



ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES  
RESEARCH, EDUCATION, SERVICE

# LEND LINKS

## News from MCHB

--submitted by *Laura Kavanagh and Denise Sofka*

**Congratulations on your first LEND newsletter!** We are pleased to provide an update on MCHB activities. The HRSA Preview, a comprehensive review of HRSA's Fiscal Year 2003 competitive grant programs, is now available at: <http://www.hrsa.gov/grants.htm>. The HRSA Preview contains a description of grant programs scheduled to be competed in Fiscal Year 2003, and includes instructions on how to contact the Agency for information and receive application kits for all programs. In fiscal year 2003, HRSA will begin accepting grant applications online. Please refer to the HRSA Grant Schedule at: <http://www.hrsa.gov/FY2003-Grants.htm> for more information.

**HHS Launches Emerging Leaders Program:** On July 15, 2002, HHS Secretary Tommy G. Thompson welcomed to HHS the first class of Emerging Leaders, a new program designed to attract exceptional individuals into public service in a variety of occupations within HHS. HHS hired 62 people into the program out of the more than 8,000 people who applied. The Emerging Leaders Program is a two-year internship program designed to growth and development into a federal career.

**New Investigators in Maternal and Child Health Research: Training Program Enhancement Awards.** The purpose of this program is to enrich the research training experience of trainees in MCHB supported long-term training programs. Through this pilot grant program, MCH long-term training programs will develop, demonstrate and disseminate models to enhance the research training experience of trainees. Congratulations to the following successful applicants: Cecily Betz, Children's Hospital, Los Angeles, CA; Joann Bodurtha, VCU, Richmond, VA; Eugene Declerq, Boston University, Boston, MA; Richard Kreipe and Steve Sulkes, Univer-



sity of Rochester, Rochester, NY; and Michael Resnick, University of Minnesota, Minneapolis, MN.

**New Investigators in Maternal and Child Health Research: Dissertation Awards.** The purpose of this program is to increase opportunities for MCH trainees to conduct applied research on maternal and child health issues, to strengthen the research training experience of the next generation of MCH leaders, and to encourage new investigators in the field to conduct applied research that had potential to improve the planning, management, delivery, outcome and evaluation of health-related policies, programs and services for mothers, infants, children, adolescents and families. Congratulations to the following successful applicants: Marlene Anderka, Boston University, School of Public Health, Boston, MA; Yolanda Cartwright, University of Minnesota, Minneapolis, MN; Ann Bradford Harris, Regents of University of California, School of Public Health, Los Angeles, CA; Debra Kane, University of Illinois at Chicago, School of Public Health, Chicago, IL; Laura Prichett, The Johns Hopkins University, School of Public Health, Baltimore, MD; and Pamela Lynn Smith, University of Maryland, School of Social Work, Baltimore, MD.

**MCHCOM.COM:** Dr. Peter van Dyck will be hosting several video tele-conferences over the next fiscal year. If you have suggestions for topics please contact us at MCHB.

**SPRANS Performance Measures** have been submitted to the Office of Management and Budget. We would like to thank the Virginia LEND program staff for all their work in piloting the training-specific performance measures.

A first draft of a **National Plan for Maternal and Child Health Training** has been developed by an ad hoc advisory committee and will be available for review and comment.

## News From AUCD

**AUCD “Virtual Intern” Selected:** Congratulations to Beth Bryant, PhD from the Westchester Institute for Human Development (Valhalla, NY LEND)! Beth will serve as the association’s first “virtual intern” for this academic year. As part of the Board’s initiative to increase trainee involvement across the network and to build future leaders, AUCD conducted a search for a trainee to serve as an intern and work remotely from their home center. The overall purpose of this collaboration is to build a network among trainees at our centers. You will have an opportunity to meet Beth at the annual meeting and conference next month in Bethesda.

**Trainee Activities at Annual Meeting:** A special session for trainees will be held at the annual meeting on Tuesday, October 29 from 3-4 pm, followed by a trainee reception from 5:30-7:30. Please encourage all trainees who will be at the meeting to attend this session. Topics covered will include opportunities for trainees within the network during and after their training, emerging areas in the disabilities field and developing a trainee network. All trainees are encouraged to enjoy free food and beverages and meet trainees from other sites at the reception!!

**New Trainee Follow-Up Survey:** The redesigned trainee follow-up survey went “live” on September 24. This survey is in an online web-entry format that is designed to reduce the reporting burden and increase trainee response rate. This survey replaces previous trainee follow-up surveys for the network. The survey interacts with the new NIRS system. Training on the new survey will be provided at the LEND and Training Directors meetings at the annual meeting. Contact Lisa Lister ([Llister@aucd.org](mailto:Llister@aucd.org)) for more information.

