

News from AUCD

~Welcome to a new school year~
We are pleased to add AMCHP's State Title V Directors
to our newsletter mailing list!

Important highlights in this edition of LEND Links include:

LEND Genetics Grants have been awarded to three of the seventeen programs who submitted full proposals. Thank you to all those who submitted and to those who reviewed the proposals. Read the press release regarding the Genetics Grants on page 2 of this newsletter.

The recent LEND **Audiology** Discipline Meeting held June 14-15 in Washington, DC brought together over 40 LEND trainees and faculty as well as representatives from State Early Hearing Detection and Intervention (EHDI) programs and members of national Audiology organizations. Notes, photos and next steps can be viewed at http://www.aucd.org/aucd_lend.htm.

Calling Trainees!

AUCD is accepting applications for a new **Virtual Trainee**. This is a national leadership opportunity for a trainee from either a LEND or UCEDD site. More information is available on page 12 of this newsletter and at <http://www.aucd.org/trainees/vtannouncement05-06.htm>.

Trainees: sign up now to **volunteer** for a day at September's sold-out AFP Summit and attend for free! Information is at <http://www.aucd.org/meetings/meeting.cfm?id=10>.

Mark your calendars!

There will be a short **LEND Directors Meeting** before the AFP Summit on September 21st from 2-5pm. LEND Directors that are at the Summit will have time to meet with AUCD staff and UCEDD Directors. The next LEND Directors Meeting is currently scheduled during AMCHP 2006, as is a **Joint Meeting** (LEND, LEAH, PPC, SPH). Watch for more information on the LEND page of www.aucd.org.

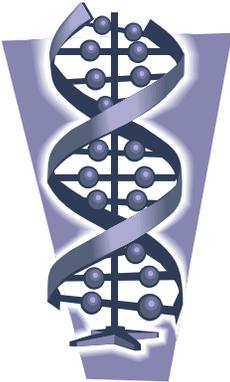
--AUCD

Inside this Issue:

News from AUCD	1
LEND Program Highlights	3
Conference Announcement	4
Sponsored Project	8
Resources	9
Trainee Corner	12

News from AUCD

LEND Genetic Counseling Awards Announced

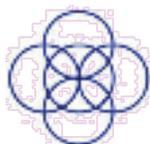


Silver Spring, MD
June 27, 2005

The Association of University Centers on Disabilities (AUCD) is pleased to announce the results of a recent competition funded by the Health Resources and Services Administration's (HRSA's) Maternal and Child Health Bureau (MCHB) to add training in Genetics to the Leadership Education in Neurodevelopmental Disabilities (LEND) Programs. Three programs were selected based on objective review panel results. These are: the Partnership for People with Disabilities of Virginia Commonwealth University in Richmond, VA; the Rose F. Kennedy Center of Yeshiva University/Albert Einstein College of Medicine in the Bronx, NY; and the Waisman Center of the University of Wisconsin in Madison, WI. Each program's project will be funded for up to three years pending the availability of federal funds.

MCHB's Genetics Services Branch provided funds to AUCD to manage this competition for the LEND network. Seventeen of the nation's 35 LEND programs submitted full proposals for this grant competition, demonstrating a strong interest and capability among the LEND network in interdisciplinary training and Genetics. These small grants will enhance interdisciplinary training, leadership and health care for people with developmental disabilities and their families by supporting currently funded LEND programs to increase the number and diversity of genetic counselors serving children with special health needs and their families. These funded programs will also significantly increase the genetics knowledge of trainees in the other 11 core disciplines.

For more information on the Genetics Grants, including a summary of the three funded projects, please visit www.aucd.org/aucd_lend.htm.



