hrsa.gov/timeline/> to learn more about the history of maternal and child health.

For further study,

1. From the dropdown menu of “In Depth Issues,” select “MCH Public Health 101”.
2. Select “The MCH Pyramid”.
3. Talk with your supervisor about where your work “fits” in this model.

Legislation Authorizing LEND Programs

Congress has passed significant legislation that created and supports LEND Programs. These include the Maternal Child Health Block Grant, the Special Projects of Regional and National Significance (SPRANS), and the Combating Autism Act. This legislation provides a basis for the training experience you have with your program.

Title V: the Maternal Child Health Block Grant

Title V of the Social Security Act is one of the largest Federal block grant programs. It leads the nation in ensuring the health of all mothers, infants, children, adolescents, and children with special health care needs (CSHCN)ⁱⁱⁱ. The Goal of the Block Grant is to improve the health of all mothers and children consistent with the applicable health status goals and national health objectives established by the Secretary of the U.S. Department of Health and Human Services.

Until 2006, LEND Programs were funded through the Title V Block Grant under a section called Special Projects of Regional and National Significance (SPRANS). Even though LENDs are no longer funded through the Block Grant, they maintain strong relationships with Title V programs.

Special Projects of Regional and National Significance (SPRANS)

Activities supported under Special Projects of Regional and National Significance (SPRANS) include MCH research, training, genetic services, hemophilia diagnostic and treatment centers, and MCH improvement projects that support a broad range of innovative strategies. In FY 1999, MCHB funded approximately 478 SPRANS grants, which included LEND grants, providing a total of \$102 million to these projects.

Combating Autism Act

In recent years the prevalence rates of Autism Spectrum Disorder (ASD) has grown exponentially. The need for early screening and identification, evidence-based interventions and qualified personnel to address the needs of individuals with ASD and other disabilities resulted in the passage of this Act in 2006.

Key provisions of this act are:

- Expanding current research initiatives on ASD administered by the National Institute for Health
- Continuation of epidemiological surveillance programs coordinated by the Center for Disease Control
- Increase identification and early intervention services for children with ASD
- Leadership Education in Neurodevelopmental and Other Related Disabilities (LEND) programs administered by Maternal and Child Health Bureau are supported under this act with additional funding to address the needs of children with ASD.

Learn more

Learn more about the Combating Autism Act and the programs and activities funded by Congress to address autism and other developmental disorders: <http://mchb.hrsa.gov/autism/>. For information regarding the 2011 reauthorization of the CAA visit: <http://www.govtrack.us/congress/bills/112/hr2005>.

Life Course

MCHB (WD) has adopted an over-arching conceptual framework to guide its work. The life course approach to conceptualizing health care needs and services evolved from research documenting the important role early life events play in shaping an individual's health trajectory. The interplay of risk and protective factors, such as socioeconomic status, toxic environmental exposures, health behaviors, stress, and nutrition, influence health throughout one's lifetime.

This emerging science on gene-environment interactions touches on several aspects of public health, including health disparities, fetal origins of adult disease, and outcomes related to prenatal and preconception health and health care. Since introduced, life course has become a prominent framework for conceptualizing health, and scholars and practitioners are exploring application to MCH practice.

The AUCD Network

Established in 1971, the Association of University Centers on Disabilities (AUCD) is a membership organization comprised of university-based entities. Membership in AUCD is open to UCEDDs, LENDs, and IDDRCs and includes their employees and trainees. Through its members, AUCD is a resource for local, state, national, and international agencies, organizations, and policy makers concerned about people living with developmental and other disabilities and their families.

AUCD Membership

AUCD represents three national networks of university-based Centers: UCEDDs, LENDs, and IDDRCs. AUCD also includes in its membership a number of international affiliates and has strong relationships with a number of other national networks that address training needs and public health concerns.