**Web Portal:** Project staff have also been working with a New Mexico firm, Internet Web Applications (IWA) in developing a **web portal** that will allow targeted searches of the entire AUCD network, individual Centers or a combination of Centers. Additionally, the portal will provide access to specialty databases that have been developed by various Centers. A prototype of the portal has been developed and demonstrated to ADD and approval was granted for full development. A demonstration of the portal and its opening to the public will take place at the annual meeting. This portal will provide the Centers and public at large an easily accessible way to search the network and provide an innovative avenue for Centers and Programs to disseminate information project results.

**The next LEND LINKS will be distributed in February. Please send your submissions to Lisa Lister ([Llister@aucd.org](mailto:Llister@aucd.org)) by the end of January, 2003.**

**Trainee Stipends Awarded:** Fourteen trainees have been awarded stipends to help defray the costs of attending this year’s annual meeting. These stipends were designed to increase trainee attendance at the annual meeting and get more trainees involved in network activities. Trainees who were awarded stipends are: Amanda Dennison, West Virginia LEND; Melissa Gourley and Craig Boreman, Ohio (Nisonger Center) LEND; Mark Bertin, Rose F. Kennedy UCEDD/LEND; Traci LaLiberte, Minnesota UCEDD; James Phalen and Robert Baldwin, Colorado LEND/UCEDD; Thomas Christ, Hawaii LEND/UCEDD; Drew Downs and Kirti Raol, Portland, Oregon LEND/UCEDD; Calvin Fox, Tennessee (Boling Center) LEND/UCEDD; Matthew Oliver, South Dakota LEND; Audrey Burgess, VA LEND; and Rachel Loftin, Bloomington, Indiana UCEDD.

**MCH Promising Practices Database:** AUCD is pleased to announce a new resource for sharing exemplary practices throughout the network. The LEND Promising Practices Database is currently available online at [www.aucd.org/practice](http://www.aucd.org/practice). This will be a useful mechanism for collecting innovative solutions to common problems shared by LEND programs and will provide a means by which you can share with and learn from other sites. All LEND programs are encouraged to share their promising practices using this new database. We are also discussing the possibility of expanding this database to include all MCH-funded interdisciplinary training programs. For more information, please contact Lisa Lister ([llister@aucd.org](mailto:Llister@aucd.org)).

**New NIRS:** The redesigned NIRS database went “live” on August 1. Already 45 Centers have begun to enter data into the four datasets. One Center has entered over 300 products that they have developed and are currently disseminating. Project staff conducted a demonstration of the New NIRS database and its reporting capabilities to the Commissioner of ADD and staff at MCHB. Centers are encouraged to enter current fiscal year data especially in the project and product datasets. Training on the new data system will be provided at the annual meeting. Contact Aaron Bishop ([ABishop@aucd.org](mailto:ABishop@aucd.org)) with questions.

**Leadership Internship Guide:** Marty Blair, of the Center for Persons with Disabilities-UCEDD in Logan, Utah, recently compiled “The Washington DC Experience” guide. The guide outlines all of the available Disability Leadership Internships in Washington. To view the guide on the AUCD website, go to: [http://www.aucd.org/legislative\\_affairs/DC\\_Experience.htm](http://www.aucd.org/legislative_affairs/DC_Experience.htm)

## Trainee Highlights

-- submitted by *Steve Koch and Lann Thompson*

In celebration of the first LEND newsletter, we want to introduce readers to some of the student activities occurring at LEND sites across the country. We sent questionnaires to all LEND training directors to be completed by either them or their interns. The following is a summary of the responses:

**Shelley Piner from UNC-Chapel Hill, Center for Development and Learning in North Carolina.** Shelley is in the Physical Therapy program working on her Masters degree. Typical activities include evaluating children from birth to age 12 with multiple disabilities and collaborating with community-based clinicians, educators, and policy-makers nationwide regarding follow-up evaluations. She also counsels families regarding recommendations of interdisciplinary team members. In addition, she has participated in 3-day intensive leadership training seminar/ 3-day conflict negotiation course and attends weekly meeting/discussions with staff and other trainees on topics regarding advocacy in disabilities. Special projects that she is working on include serving as pediatric physical therapy consultant for a local dance class for children with special needs. She also is working on a literature meta-analysis on the effects of motor performance outcomes with martial arts and yoga participation. Her favorite part of her training is the interdisciplinary interaction during evaluations, which “allows me to see the child and family from many different perspectives, which enriches recommendations”. Her future plans and goals include continuing with her current research, promoting and advocating community participation for children with special needs, and continuing to practice physical therapy within North Carolina, with the possibility of working abroad in the upcoming years.