WAISMAN CENTER



LEND Program Highlights

ICI Convocation Ceremonies

David Helm, Training Director
Institute for Community Inclusion
Children's Hospital Boston



Our LEND fellows continue their affiliation with Community Based Organizations to help learn about the meaning of disability within that community as well as to provide some service to them. To that end each fellow develops a project that is both meaningful to the agency as well as takes advantage of their skills. The reciprocal nature of the affiliation, we believe, helps build leadership skills as each Fellow negotiates the new world they have entered, the new culture they are learning about. This year's fellows worked at 12 CBOs including the Somali Development Center, Adbar Ethiopian Women's Alliance, Asian-American Community Assistance, Haitian American Public Health Initiative, Vietnamese American Civic Association, Great Wall Center, Cambodian Mutual Assistance Association, the Martin Luther King Center, Centro Latino de Chelsea, and the Universal Human Rights Institute; and, our Convocation speaker was Charlotte "Dee" Spinkston, Executive Director of Urban PRIDE, a community based organization working mainly with African and Asian Americans in the inner sections of Boston.

DC LEND Ceremonies

Gaetano R. Lotrecchiano
Washington, DC LEND

The Children's National Medical Center LEND program successfully completed its first year of training by celebrating the certification of 14 trainees. The event took place in the Children's Research Institute Atrium with trainees and guests comprised of our internal faculty, friends of LEND and dignitaries from the institution and surrounding LEND associate training sites. The celebration was highlighted by the presence of Congresswoman Eleanor Holmes-Norton, Congressional Delegate for the District of Columbia, who spoke on the importance of new ways in approaching developmental disabilities which strive to treat and educate families coping with children having associated illnesses. She lamented the present climate of support for programs such as LEND and reflected on the struggles many programs face in maintaining a system of support which doesn't take from other programs but embellishes and generates new services for deserving and needy families. As a parent of an adult child with Down Syndrome, Congresswoman Norton shared personal insights about her past and present experiences as a parent learning about her daughter's illness and discussed her hopes for a future where parents and professionals work more closely. The ceremony was a highlight of the LEND 2004-2005 as faculty and trainees were able to reflect on the accomplishments of the past year and look forward to years to come of the LEND program at CNMC.



LEND Program Highlights

New Trainee Positions in Parent-Family and Self Advocate Issues

Linda Wilson, Training Director
Oklahoma LEND

Oklahoma LEND incorporated its first long-term trainees in Parent-Family Issues and Self Advocate Issues during the 2004-2005 program year. The addition of these positions on the trainee team has been a significant benefit to all the trainees as well as the program faculty. As the first trainees in these areas, part of the responsibility has



been to provide parent-family and self advocate perspectives in all interdisciplinary team activities and discussions throughout the year. These perspectives have been valuable for both faculty and trainees who may or may not have had experience with or access to family members

of children with disabilities or self advocates. In addition, the new trainees have been asked to provide input on the development of guidelines for future trainee selection and involvement in these areas.

Wanda Felty was the first Oklahoma LEND long-term trainee in Parent-Family Issues. Wanda is the parent of three children, one of whom has disabilities. She works as a family advocate with the Oklahoma Infant Transition Program (OITP) at the Children's Hospital of Oklahoma. Wanda brings the family perspective to the trainee team from her own experience and from the experiences of other families in Oklahoma.

John Knehans was the first Oklahoma LEND long-term trainee in Self Advocate Issues. John is a self advocate who has been actively involved in his family, school and community through the years. He also has been completing his graduate degree in Social Work at the University of Oklahoma. John brings the self advocate perspective from his own experience and the experiences of other self advocates in the community.

Oklahoma LEND will make available "lessons learned" from this experience once the program year has ended and all input from faculty and trainees has been compiled.

Conference

CHRONIC ILLNESS Conference

TRANSITIONING FROM CHILD-BASED TO ADULT-BASED CARE

November 3-4, 2005

Texas Medical Center's Edwin Hornberger Conference Center, Houston, Texas

To register: call 713.798.8237 or email cme@bcm.tmc.edu.