UCEDDs: University Centers for Excellence in Developmental Disabilities

University Centers for Excellence in Developmental Disabilities (UCEDDs) are rooted in the Developmental Disabilities Services and Facilities Construction Amendments of 1970, P.L. 517. This Act amended the Mental Retardation Facilities and Community Health Centers Construction Act of 1963, P.L. 517. Both Acts authorized grants to help support interdisciplinary training in institutions of higher education in order to meet shortages of personnel providing services to people with developmental disabilities.

Learn more

Visit <http://www.aucd.org/template/page.cfm?id=24> to learn more about current activities of UCEDDs.

LENDs: Leadership Education in Neurodevelopmental and Related Disabilities Programs

Leadership Education in Neurodevelopmental and Other Related Disabilities (LEND) Programs also have their roots in the Developmental Disabilities Services and Facilities Construction Amendments of 1970, P.L. 517, which amended the Mental Retardation Facilities and Community Health Centers Construction Act of 1963. LEND programs provide long-term, graduate level interdisciplinary leadership training as well as

interdisciplinary services and care. The purpose of the LEND training program is to improve the health of infants, children, and adolescents with or at risk for neurodevelopmental and related disabilities, including autism, and their families. This is accomplished through the training of professionals for leadership roles in the provision of health and related care, continuing education, technical assistance, research and consultation.

Learn more

Visit <http://www.aucd.org/template/page.cfm?id=473> to learn more about current activities of LENDs.

IDDRCs: Eunice Kennedy Shriver Intellectual and Developmental Disabilities Research Centers

Established in 1963 by Congress as "centers of excellence" for research in intellectual and developmental disabilities, Intellectual and Developmental Disabilities Research Centers (IDDRCs), represent the nation's first and foremost sustained effort to prevent and treat disabilities through biomedical and behavioral research. IDDRCs also contribute to the development and implementation of evidence-based practices by evaluating the effectiveness of biological, biochemical, and behavioral interventions; developing assistive technologies; and advancing prenatal diagnosis and newborn screening.

Learn more

Visit <http://www.aucd.org/template/page.cfm?id=530> to read the history of IDDRCs.

AUCD Does More!

In addition to these three membership networks, AUCD has international affiliates and strong relationships with a number of other national networks that address training needs and public health concerns.

International Affiliates

AUCD also exchanges information and technical assistance with international affiliates and universities in several countries, including Australia, Great Britain, Spain, South Africa, and Saudi Arabia and is a member of the U.S. International Council on Disabilities.

State Disability and Health Grantees

This network of grantees, funded by the National Center on Birth Defects and Developmental Disabilities (NCBDDD) within the Centers for Disease Control and Prevention (CDC), is engaged in projects designed to promote health, prevent chronic disease, and increase the quality of life among people with disabilities..

MCHB Training Grant Programs

AUCD engages and supports three national interdisciplinary training programs that engage in education, research, evaluation, and dissemination of best practices that address the health of children and adolescents with disabilities.

- [Developmental Behavioral Pediatric \(DBP\) Training Programs](#)
- [Leadership Education in Adolescent Health \(LEAH\) Training Programs](#)
- [Pediatric Pulmonary Centers \(PPC\) Training Programs](#)

AUCD History, Vision, Mission, Values

AUCD has a rich history and commitment of supporting programs that are committed to serving people with disabilities and their families.

Learn more

Review the history of AUCD. Visit <http://www.aucd.org/template/page.cfm?id=156> (“About Us”)

AUCD Functions

Together, the three networks that AUCD represents are the major source of research, education, and service in the field of developmental disabilities in the country. Many of these programs are combination programs, where one university supports two or

even three AUCD programs. In a recent year, the AUCD network saw nearly 89,000 clients in Center clinics and over 69,000 in the community. Additionally, over 812,000 people participated in community or continuing education programs organized by AUCD programs.