**Sarah Weber is training at the Nisonger Center at The Ohio State University.** She is working on her Masters degree in Speech-Language Pathology. Her typical activities include coursework, leadership seminars, clinical rotations in family/child advocacy, and learning about policy and government. Sarah has also been involved in several special projects. She presented findings of research on educational funding formulas in Ohio and participated in the creation of a database to look at outcomes of Rural Interdisciplinary Clinics. Her favorite part of her training is the multidisciplinary participation, where she has learned a lot about other areas. She also reported being enlightened by coursework on families, multiculturalism, and disability studies. Sarah’s plans after completing her internship include developing her clinical skills with families and children. She thinks the “LEND training will allow me to provide for the families I become involved with in ways that I was not even aware of before”.



**Meg Myers from VT-ILEHP in Burlington, Vermont** is working on her Masters degree in Speech-Language Pathology. Her initial four weeks of training involved intensive multi-disciplinary instruction two days per week. The rest of the year, she has participated in weekly multidisciplinary seminars and training sessions, provided community assessments and care coordination, and created a growth portfolio focused on five competences. Meg has been working on several special projects including a journal review presentation on “Sexuality and Developmental Disability” and a diagnostic case presentation on “Language Assessment of Infants with Hearing Loss Considering Twin Situation and Bilingual Learning”. Meg has enjoyed the opportunity she has had to work with teams serving children with developmental and related disabilities while being supported by the VT-ILEHP process and its multidisciplinary team. She said her training has given her “personal experiences to draw upon when I enter the work force.” Next year Meg will begin working at an elementary school.

**James Klosky** is working on his doctorate in Psychology at the **Boling Center for Developmental Disabilities in Memphis, TN.** His activities include assessment, report writing, psychotherapy, and research. He recently gave a presentation on psychological interventions for children undergoing invasive medical procedures. His favorite aspect of training is the contact he has with children when doing clinical work. James’ future plans include pursuing a career as a scientist/practitioner in a pediatric research hospital setting.

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## Trainee Highlights (cont.)

**Mary Pittinger** is a Masters of Social Work student at **Riley Child Development Center in Indianapolis, IN**. As part of her training, she participates in family interviews, assessments, and provides referrals. She is also active in researching application of family-centered care, as well as marketing the Family Resource Center at Riley Hospital for Children. Special projects Mary has undertaken include developing and publishing a Family Resource Center brochure, researching and presenting a portfolio regarding family-centered care, and assisting with a LEND distance learning survey. In her internship, Mary enjoys the interdisciplinary process of assessment, the opportunity for exposure to the hospital system, the introduction to other LEND sites through media presentations, and the ability to contribute to the family-centered care initiative. Upon graduation, Mary hopes to research types of interventions for adolescents with chronic disease and develop programs for them and their families. She is also interested in pursuing a doctoral degree.

### Trainees of L.E.N.D.

We are the trainees of L.E.N.D.  
Where many disciplines blend  
We assess and we test  
Our training the best  
Future leaders we'll be 'til the end.

Shelley Piner hails from N.C.  
She's training to be a P.T.  
Local dance classes,  
Special needs of the lasses  
A consultant Shelley must be.

Sarah Weber's in language and  
speech  
At Nisonger, she was able to teach  
The research and findings  
On school formula fundings  
To help with services for kids to reach.



James Klosky's at Boling in psych  
He's presented on interventions for tykes  
Who've had a procedure  
Invasive in nature  
Direct work with children James likes.

At Riley is Pittinger, Mary  
A social work trainee, she's very  
Active for sure  
She's made a brochure  
Of parent resources to carry.

Vermont is the home for Meg Myers  
With her energy she never tires  
Next year in the schools  
She'll use all the tools  
In speech-language that she's been taught  
prior.

We are the students from L.E.N.D.  
Our trainings are nearing their end  
Leaders we'll be  
In disability  
The rights of all we'll defend.