There is a great need on the part of youth and young adults with chronic illness, their families, and their health providers to improve the transition from pediatric to adult-based medical services. Leading experts in the field will discuss the current state of transition from pediatric to adult-based care, highlighting barriers and proposed solutions to providing this care.

This conference is presented by:



Department of Pediatrics



Texas Children's Hospital

LEND Program Highlights

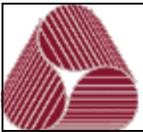
Trainee Project with AUCD

Katherine Fox, LEND Fellow
Shriver Center/UMass Medical School

I first became interested in the LEND program several years ago, while working for the Shriver Center as the Director of a TIPS (Training Initiative Project) focused on futures planning and community membership for older adults and their care givers. The Shriver Center LEND program partners with Suffolk University in Boston so that LEND courses and Suffolk courses can be combined toward a Masters in Health Administration or Public Administration.

Several months ago, as I started thinking about my LEND Capstone Project, a Shriver Center colleague suggested that I contact AUCD to look at aging/disability issues and related policy from a national level. **Maggie Nygren**, AUCD Technical Assistance Director, offered me the opportunity to collect information from AUCD Aging Initiatives and develop a strategic plan, identifying ways that AUCD could further support members' work on emerging issues. Through surveys and interviews, I am looking at the scope of the work being done in aging/disability, identifying related challenges, and making recommendations for increased support. One of the most striking results for me is seeing how broad the opportunities for learning about aging are from national leaders

in different states within the AUCD network. So far there is a great deal of interest among survey respondents in sharing learning and perspectives from within the



Eunice Kennedy Shriver Center

network. It has been instructive for me to integrate some of the learning from formal LEND courses on organizational effectiveness, disability policy and program evaluation into this survey design and analysis.

Another aspect of my training with AUCD relates to the Older Americans Act (OAA). As a trainee, I have been included in discussions about the upcoming reauthorization and the potential influence AUCD might have on this legislation. My research on the history and relevance of the OAA for people with disabilities has been occurring at the same time as these current discussions and it has been fascinating to observe various stakeholders working together to keep disability concerns on the reauthorization agenda. I have been especially interested in seeing the progress that has occurred in just a few months, not only relative to content (potentially influencing resolutions), but also observing the process of relationship building and discerning common areas of interest and concern among aging and disability advocates.

The LEND fellowship has helped integrate what I have learned directly from people with disabilities with an introduction to policy, legislation, and systems change. Everyone associated with my Capstone Project at AUCD has been very generous in sharing their time and expertise and I appreciate the tremendous opportunities provided for professional and personal growth. Thank you.

LEND Program Highlights

Research on Tourette Syndrome

Samuel H. Zinner, MD
Washington LEND

Dr. Samuel Zinner and colleagues from the University of Washington in Seattle and from the University of British Columbia in Vancouver are exploring the impact of Tourette Syndrome on the quality of life (QoL) in adolescents affected with this neurological disorder and their families. This endeavor is supported by the collaborative agreement between the AUCD and the U.S. Centers for Disease Control – National Center on Birth Defects and Developmental Disabilities (NCBDDD). Dr. Zinner is a developmental-behavioral pediatrician in the LEND program at the University of Washington's Center on Human Development and Disability (CHDD). Tourette Syndrome (TS) affects approximately one percent of all children, with a higher prevalence still in children with special education needs. The disorder is defined by the

LEND Program at the University of Washington

Leadership Education in Neurodevelopmental and Related Disabilities

presence of both motor and vocal/phonic tics, but many children also experience associated "co-morbid" conditions that may be overlooked, including attention deficit disorders, learning disabilities, mood and anxiety disorders, obsessions and compulsions, executive dysfunctions and other neurodevelopmental and behavioral concerns. Tics and each of these co-morbid conditions may interfere with QoL. Most children with TS will have persistence of tic and/or co-morbid symptoms into adolescence and adulthood, although the long-term course is not well characterized. Quality of life research in youth with chronic disabilities is relatively neglected. Issues related to QoL and family function are pivotal to well-being and aptitude in scholastic, social and vocational pursuits among all youth. It is routinely assumed that youth with chronic illness are at risk for poorer QoL outcome. We do see that the impact on psychosocial function in children who have TS is not simply a result of having a chronic disorder; peer relationships in children with TS is poorer than that of children with other chronic disorders, such as diabetes. The long-range goal of this project is to develop an outcomes assessment strategy specific to youth ages 11-18 who have TS or TS plus a co-morbid condition. Data from youth and their families will be collected via qualitative and quantitative means and medical assessments.