AUCD supports its national networks of university centers by:

- Providing leadership on major social problems affecting all people living with developmental or other disabilities or special health needs
- Advocating to Congress and executive branch agencies that fund and regulate programs used by people with disabilities
- Networking and partnering with other national organizations to advance the network's national agendas
- Promoting communication within the network and with other groups by collecting, organizing, and disseminating data on network activities and accomplishments
- Providing technical assistance on a broad range of topics

Through its members, AUCD is a resource for local, state, national, and international agencies, organizations, and policy makers concerned about people living with developmental and other disabilities and their families.

Learn more

Take the AUCD Virtual Tour at
<http://www.aucd.org/tour/index.html>.

What Does AUCD Do for Trainees?

AUCD is invested in the trainees of its networks. After completion of their programs, UCEDD, LEND, and IDDRC trainees will become leaders in the clinical, research, service, education, policy, and administration that will affect people with developmental disabilities.

AUCD contributes to the development of this next generation of leaders by connecting them with the learning and employment opportunities available within the network,

providing professional development and networking opportunities, and promoting a community of practice that welcomes graduates of Center programs.

There are over 100 Centers and Programs in the AUCD network across the country, training over 43,000 trainees each year. By being a trainee at a UCEDD, LEND, or IDDRC, you have access to thousands of people, jobs, and research opportunities nationwide. If you are interested in a topic that is not covered at your Center, chances are you can find the experts in that topic at another program. Contact them and collaborate! If you are looking to move to another part of the country, look for job openings through the LEND, UCEDD, or IDDRC in your new area. Programs are always looking for someone who has trained in the exemplary practice of a UCEDD, LEND, or IDDRC training model. For a full listing of all AUCD member Centers, view the Combined Directory on AUCD's website.

Learn more

View the full AUCD network at

<http://www.aucd.org/directory/directory.cfm?program=UCEDD,LEND&CFID=1078865&CFTOKEN=37118090>.

AUCD Trainee Webpage

The “Trainee Corner” button on the left hand navigation bar of www.aucd.org will take you to AUCD's trainee website. Here you will find news of particular interest to trainees, updates from the Virtual Trainee (a trainee who works with AUCD staff to keep you informed and up to date), job opportunities within the network, and more. Browse the entire website to find out more about all of AUCD's member programs, initiatives, and legislative issues.

Conferences

AUCD hosts two major conferences yearly, as well as a number of network meetings and events. The fall AUCD Annual Meeting & Conference is an opportunity for all network members to gather and discuss issues important to the growth and advancement of the network. This is a great time to meet faculty and trainees from across the country while participating in workshops and sessions. A large gathering of

trainees attends this conference to present their research and network with trainees and faculty from around the country.

AUCD works with other disability organizations to co-sponsor the spring Disability Policy Seminar, which provides an excellent time for everyone to learn more about all the current disability-related legislation as well as how to be an effective legislative advocate. During the Seminar, time is scheduled for attendees to meet with their members of Congress to advocate for issues important to them.

Scholarships and Travel Stipends to National Meetings

One of the benefits of being a Trainee member of the AUCD network is eligibility to apply for selected opportunities open only to AUCD Trainees. AUCD is periodically able to offer to its trainee members scholarships, grants, fellowships, and other opportunities. AUCD utilizes an online system for trainees to express their interest and submit their applications when interested.

Interactive Communication Links to Other Network Trainees

Listserve

By signing up for the AUCD trainee listserve, you will have immediate access to trainees across the country. The purpose of the listserve is for you to receive important information from AUCD as well as provide you a means to converse via email with all who subscribe. Send your questions and thoughts about your training or experiences instantly to hundreds of other current and former trainees. See listserve subscription and guidelines on <http://www.aucd.org/template/page.cfm?id=313>.

Social Media: Facebook and Twitter

Are you a Facebook member? Become a fan of "AUCD Trainees" to find other trainees with common interests, share your profile, view interesting links, and upload your trainee photos. Not a member? It's easy to join and fun.