—by Steve Koch and Lann Thompson

## LEND PROGRAM HIGHLIGHTS/PROJECTS

### Behavioral Intervention in Autism

--Submitted by Charles Hamad, PhD, Psychology Coordinator, Eunice Kennedy Shriver Center LEND Program

Autism is a neurodevelopmental disorder characterized by severe deficits in social and language development. It affects a person's ability to communicate, form social relationships, and respond appropriately to the environment. Although once thought to be a fairly rare disorder, the incidence of autism seems to be increasing, with current estimates ranging as high as one in several hundred. Most families of a child with autism are overwhelmed with the prospect of raising a child who, in most cases, will need lifetime care.

Recent advances in the scientific study of Autism suggest that when young children with autism receive early intensive behavioral intervention, a large number of these children make substantial improvements in independent functioning and in some cases become indistinguishable from their non-handicapped peers.

Children with autism learn to communicate, socialize, help themselves and perform better academically when their teachers and parents are competent and active in applying the principles and practices of behavioral intervention, or "applied behavior analysis" (ABA). Following the publication of *Let me Hear Your Voices* (Maurice, 1993), a book in which a writer-parent describes in passionate detail how her two children fully recovered from autism, demand for ABA services has intensified. Unfortunately, few universities in the United States provide this training to potential ABA providers. Unless students have fortuitous access to one of 10 or so major university-based training programs in behavior analysis, it is very difficult for anyone to receive training sufficient to provide ABA to the many young children who could benefit from it.

It also appears to be the case that the ABA early intervention services are most effective for children between the ages of 3 and 7. The narrow "window of opportunity" and a severe lack of qualified ABA providers require that efforts be made to train a large number of autism early intervention providers.

That's exactly the purpose of this project - to address this shortage of trained individuals by developing, implementing, evaluating and disseminating an Internet-based distance learning curriculum in applied behavior analysis specifically designed for children with autism. The Shriver Center has developed a four-course curriculum called *Behavioral Intervention in Autism* that is designed to teach the application of ABA principles and techniques with children with autism. *Behavioral Intervention in Autism* is a mastery-based, asynchronous distance-learning program, designed to enable teachers, parents and other providers of services to young children with autism spectrum disorder to acquire the knowledge and skills of behavioral intervention in order to achieve their goals for the children they serve.

*Behavioral Intervention in Autism* addresses two acute needs in the area of autism intervention. First, it addresses the lack of training programs currently available in early behavioral intervention, particularly ones that are convenient and accessible to parents and working professionals. Second, and related, it addresses the low numbers of personnel in our communities with expertise in behavioral intervention. Excelsior College, an experienced and respected distance learning university based in Albany, NY will directly market the BIA program to potential students as a Certificate Program for individuals interested in becoming Early Intensive Behavioral Intervention providers.

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## Behavioral Intervention in Autism (cont.)

Within this curriculum, students will obtain a foundation of how ABA is applied effectively in autism. Specifically, students will learn about the possible causes and different diagnoses of autism, the importance and power of choosing approaches scientifically demonstrated to be effective, the general ABA approach and its foundation in the science of behavior, functional objectives, and the selection and use of positive reinforcers to promote efficient learning. Students will learn specific behavioral teaching procedures, including differential reinforcement, prompting and prompt fading, shaping and chaining. Special emphasis will be given to teaching communication, social, and play skills as well as functional assessment and reinforcement-based (non-aversive) interventions for inappropriate behavior and strategies for promoting generalization.

The first iteration of this curriculum is currently being pilot-tested, with the first course pilot completed in May 2002 and Course 2 to be completed by October 2002. As the pilot testing continues, the courses are constantly being revised based on feedback from evaluations performed. This will ensure that the curriculum is most effective and most beneficial to the students.

We are making steady progress toward meeting our overall goals for distance education with *Behavioral Intervention in Autism*. We have been reaching our target audience and doing so in a manner in which participants acquire critical knowledge and skill competencies and are satisfied with their experience. This demands a curriculum that is of the highest quality with respect to current content, instructional design and technology components that combine to promote mastery-level learning of knowledge and skill competencies.

*Behavioral Intervention in Autism* is on track towards ensuring that all children with autism have an opportunity to receive Early Intensive Behavioral Intervention services. This program will be successful in increasing the workforce and providing clinically effective intervention to children with autism and thus have a significant impact on our society. *Behavioral Intervention in Autism* will result in more available trained workers who are empowered to use behavioral strategies to improve the lives and futures of children with autism as well as their families.

## Parents as Mentors

--submitted by Nora Leonard Roy, Interdisciplinary Training Coordinator for ILEND, Iowa's LEND project.