Web Based Exam for Trainees

Suzanne Pearson
Iowa LEND



During the past training year our evaluation personnel and training faculty have collaborated to create an early working version of a web-based exam. To begin that process, two faculty development workshops were held to enhance the training faculty's understanding of the testing process and train the faculty in item writing techniques. In addition, efforts were made to promote an understanding of how testing and evaluation can enhance the educational process.

During the first stages of item and test generation, faculty were asked to generate a list of training objectives specific to their disciplines. This process allowed training faculty to appropriately target items and to think more critically about training objectives and methods of objectively demonstrating competence. The record of these objectives has also guided ongoing curricular modifications and is an important

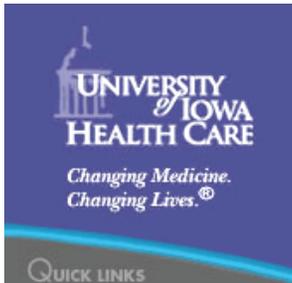
LEND Program Highlights

IA LEND Trainee Projects

Suzanne Pearson
Iowa LEND

Functional Behavior Analysis/Behavior Intervention Plan Training Video

Julia Thoe, ILEND trainee for Social Work and **Jessica Hemesath**, ILEND Trainee for Speech/Language Pathology, teamed up to develop a video presentation illustrating a Functional Behavior Analysis/Behavior Intervention Plan for children with Autism Spectrum Disorder (ASD). Work on this project took place with the guidance and mentorship of Sue Baker, Autism Services Consultant for Child Health Specialty Clinics, (Title V). Ms. Baker's work in autism is funded through the Iowa Department of Education, Bureau of Children, Family and Community Services.



The trainees viewed video footage to find examples of challenging behaviors and then developed hypotheses that would guide intervention. The finalized video presented examples of functional behavior analysis of children with ASD and was then incorporated into a larger training project which targeted classroom aides and associates who work with children with challenging behaviors in order to help these children be more successful in school. A copy of this video can be obtained through www.emeraldmotion.com

Distance Learning Activities in Pediatric Brain Injury

Sara Wright, post-doctoral fellow in Psychology helped to coordinate two state-wide distance learning activities related to pediatric brain injury. These training activities were in cooperation with the Iowa Department of Education and targeted school staff serving preschool, elementary and secondary public school students in Iowa.

The presentations were broadcast over the Iowa Communications Network (ICN) and reached individuals from 18 locations across the state. Sara, who has a particular interest in the neuropsychological aspects of brain injury, was a co-presenter for both of these seminars and covered information about the causes of brain injury, aspects of neuropsychological testing and outcomes following brain injury.

Web Based Exam for Trainees

Continued from page 6

secondary outcome of the assessment process.

A call for the generation of items began early in 2005 (150 items will be required for the web based exam). To date, training faculty have contributed a total of 74 items covering 14 broad topic areas including: Psychology, Occupational Therapy, Cultural Competency, Neurodevelopmental Disabilities, Health Administration and Leadership, Title V, Speech Language Pathology, Physical Therapy, Audiology, Funding Issues, Public Policy and Family Centered Care. Items were reviewed, revised and submitted to the secure web based item banking software program. These items will serve as pilot items for our first utilization of an item bank-based assessment to begin with our FY05 trainees. As items in the bank will be reused, maintaining item security is important and only qualified examinees and program reviewers with an assigned password and ID can access this test. Further refinement of this exam will provide a more objective assessment of trainees' acquisition of knowledge and skills related to leadership and their interdisciplinary clinical practice.