<http://www.aucd.org/template/page.cfm?id=313>

Follow "AUCDvt" on Twitter to receive the latest updates and disability news from the Virtual Trainee. Follow "AUCDgeojes" to get updates from the AUCD Executive Director.

Communications from the Virtual Trainee

The AUCD Virtual Trainee is a LEND or UCEDD trainee from one of AUCD's member programs who is in constant contact with AUCD staff and knows all about network and national events. See the Virtual Trainee's photo and biography in the Trainee section of AUCD's website, and be sure to say "Hi!" when you see the Virtual Trainee at a meeting. <http://www.aucd.org/template/page.cfm?id=313>

Employment Notices

By being a trainee at a UCEDD, LEND, or IDDRRC, you have at your fingertips the resources of the entire AUCD network. These connections and information sources will be invaluable to you as you continue on your career path and to making a difference in the lives of people with developmental disabilities and their families. Be sure to talk with your Director or Training Director to see how you can take full advantage of all AUCD has to offer. <http://www.aucd.org/template/page.cfm?id=158>

Federal Partners in Disability Training

The needs of persons with disabilities are addressed by many federal agencies in our government. Most of these federal agencies also fund training initiatives focused on personnel who will be working with persons with disabilities. You have already learned about HHS, HRSA, MCHB, ACF, and ADD – the agencies that fund UCEDD and LEND trainees. In this section, an overview of additional key federal agencies and programs that administer and fund other programs in developmental disabilities will be described.

HRSA's MCHB Training Portfolio

In 1939, Title V of the Social Security Act was amended to provide grants to institutions of higher learning to support the training of public health professionals in maternal and child health. Today, MCHB's Training Program funds public and private non-profit institutions of higher learning to provide leadership training at the graduate and postgraduate levels in maternal and child health (MCH). The goal of these training programs is to develop high levels of skill, competence, and leadership in MCH. The MCH training portfolio includes interdisciplinary (Leadership Education in Adolescent Health—LEAH, Pediatric Pulmonary Center—PPC, Schools of Public Health—SPH) and single-discipline (Developmental Behavioral Pediatrics—DBP, Nutrition, Social Work, and more) training programs, all focused on leadership in maternal and child health. In FY 2012, the Division of MCH Workforce awarded 173 grants, an investment of \$47 million. View the complete portfolio of MCH Training Programs at http://mchb.hrsa.gov/training/funded_projects.asp.

National Institutes of Health (NIH)

The National Institutes of Health (NIH), a part of the Department of Health and Human Services, is the primary Federal agency for conducting and supporting medical research.

Helping to lead the way toward important medical discoveries that improve people's health and save lives, NIH scientists investigate ways to prevent disease as well as the causes, treatments, and even cures for common and rare diseases. www.nih.gov.

Centers for Disease Control and Prevention (CDC)

The CDC is one of the major operating components of the Department of Health and Human Services. Focused on combating disease through prevention and intervention, the CDC also oversees Developmental Disabilities Surveillance and Research Programs. The CDC is responsible for promoting research on evidence-based practices for diagnosis of and interventions for children with ASD and other disabilities authorized in the Combating Autism Act. <http://www.cdc.gov/>

Department of Education (ED)

ED was created in 1980 by combining offices from several federal agencies. ED's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

<http://www.ed.gov/about/landing.jhtml?src=gu>

Institute of Education Sciences (IES)

The mission of IES is to provide rigorous evidence on which to ground education practice and policy. This is accomplished through the work of its four centers. This institute authorizes research that promotes evidence-based practices in educational settings. Many UCEDDs seek funding through IES to support research initiatives pertaining to persons with disabilities.

<http://www.ed.gov/about/offices/list/ies/index.html>

Office of Special Education and Rehabilitative Services (OSERS)

The Office of Special Education and Rehabilitative Services (OSERS) is committed to improving results and outcomes for people with disabilities of all ages. This office is charged with improving educational and rehabilitative outcomes for infants, toddlers, youth and families. OSERS funds many personnel preparation grants that test innovative training programs for professionals in the field.