Iowa's LEND project requires all leadership trainees and fellows to participate in the "Parents as Mentors", or PAM, program. Since 1999, approximately 30 families have mentored three dozen ILEND trainees and fellows, and have received an honorarium in recognition of their dedication to the success of the program. Each year, parents of children with special health needs are recruited and oriented to their vital roles as mentors, in keeping with the philosophy of family-centered care.

After an orientation to the PAM program, each ILEND trainee or fellow is matched with a family. Throughout the year, the trainee is expected to visit with the family during a variety of activities ranging from medical appointments and IEP meetings to family gatherings, shopping trips, recreational outings, and classroom visits. The trainee keeps a reflective journal, to be shared with Marcia Vrankin, our LEND project's parent faculty member. At the completion of the year, the trainee writes a reflective paper addressed to the family, and each family completes an evaluation of their trainee.

We are very pleased at the responses to PAM by families as well as by trainees. Some recent comments from families include, "I wanted her to see how things look from our perspective - that there might be good reasons that all the exercises don't get done, or why certain comments might be hard to handle," and "My goal was to give her an inside look at what a constant challenge it is to try to communicate with all the people in various environments - school, doctors, therapists, recreation program, etc."

Trainees' observations and reflections have included the following: "I have a better understanding of how complex and multifaceted the issues are for families," and, "To attend an IEP meeting and view the process through this parent's eyes was something I won't forget. She was the leader of the meeting; she was the expert on her child, and it showed."

## Interdisciplinary Conference Highlights Oral Problems of CSHCN, Addresses Training and Research Gaps

The PacWest consortium of Leadership Education in Neurodevelopmental Disabilities and Related Disorders (LEND) programs from the University of Washington, Oregon Health and Sciences University, University of Southern California and University of Hawaii, in conjunction with the Centers for Leadership in Pediatric Dentistry Education at the Universities of Iowa and North Carolina, held a conference *Promoting Oral Health of Children with Neurodevelopmental Disabilities and Other Special Health Needs* in Seattle last year at the Center on Human Development and Disability, University of Washington. Executive summary, recommendations and complete texts of papers are contained in the conference proceedings available at <http://depts.washington.edu/ccohr/resource/3sub/3res.htm> or in hard copy through the National Center for Education in Maternal and Child Health and Maternal and Child Oral Health Clearing House. Key issues in promotion of oral health in CSHCN were reviewed by plenary speakers and interdisciplinary work groups.

Children with neurodevelopmental disabilities and other special health care needs are at increased risk for oral health problems. Dental care has been shown to be the most common unmet health care need of children with special health care needs (CSHCN). These children experience delays in self-care skills and understanding needed to promote oral health. They experience common as well as uncommon oral and craniofacial conditions and experience the oral impact of medical therapies including medications and special feeding regimens. CSHCN also face access barriers due to dental workforce shortages and dental training gaps in care of infants and young children and those with special needs. Other health professional training gaps prevent medical practitioners from identifying oral disease early and initiating appropriate referrals. Early intervention is critical since the most common dental disease, caries, is initiated by pathogenic bacteria disease passed from mother to infant in the first two years of life.

Partnering with families is key to promoting oral health of children, but caretakers may not receive oral health information necessary to help their children. Social and cultural factors interact with oral health and must be considered sensitively with each family. Differences in dietary and feeding practices, behavioral approaches and parents' own experiences with oral health can all influence oral health outcomes. Interdisciplinary team members can help elicit this information and reinforce important oral health information for families. Oral health concerns must be part of training programs in nursing, nutrition, speech/language, occupational/physical therapy, social work, psychology and education. Dental hygienists, whose training emphasizes disease prevention, are in an ideal position to work with families of CSHCN and other health professionals in interdisciplinary settings including early intervention programs.



Critical gaps in the evidence base also hinder attempts to promote oral health in CSHCN. The trajectories for the development of oral and other health promotion behaviors during childhood are poorly understood. The exact nature and frequency of oral diseases among special populations have not been delineated. The evidence for effectiveness of usual oral interventions is lacking for special populations. The relationships between oral health and nutrition, speech, oral motor function, quality of life and systemic health have not been thoroughly studied. Different diagnostic criteria and the rarity of many childhood diseases complicate the development of the science base in this area. Innovative approaches to data collection target these populations through participation in community programs such as *Special Olympics, Inc* or advocacy networks such as *Family Voices*. Federally funded interdisciplinary research and training programs are in a position to take leadership in advancing the science of oral health of special populations.

