

National Training Directors Council Officers

Chair

Karen Harris Brown, Ph.D., CCC-SLP

Associate Director, Virgin Islands UCEDD, University of the Virgin Islands



Bio: Since 2015, Dr. Brown has served as the Associate Director and Data Coordinator for the Virgin Islands UCEDD. Prior to her current role, she was a tenured associate professor of speech-language pathology and program director. Dr. Brown has 24 years of experience as a speech-language pathologist and maintains the Certificate of Clinical Competence (CCC) by the American Speech-Language-Hearing Association (ASHA). She has worked with individuals across the lifespan in a variety of medical and academic settings. Her research focus, trainings, and technical assistance have focused on family-centered care, developmental monitoring, and culturally relevant practices in assessment and intervention. She has served on the Multicultural Council Awards Committee and guest lecturer for the Georgia LEND program where she co-developed and presented on the topic, Special Education and Classification of Students with Educational Disabilities. Currently, she is guest faculty with the Vermont LEND Program as part of a partnership between Vermont LEND and the Virgin Islands UCEDD to prepare LEND trainees and fellows in the VI. She is a 2015 Leadership Institute graduate and former Georgia LEND trainee from 2013-2014. She is currently the CDC's Act Early Ambassador for the USVI.

Dr. Brown's vision for the NTDC, in keeping with AUCD Values, is to develop a culture of cultural and linguistic competence in inclusive training practices and activities conducted across the AUCD network, including the territories.

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Vice Chair

Eileen R. McGrath, Ph.D.

Arizona LEND Co-Director & LEND Training Director, University of Arizona



Bio: Since August of 2010, Dr. McGrath has served as the Co-Director and Training Director for the Arizona LEND, first, for the MCHB LEND Planning Grant and then for the subsequent five-year MCHB LEND Training Program. As the Co-Director and the Arizona LEND Training Director, Dr. McGrath is responsible for the authorship of the grants and reports, and the coordination and implementation of all LEND activities (research, clinical, leadership, didactic). Dr. McGrath has more than thirty-five years of experience assessing and evaluating infants, young children, and adolescents for neurodevelopmental and other related developmental disabilities, teaching university students in early childhood special education, training early intervention practitioners, providing home-based early intervention services, teaching young children with low incidence disabilities and designing and implementing programs.

Dr. McGrath's vision for the NTDC is to engage all members of the network in activities that are not only valuable to the network but are activities or products that improve and enhance individual skills and address-training program needs. The NTDC can develop new ways of engaging current and former trainees in network activities and professional development. Partnering with other AUCD Councils on activities that address each Councils' mission will strengthen the entire network by focusing on common concerns, increasing cultural diversity and cultural competence throughout the network, heightening awareness of and providing input into policies of national significance and more.

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Secretary

Andrea N Witwer, PhD

Director of Training and Outreach, LEND / Nisonger Center
UCEDD, Ohio State University (OSU)



Bio: Since 2015, Dr. Witwer has served as the Training Director and LEND Psychology Faculty Coordinator for the Nisonger Center. Within these roles she supervises trainees (undergraduate, graduate, and post-doctoral fellows) in Nisonger training clinics and mentors LEND trainees in their leadership projects and thesis and dissertation projects. Dr. Witwer is the co-instructor for the center's Advanced Competency Elective for medical students, and provides mentorship to medical students who rotate through the training clinics. She also trains, mentors, and supervises doctoral-level graduate students and BCBA's within the center's Child Behavior Support, which provides home-based positive behavior support to families of individuals with developmental disabilities. Dr. Witwer has an on-going relationship with OSU Medical Center Inpatient Psychiatry, where she provides training opportunities related to autism spectrum disorder, consultation, and mentorship to their faculty and staff. She is currently involved in a research project examining a training method to improve Early Intervention Individual Family Service Plan Outcome statements. Last year, Dr. Witwer was on the planning committee of the Great Lakes LEND Collaborative conference at Ohio State and presented at this conference. She is also a Co-Investigator in the multi-LEND site study to develop a methodology to establish a comparison group of non-LEND peers in order to facilitate comparisons for 10 years following graduation.

Dr. Witwer's vision: the NTDC is a valuable resource which pulls together those integrally involved in training throughout our network from a range of disciplines. Her vision is that the NTDC and its members capitalize on this diversity by strengthening our relationships among our centers as well as with other professional organizations/divisions (e.g., APA, AAIDD etc.). The NTDC should continue to be a forum within which training directors can network with their colleagues in order to gain valuable information to further build training initiatives at their centers. We could also broaden the impact of our council by increasing and/or formalizing liaison relationships with other professional organizations with whom our members are affiliated. This could include APA, AAIDD, ASHA, NASW, and many others. Setting up a bidirectional flow of information (e.g., Webinars, Special Interest Groups) will allow us to enrich these organizations' training policies, and also has the potential to strengthen the NTDC and AUCD. This type of collaboration and information sharing has the potential to enrich efforts to recruit, develop and train a culturally diverse group of faculty and trainees in the field of disabilities.