<http://www.ed.gov/about/offices/list/osers/index.html>

Department of Justice (DoJ)

The Department of Justice's mission is to enforce the law and defend the interests of the United States according to the law...and to ensure fair and impartial administration of justice for all Americans. <http://www.usdoj.gov/02organizations/> DoJ's Civil Rights

Division prosecutes violations of criminal civil rights statutes and enforces federal statutes prohibiting discrimination on the basis of race, color, sex, disability, religion, and national origin. Through lawsuits and agreements, the Department of Justice enforces the Americans with Disabilities Act (ADA). It also serves as a clearinghouse of information and technical assistance in matters pertaining to ADA.

<http://www.usdoj.gov/crt/index.php>

Related Legislative Acts and Court Decisions Affecting People with Disabilities

As a trainee you will become familiar with a wide range of laws and policies impacting the lives of persons with disabilities. In this section a brief overview of several laws will be presented. You are encouraged to learn more about the legislative process as well as existing laws and policies pertaining to persons with disabilities.

Individuals with Disabilities Education Improvement Act (IDEIA)

Enacted in 1975, this act was initially titled the Education of Handicapped Children Act and is now titled the Individuals with Disabilities Education Improvement Act (IDEIA). Part B of this law enables all children ages three to 22 to be educated in our nation's schools. The law requires schools to conduct nondiscriminatory evaluations to determine eligibility (in fourteen different categories) for services. Every student eligible for Part B special education has an Individualized Education Plan (IEP) that identifies annual goals, objectives and services and parents must approve evaluations, placements, and IEP goals and objectives. When a student is 16 years of age a Transition Plan must be developed that will address specific goals that will prepare students for postsecondary educational and work settings.

Part C of IDEIA outlines required components for states to develop a system of services for eligible infants and toddlers and their families. Participating states identify a lead agency to oversee administration of the Part C system and eligibility for services under two categories: established risk and developmental delay. A service coordinator assists the family in obtaining needed services and supports, and a team develops the Individualized Family Service Plan. Services to eligible children and families are delivered by qualified personnel in the child's natural environment.

The family's role is central in planning and implementing services, and the IFSP is based upon resources and priorities pertaining to the child. Planning for transition from Part C to Part B (preschool services) begins at least six months prior to the child's third birthday.

Learn more

Visit <http://idea.ed.gov/explore/view/p/%2Croot%2Cstatute%2C> to learn more about the IDEIA.

Americans with Disabilities Act (ADA)

The ADA was passed in 1990 and is considered an extension of civil rights protections to individuals with disabilities. It requires equal access for persons with disabilities in employment, transportation and public facilities and services. All public entities affected by this law must make “reasonable accommodations” that will allow individuals with disabilities to access the workplace or public facilities.

After the ADA was passed in 1990, cases were filed and ended up in courts. Some were appealed all the way to the U.S. Supreme Court, and the ADA began to change. Rulings by the Supreme Court, as well as lower courts, began to narrow the definition of disability. After its first dozen years, the definition of disability had become the focus of most disputes. Congress never intended for it to be that way. The focus of the ADA was supposed to be on access and accommodation, not on whether the person really had a disability. Congress had not foreseen the ways in which the courts would narrowly interpret, and ultimately change, the definition. So on January 1, 2009, the ADAAA became effective. It essentially overturned those Supreme Court cases that narrowed the definition of disability and it made clear that the definition must be “construed in favor of broad coverage of individuals” with disabilities. So rather than this being a “new ADA,” it really is just going back to the way Congress meant the ADA to be when it was first written and passed back in 1990.

Learn more

Visit <http://www.access-board.gov/about/laws/ada-amendments.htm> to learn more about the ADA.