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## Oral Health ( cont. )

Oral health must become an integral part of overall health, and oral health promotion given priority in health care. The increasing number and life span of many of CSHCN and their increased risk for oral disease and access problems underscore the importance of these objectives. These goals must be ensured by policy changes and training of all health professionals and families. Health promotion interventions must also go beyond individual/family health behaviors – especially for populations whose self-care abilities are compromised. A health promotion framework includes creating healthy communities that support children and families in making healthy choices. Healthy public policies could include appropriate food choices at schools and daycares, and availability/identification of sucrose free medications. Health system changes should include an emphasis upon prevention, greater integration of medical and dental systems, and use of allied health, dental and primary care medical practitioners to perform simple oral health preventive interventions. Importantly, adequate oral health insurance coverage is needed that covers routine dental care as well as the special care required by CSHCN. Policy decisions can be moved forward by collaborations involving community and family advocacy groups, professional organizations, local and state health agencies (especially the Title V and dental programs in each state) and the private sector.

This conference was co-sponsored by the Maternal and Child Health Bureau (Health Resources and Service Administration), the National Institute of Dental and Craniofacial Research (NIH), the Comprehensive Center for Oral Health Research at the University of Washington, Philips Oral Health Care, Washington Dental Service and other public and private sponsors. It was held in conjunction with a Community Access to Child Health (CATCH) Visiting Professorship funded by the American Academy of Pediatrics and American Academy of Pediatric Dentistry Foundation, which made possible the participation of Dr Harold Slavkin, Dean of the University of Southern California School of Dentistry and immediate past Director of the National Institute of Dental and Craniofacial Research. The conference was planned in follow up to *Oral Health in America: A Report of the Surgeon General* and *The Face of a Child: Surgeon General's Conference on Children and Oral Health*, which called for increased attention to oral health in special populations and for enhanced oral health education for non-dental health professionals as well as patients, policy makers and the public.

Wendy E. Mouradian, M.D, MS  
John F. McLaughlin, MD  
Peter K. Domoto, DDS, MPH  
Conference Co-Chairs

## Project AWARE (Asperger's Awareness, Resources and Education )

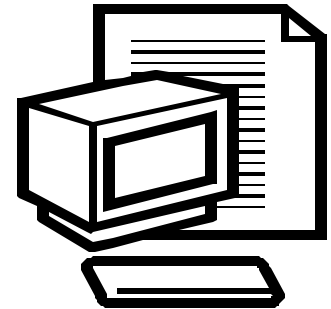
Project AWARE (Asperger's Awareness, Resources and Education), located at the Shriver Center at the University of Massachusetts Medical School, a Center for Excellence in Developmental Disabilities, has just completed a successful third year. Funded by the Massachusetts Department of Mental Retardation since 1999 through an innovation grant, the project provides training to school systems and human service agencies about the needs of children and adolescents who are diagnosed with Asperger's Syndrome or High Functioning Autism. The training includes an overview of the diagnosis, current research into the etiology of this spectrum disorder, family issues, a personal perspective by an adult with the disorder, pragmatic language issues and the social and emotional needs of this population of youngsters. Suggested strategies, such as social stories, interventions to address sensory integration issues and resources for information and services are also provided as well as consultation on an individual basis. Packets of information about Asperger's and Autism have been sent to over 600 pediatricians in the greater Boston area.

During this third year, 220 school staff from seven different school systems in the greater Boston area received AWARE training, for a total of thirteen school systems over a three – year period. In addition, the Massachusetts Rehabilitation Commission requested a full - day training for the rehab field staff. One hundred and fifty-eight people attended this training. The total number of people trained by Project AWARE during the last three years comes to just under 1,000 professionals and para-professionals. Presentations about the project have been provided at the national ASHA (Association of Speech, Hearing and Audiology) conference, The Massachusetts Early Intervention conference, Lesley University Inclusion Institute, The IASSID World Conference held in Washington state, and at the YAI (National Institute for People with Disabilities) 21<sup>st</sup> annual international conference, a one-day conference in Cape Cod and as a poster session at last year's AUCD conference. Together with three Special - Educational Collaboratives, a successful two-day training conference was held this July. The two-day training was attended by 145 school staff from a number of different school districts.

## Project AWARE (cont.)

Members of the AWARE team have also served on an advisory committee to the Massachusetts Department of Education defining criteria for special education services for students with diagnoses along the Autism Spectrum.