LEND Program Highlights

LEND-Tillamook Preschool Screening: April 2005

Anne E. Turner
Physical Therapy Training Coordinator
Oregon Institute for Disability and Development



The Oregon LEND program collaborated with the Northwest Regional Educational Service District (NWRES D) in a project to screen all of the 3-6 year old preschool children in Tillamook County, Oregon for medical, physical, developmental and educational problems. This has been an ongoing collaborative partnership between a small rural community and a metropolitan LEND Program to provide a comprehensive multi-discipline preschool screening at no cost to families who participate. The "Multi-Modular Preschool Examination" project involves each child and parent going through a number of "stations" (14 total) to address all the relevant needs. Children receive screening in educational readiness, vision and hearing, language, fine and gross motor skills, head-to-toe neurodevelopmental physical examination, immunizations, nutritional intake recall, urinalysis, blood work and lead screening. Local and regional professionals were available at educational resource tables. Bilingual interpreters were present to assist families throughout the screening process. These partnerships have offered powerful learning experiences for LEND fellows working in local communities with local and regional professionals. Large-scale preschool screenings like this one allow trainees to see a large sample of normal development and identify developmental indicators for children at risk.

LEND training coordinators and LEND trainees from the disciplines of Occupational and Physical Therapy, Nursing, Speech, Audiology, Social Work, Nutrition and Developmental Pediatrics participated all throughout the screening project. This year, two hundred seventy three children were evaluated during the three days of screening. Five children were referred for motor concerns, two for abnormally high levels of lead and one referred for question of possible child abuse. Screening results generated were shared with all parents at time of screening and at risk children were referred to local professionals at the health department, Head Start, preschool, kindergarten and first grade programs so educational follow-up could be assured.

SPONSORED RESEARCH OPPORTUNITY FOR TRAINEES

Easter Seals Project ACTION (Accessible Community Transportation in Our Nation), in cooperation with AUCD announces an opportunity to conduct research that relates to transportation for people with disabilities.

Through this program, two post baccalaureate AUCD trainees will be provided with a \$2,000 stipend each to expand upon current transit-related research from a disability community perspective, particularly in regard to quality of life issues related to transportation services. Trainees will conclude their Research Project with the presentation of a product to the Easter Seals Project ACTION national steering committee at an August 2006 meeting in Washington, DC (expenses paid).

Applications are due October 1, 2005 no later than 4pm EST. Trainees will be notified by November 1. Find out more about this Sponsored Project Opportunity on the Trainee page of www.aucd.org.

LEND Program Highlights

Adult Cerebral Palsy Survey Project

Nicole Valdivia Nava
Oregon Institute for Disability and Development

Jewel Miller, Physical Therapy Fellow
Anne Turner, Physical Therapy Training Coordinator

The Oregon LEND program is wrapping up the survey project to explore health care services for adults with neuromotor disabilities. The survey was sent out to 1,676 physicians in Oregon and southwest Washington to identify the incentives and the barriers influencing physicians' level of comfort in treating adults with physical disabilities. Five hundred and forty seven surveys were completed and returned. Physicians responding were Internists (42%), family practice physicians (32%), obstetrician/gynecologists (16%), and other specialists (10%).

Tables I and II below display the incentives and disincentives or barriers to providing care to this population as reported by the physicians. Physicians were asked to select as many incentives and disincentives that they felt were applicable, therefore percentages displayed below total greater than 100%.