Vocational Rehabilitation Act

The legislation that set the stage for ADA was the Vocational Rehabilitation Act of 1973. In this Act, Section 504 stated “No otherwise qualified individual with a disability in the United States, as defined in section 7(20), shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service.” Programs receiving federal funding were required to make reasonable accommodations for persons with disabilities. This Act authorizes vocational rehabilitation, supported employment, independent living, and client assistance. Adults with disabilities benefit from the provisions of this law.

Learn more

Visit <http://www.access-board.gov/enforcement/Rehab-Act-text/intro.htm> to learn more about the Vocational Rehabilitation Act.

Assistive Technology Act

This Act was passed in 1998 and focuses on increasing awareness and use of assistive technology for persons with disabilities in each state. States may apply for funding of activities in their comprehensive state plans.

Learn more

Visit www.section508.gov to learn more about the Assistive Technology Act.

Ticket to Work Incentives Improvement Act

This act was passed in 1999 , reauthorized in 2004, and enables individuals with disabilities, while employed, to continue receiving financial support through Medicaid and Medicare programs. This legislation recognizes the importance of continued health care so that persons with disabilities can become more independent and productive.

Learn more

Visit <http://www.disabilitypolicycenter.org/twwiia.htm> to learn more about the Ticket to Work Incentives Improvement Act.

Mills v. Board of Education

Mills was a civil action brought in the federal US District Court for the District of Columbia on behalf of seven school-age children with special needs who sought their right to a free public education which was being denied by the District of Columbia School Board. The case was granted class-action status (to represent the interests of similar DC school children) on December 21, 1971. District Court determined that that no child could be excluded from a regular public school assignment unless the child is provided with adequate alternative educational services and due process procedures have been followed. This court decision served as the foundation for several of the major tenets of special education practice.

Learn more

Visit <http://www.clearinghouse.net/detail.php?id=11084&search=source|general%3BcaseCat|ED%3Borderby|caseName%3B> to learn more about the Mills v. Board of Education decision.

Olmstead v. L.C.

On June 22, 1999, the United States Supreme Court held in *Olmstead v. L.C.* that the unnecessary segregation of individuals with disabilities in institutions may constitute discrimination based on disability. The court ruled that the Americans with Disabilities Act may require states to provide community-based services rather than institutional placements for individuals with disabilities. This historic pronouncement makes attainable a goal long-sought by people with disabilities and advocates.

Learn more

Visit <http://www.law.cornell.edu/supct/html/98-536.ZS.html> to learn more about the *Olmstead v. L.C.* decision

Conclusion

By now you should have an in-depth understanding of what it means to be a part of the AUCD network. You've joined thousands of people who strive to make a difference for children, youth, and adults with disabilities, their families, and their communities.

LEND, UCEDD, and IDDRRC trainees in the AUCD network have gone on to become leaders in the clinical, research, service, education, policy, and administration fields that affect people with developmental disabilities, their families, and communities. You were selected to join this group because members of your program's faculty have recognized qualities in you that they believe will allow you to become one of these respected, successful leaders for vulnerable populations. They are investing time, money, and resources into your education to teach you best-practice techniques for partnering with people with developmental disabilities and their families. Approaches include interdisciplinary teamwork, family centered care, cultural competence, and the latest in cutting-edge technology.

There are many ways to be a leader in developmental disabilities. Continually strive with others in your workplace or community to become more culturally competent. Take an interdisciplinary approach with your clients. Initiate a new procedure based on the latest research. Collaborate with a new group when offering services or supports to a consumer. Your experience as a trainee will lay the foundation for your future endeavors as a leader in the field of developmental disabilities.

i 114 STAT. 1684 PUBLIC LAW 106-402-OCT. 30, 2000

ii McPherson M, Arango P, Fox H, Lauver C, McManus M, Newacheck P, Perrin J, Shonkoff J, Strickland B. A new definition of children with special health care needs. *Pediatrics*, 102(1):137-140, 1998.

iii <http://mchb.hrsa.gov/programs/>