The project has been tremendously successful. Although the funding has ended from the Massachusetts Department of Mental Retardation, the project will continue on and new sources of funding are being explored. For additional information, contact Dr. Ruth Smith, Project Director, [Ruth.Smith@umassmed.edu](mailto:Ruth.Smith@umassmed.edu) or 781-642-0229



## RESOURCES AVAILABLE:

### UCLID Center at the University of Pittsburgh, Pennsylvania

The UCLID Center at the University of Pittsburgh is pleased to announce the completion of an educational CD-ROM, "Expanding the Concept of Diagnosis: An Introduction to Functional Classification for Consumers, Clinicians, and Policymakers." This 30 minute CD-ROM serves as a tool for introducing stakeholders, both locally and nationally, to the concept of functional classification. The CD contains video clips of the panel presentation and keynote address filmed at their conference. It also highlights several advantages of functional classification including describing a child's unique strengths and needs in plain language, matching a child's needs to interventions and resources, and evaluating a child within the context of his/her social and physical environment. To order the CD-ROM and accompanying script (\$15.00), please contact the UCLID Center at (412) 692-7936 or [uclid@pitt.edu](mailto:uclid@pitt.edu).

### Rose F. Kennedy Center UCEDD/LEND, Bronx, New York

The Rose F. Kennedy Center UCEDD's Early Intervention Training Institute's Newsletter, with an overall circulation of over 5,000, includes useful clinical and policy information for early intervention service providers, administrators and consumers. The newsletter will now be regularly distributed to 400 publicly funded day care centers in New York City. This arrangement was made at the request of the New York City Agency for Child Development (ACD) which oversees child care programs in New York City. The ACD official in charge of arranging inclusionary services in N.Y. City Child Care Programs is also a member of the UCEDD Consumer Advisory Committee. For more information, contact Dr. Susan Vig (718-430-8522).

### USC UCEDD/LEND-Children's Hospital Los Angeles

- *Tech for Tots: Assistive Technology for Infants and Young Children*, training curriculum including 16 minute video, trainers coursebook, training visuals, assistive technology resource guide, \$ 169.00 for entire package including handout on CD-ROM. Contact Sonia Aller, PhD, (323) 671-3828.
- CD-ROM Training Tool for Parents: *Branches to Recovery: An Introduction to the Rehabilitation Process for Families of Children with Brain Injuries*. \$ 49.99 each. Contact Cary Kreutzer, MPH, (323) 671-3830.
- Booklet: *Keeping our Children Safe: A Booklet for Caregivers and Providers of Children with Developmental Disabilities to Reduce the Risk of Abuse* (English/Spanish) \$ 3.50 each. Contact Cary Kreutzer, MPH, (323) 671-3830.
- Manual: *Planning Guide for Dental Professional Serving Children with Special Health Care Needs*.
- \$ 25.00 each or available as a PDF file under publications/products at: <http://www.mchoralhealth.org>. Contact Cary Kreutzer, MPH, (323) 671-3830. For a listing of additional UAP prevention materials visit [www.uscuap.org](http://www.uscuap.org).

## RESOURCES AVAILABLE: (cont.)

### **JFK Partners LEND, Boulder, Colorado**

The following lecture series is part of the JFK Partners CoLEND training program and is open to the public. This series is video-conferenced to sites around Colorado. Our website has information about registration, agendas and handouts (<http://www.jfkpartners.org/lectures.asp>). There are two strands of the Lecture Series: Key Concepts in Pediatric Developmental Disabilities and Maternal Child Health (MCH).

The cost is \$15 for half-day and \$30 for full-day lectures at the live Denver site at The Children's Hospital or also at the video-conference sites in Colorado. Pre-registration is required for all sites. To register or obtain dates and specific lecture topics, please visit our website at <http://www.jfkpartners.org/lectures.asp>.

The Key Concepts lectures will focus on topics relating to children with developmental disabilities and their families. The focus of these sessions is on new information that can be used to improve or enhance clinical skills and practices. The Maternal Child Health (MCH) Lectures will focus on topics relating to the MCH core functions and programs. Topics and speakers will be selected to assist in the MCH planning process and the implementation of activities at the local, or community level.

### **Eunice Kennedy Shriver Center LEND, Waltham, Massachusetts**

The Shriver Center is proud to tell you about the Developmental Disability Leadership Forum, a web site that offers all members of the DD community opportunities for sharing, learning and discourse. Although the Forum extends beyond the LEND program, we hope each of its components will be of interest to LEND fellows and faculty. The Forum has several components:

- On-line journal - Leadership Perspectives in Developmental Disability - published three-four times per year, with each issue targeting a particular area of interest to the field. The LEND Fellows at Shriver are responsible for producing the spring issue; this last issue looks at ethical issues in working with premature infants.
- An e-conference that takes place annually. This last spring, the conference addressed early behavioral intervention in young children with autism.
- Courses, some academic, some for continuing education credit, that look at issues such as behavioral intervention, cultural competence, working with families with children with special health care needs, newborn hearing screening, etc.
- PNS On-line, a newly developing component of the Forum that provides information about ADD funded projects of national significance and a toolbox of help with project replication.
- Discussion groups for each component to encourage members of the community to share experiences, observations or criticisms

The DD Leadership Forum can be found at [www.ddleadership.org](http://www.ddleadership.org).