**Table I:
Incentives**

65.9%	Address overall patient health
54.4%	Preventing secondary complications
41.3%	Providing care coordination
29.2%	Managing medications
19.9%	Reducing referrals to sub-specialists
15.7%	Personal interest in neuromotor disabilities

**Table II:
Disincentives**

82.6%	Extra time required for complex patients
53.7%	Limited understanding/comfort with disabilities
47.8%	Need for care coordination
43.7%	Logistics of maneuvering bulky
42.2%	Inability to communicate with some
36.3%	Lack of insurance coverage/ reimbursement

Resources Available

MCH Library of Non-English Materials & Resources

The MCH Library (<http://www.mchlibrary.info>) is pleased to announce its new index page, Non-English Language Materials and Resources. This index page provides new, easy access to information in the MCH Library that is available in over 60 languages. The index page lists each language for which information is available and provides automated searching of library databases. The index is available at <http://www.mchlibrary.info/nonenglish.html>. A suggestion form is included so readers can suggest new resources to add to the library or make comments about the usefulness and value of this index.



--MCH Library National Center for Education in Maternal and Child Health

Resources Available

MCH Research Program Website

The Maternal and Child Health (MCH) Research Program of the Maternal and Child Health Bureau (MCHB) has launched a new Web site to enhance dissemination of MCH Research Program activities and projects. The MCH Research Program supports applied research relating to MCH services that has the potential to improve health services and delivery of care for MCH populations. The site provides information on new funding opportunities and currently funded research projects. The site also includes an events calendar, conference archives, a program description, and the MCHB Strategic Research Issues, Fiscal Years 2004-2009. www.mchb.hrsa.gov/research.

'Developments' newsletter

Dr. Arnold Birenbaum is pleased to present the *Developments* newsletter to the AUCD Network. *Developments* is a journal of The Children's Evaluation and Rehabilitation Center (CERC) and the Rose F. Kennedy University Center for Excellence in Developmental Disability Research, Education, and Service (UCEDD), Albert Einstein College of Medicine, Yeshiva University in Bronx, New York. If you have any questions, contact Dr. Birenbaum at birenbau@acom.yu.edu.

Safety in the Community Curriculum

The Healthy & Ready to Work Project in Wisconsin is pleased to announce the *Safety in the Community* curriculum.

This 319-page training guide, developed by Dedra Hafner of Innovations Now, LLC, is designed to teach personal safety at home, at work and in the community to youth and adults with disabilities. School districts, Independent Living Centers, Special Olympics, Family Support programs, ARC chapters, disability support programs and other programs working with youth who have disabilities can use this eight-part training. \$125.00. For more information, contact Beth Swedeen: swedeen@Waisman.Wisc.Edu

Nutrition Therapy for Children with Autism Spectrum Disorder

If you were unable to attend Elizabeth Strickland's popular 1-day Seminar, "Nutrition Therapy for Children with Autism Spectrum Disorder" it is now available in audio format. The comprehensive package includes a complete set of audiotapes and the Seminar manual. Seminar content includes the following sections: Autism Spectrum Disorder, Treatment Approaches, Biomedical Treatment, Nutritional Interventions, Gastrointestinal Disorders and Feeding Problems. Cost: \$179 plus \$8 for shipping & handling. Order: Contact Cross Country Education--customerservice@ccuseminars.com--(800) 397-0180--www.crosscountryuniversity.com.

CDC Communication Materials

The Centers for Disease Control and Prevention's Early Hearing Detection and Intervention Program has released several educational materials to help promote communication from birth for all children. Order copies of fact sheets, posters, CD-ROMS and parent guides on the site: <http://www.cdc.gov/ncbddd/ehdi/edmaterials.htm>.

Resources Available

MCH Alert

To subscribe to MCH Alert, send an e-mail message to MCHAlert-request@list.ncemch.org with SUBSCRIBE in the subject line. You do not need to enter any text in the body of the message.

MCH Alert is a free weekly electronic newsletter that provides timely reference to research, findings, policy developments, recently released publications, new programs, and initiatives affecting the maternal and child health (MCH) community. Our goal is to make MCH news and policy more accessible to health professionals, policymakers, family advocates, community service professionals, MCH/public health faculty and students, families, and the public.