### **PacWest LEND Consortium**

A new self-study curriculum, Nutrition for Children with Special Health Care Needs is now available from the Pacific West MCH Distance Learning Network. This distance-learning activity is designed for Registered Dietitians and other health care professionals who see children with special health care needs as part of their clinical practices. It is a CD-ROM with six modules, and is approved for 6 CEUs from the American Dietetic Association. Each module looks at a functional aspect of nutritional care for children with special needs, and includes practical examples of evidence-based assessment and intervention recommendations. An extensive reference and resource list accompanies the CD-ROM. An order form is available for download from the project website (<http://depts.washington.edu/pwdlearn>). To order the CD-ROM and resource list, complete the on-line form, or send your name, mailing address and telephone number and \$25 (check made out to CHLA -UAP) to: Anne Bradford Harris, MPH, RD, Childrens Hospital Los Angeles, USC LEND, PO Box 54700, Mail Stop #53, Los Angeles, CA 90054-0700

This curriculum is supported by a grant from the Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration and is a collaboration between the University Centers for Excellence in Developmental Disabilities at University of Southern California, Childrens Hospital Los Angeles, and the Center for Human Development and Disability, University of Washington. The curriculum was developed by Marion Taylor Baer, PhD, RD; Cristine Trahms, MS, RD; Anne Bradford Harris, MPH, RD; and Beth Ogata, MS, RD.

## RESOURCES AVAILABLE: (cont.)

### HRSA

The Bureau of Health Professionals recently completed a Kids Into Health Careers (KIHC) resource kit. The bureau developed the packet to reach out to students in kindergarten through grade 12, particularly in underrepresented and diverse backgrounds. The KIHC program is designed to complemented existing programs that focus on recruitment, training and retention of a well-qualified, diverse health care work force. Contact your federal project officer for more information.

### MCHB

The Division of Children with Special Needs launched a new medical home e-newsletter in August. You can also access or subscribe to the newsletter at [www.medicalhomeinfo.org](http://www.medicalhomeinfo.org). Click on "Resources" and then "e-newsletter."

As you enter the Fall semester, you may want to take a moment to review the new Maternal and Child Health Library Web site at <http://mchlibrary.info>. This site was developed by the National Center for Education in Maternal and Child Health at Georgetown University with funding from the Maternal and Child Health Bureau, and offers a variety of resources useful to faculty and students of MCH training programs for staying abreast of current MCH information, conducting research, and accessing descriptions of MCH programs. The site links to full text information in a variety of ways:

- o Knowledge paths on high interest topics (such as asthma in children, nutrition, physical activity, adolescent pregnancy prevention and others) bring together the best Web and print resources, which have been researched and evaluated by library staff;
- o MCHLine®, an online catalog of NCEMCH's library of more than 20,000 volumes on a wide range of maternal and child health (MCH) topics, lists research and training reports, program development materials, policy and planning documents, historical publications about the development of the MCH field in the 20th and 21st centuries, and other resources;
- o Organizations and MCH Projects databases identify further sources of authoritative information;
- o NCEMCH publications in pdf format are included.

The MCH Alert, a weekly electronic newsletter, provides timely information about the latest research findings, policy developments, recently released publications, and initiatives affecting the maternal and child health (MCH) community. MCH faculty can subscribe for themselves, and can encourage students to subscribe to the MCH Alert, so they are up to date on recent MCH information. (To subscribe, send an e-mail to [MCHAlert@list.ncemch.org](mailto:MCHAlert@list.ncemch.org) with SUBSCRIBE in the subject line. You do not need to enter any information in the message.)

## Upcoming Events:

AUCD Annual Meeting and Conference, October 27-31, 2002, Bethesda, Maryland  
(LEND Director's meeting 8:30 am, Sunday, October 27).

AMCHP Annual Meeting and Conference, March 8-12, 2003, Arlington, VA  
(LEND Director's meeting March 8-9).

AUCD, ARC, Governmental Affairs Symposium, March 9-11, 2003, Washington, DC.



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