Each Friday, **MCH Alert** is electronically distributed to thousands of subscribers across the country. Visitors to the Web site can review archives of past issues, search for specific topics, link to reports and resources discussed, and find subscription information.

Read current or past issues at <http://www.mchlibrary.info/alert/archives.html>.

Search the MCH Alert via the MCH Library site search at <http://www.mchlibrary.info/databases/search.lasso>.

www.nschdata.org

The Child and Adolescent Health Management Initiative (CAHMI) team announces that the **National Survey of Children's Health Data Resource Center** is now posted at www.nschdata.org. Several additional features and content will be added in the coming months. Visit the website to examine all the data posted on the National Survey.

Free Nutrition References & Curricula at www.pacificwestmch.org

The Pacific West MCH Distance Learning Network has developed three curricula for health professionals to strengthen nutrition services for children with special health care needs and their families as a result of an MCHB-funded distance learning grant to the USC UCEDD in collaboration with the UW CHDD.

- 1) *Nutrition For Children With Special Health Care Needs - Self Study Curriculum* (six modules, one CEU each) - Information on functional nutrition assessment and interventions for children with special health care needs - interactive on-line curriculum.
- 2) *Nutrition For Children With Special Health Care Needs - Group Study Curriculum* (four modules, one CEU each) - Integrates knowledge of clinical nutrition and systems of care to improve service delivery -designed to be delivered to small groups by a facilitator experienced in providing nutrition services.
- 3) *Nutrition and Oral Health - Self Study Curriculum* (five modules, one CEU each) - Proper nutrition plays a major role in oral health. This program provides information on preventing oral health problems and providing anticipatory guidance that can be delivered by many health care providers - designed to be used as a quick reference as well as the interactive on-line learning modules.

These curricula are suitable for LEAH, PPC and LEND interdisciplinary training as well as training specific to nutritionists, public health and other individual disciplines. Visit www.pacificwestmch.org.

Trainee Corner

Trainee Reflections on Early Childhood Symposium

Julia Thoe

I/LEND Social Work Trainee

Julia Thoe, I/LEND Social Work Trainee attended an Early Childhood Symposium in April and had this to say about her experience:

This conference was sponsored by the HRSA Early Childhood Comprehensive System Project and SCRIPT. The conference stressed how important it is for students to have interdisciplinary training, as well as the knowledge of what day to day life is like for a family or parent of a child with a disability, before they become clinicians. As I attended the different breakout sessions, I realized how lucky I am to be a LEND trainee with interdisciplinary training and the Parents as Mentors program. These two parts of the LEND experience were what many professionals attending this conference were working to put into programs of their own, and the LEND program already had these great opportunities set up for me and the other trainees.

AUCD is now taking applications for the 2005-2006 Virtual Trainee

This individual will work remotely from his or her home program for the coming academic year, working to build a network among trainees at AUCD's UCEDD centers and LEND programs. The ideal candidate will be a trainee in the coming year, have previously acquired knowledge of their Center or Program and be interested in learning about the entire network of centers as well as national issues related to persons with disabilities and special health care needs. The person selected will work with AUCD national office staff, via electronic means, to build communications and information exchange among trainees throughout the network.

Duties include: Monitoring the trainee listserv and message board; actively participating in the National Training Directors Council; submitting messages for the AUCDigest, LENDLinks and www.aucd.org; and attending both the AFP Summit and Policy Seminar. A stipend is included for this position. Duties are expected to take approximately 2-4 hours per week.

Interested candidates should forward a resume and brief letter of interest to Crystal Pariseau (cpariseau@aucd.org) at AUCD by **August 26, 2005**. Please contact Crystal if you have any questions. You can also contact Ann Cameron Williams, current virtual trainee (acw1965@uic.edu) with questions.

Trainee Corner

Virtual Trainee Update

*Ann Cameron Williams, Chicago UCEDD &
AUCD Virtual Trainee*

This year as the AUCD Virtual Trainee has been an excellent experience in several dimensions. First, it enabled me to learn more about the network of University Centers and the many research initiatives that people are working on across the country. My eyes were opened far wider as a result of this gained knowledge, and it gave me tangible resources to which I will be able to connect for the duration of my forthcoming career. Second, being the Virtual Trainee exposed me to seeing how high levels of professional excellence and commitment to the field demonstrated by those in leadership positions within the network as well as by those at the AUCD national office were put into action on project initiatives. It raised my own standards of performance and showed me how effective committee work and organizational structures can operate. The experience also raised my awareness of the political underpinnings of disability policy, how things work on 'The Hill', and trained me to look at policy not only at face value, but to study the actual impacts and implications policy has upon constituents. I am much more aware of how policies designed for general populations affect disability issues as a result. Finally, this past year brought me opportunities to meet many of those in the AUCD network at the Annual Conference and Policy Seminar.

I was able to personally visit four LEND programs in Wisconsin, Illinois, Indiana, and Ohio and not only observed the LEND programs in action, but (hopefully) brought a small piece of the AUCD network into the individual program setting. In closing, I have three points: One, I encourage any AUCD trainee or student to step up and take advantage of this leadership opportunity. It was so worth the time and effort. Two, thank you to all those who involved me, invited me and worked with me during the past year. Three, a special thank you to Crystal Pariseau who gave the opportunity in the first place and who never failed to answer my questions and listen to ideas of how to get more AUCD trainees involved in the network for their benefit. I will certainly apply the lessons learned and connections gained in future professional initiatives.

I wish all of you unbounded success as you move on to your careers.

Respectfully,
Ann Cameron Williams



***Be sure to check the trainee
website for message board news,
virtual trainee updates, events,
and more!***

www.aucd.org/aucd_trainees



ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES
RESEARCH. EDUCATION. SERVICE

1010 Wayne Avenue
Suite 920
Silver Spring, MD 20910
Phone: 301-588-8252
Fax: 301-588-2842
www.aucd.org

Current and back issues of *LEND Links* can be found on the AUCD website at:

<http://www.aucd.org/LEND/newsletter.htm>

LENDLinks is published by the Association of University Centers on Disabilities (AUCD), 1010 Wayne Ave., Suite 920, Silver Spring, MD 20910 and is supported in part by MCHB.

Editor: Crystal Pariseau, AUCD LEND Project Coordinator,
cpariseau@aucd.org.

Submissions: Items of interest to LEND programs may be submitted for consideration by e-mailing cpariseau@aucd.org. Items should be no longer than 250 words.

Copyright AUCD. All rights reserved. Permission is granted to forward this entire newsletter, with all information intact, by e-mail to MCHB grantees, faculty, staff, trainees and interested parties for personal or educational use only. You may also print this newsletter for personal use. All other uses of this material require permission from the publisher.



View the program and find hotel information at
<http://www.allianceforfullparticipation.org>.

Add your name to the Waiting List by emailing
Jamie@natalieshear.com.

AFP Founding Members:

American Association on Mental Retardation (AAMR) (<http://www.aamr.org>)

American Network of Community Options and Resources (ANCOR) (<http://www.ancor.org>)

Association of University Centers on Disabilities (AUCD) (<http://www.aucd.org>)

National Association of Councils on Developmental Disabilities (NACDD) (<http://www.nacdd.org>)

National Alliance for Director Support Professionals (NADSP) (<http://www.nadsp.org>)

National Association of Protection and Advocacy Systems (NAPAS) (<http://www.napas.org>)

Self Advocates Becoming Empowered (SABE) (<http://www.sabeusa.org>)

The Arc of United States (<http://www.thearc.org>)

The National Association of State Directors of Developmental Disabilities Services (NASDDDS) (<http://www.nasddds.org>)

United Cerebral Palsy (UCP) (<http://www.ucp.org>)

The Council on Quality and Leadership (<http://www.thecouncil.org>)