



ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES
THE LEADERSHIP, EDUCATION, ADVOCACY & RESEARCH NETWORK

Directors Retreat Session 2 Agenda

Monday, October 4, 3-5pm ET

Objectives: By the end of this session, participants will be able to:

1. State the difference between the terms diversity, equity, and inclusion in the context of the disability field, and
2. Apply the concept of equity in their community engagement activities.

Related Resources:

- This [rich page of resources](#) spans a variety of topics relevant for our discussion. We particularly recommend this video, [Disability Disparity Framework](#), which is 3:28 long. If you have time, scroll down for more great videos.
- [Speaker Bios and Project Descriptions](#)

1. **Welcome** 3:00 – 3:05
John Tschida, Executive Director, AUCD
2. **Considerations for Defining & Applying Equity in the Developmental Disabilities Field** 3:05 – 3:30
Tawara Goode, Director, Georgetown UCEDD, President of the AUCD Board of Directors
3. **Panel: Equitable Community Engagement Across the AUCD Network** 3:30 – 4:00
Moderator: [Betsy Humphreys](#), Director, NH-ME LEND Program
 - [A. Pablo Juárez](#), Senior Associate in Pediatrics, Psychiatry & Behavioral Sciences, and Special Education, Co-Director, Treatment and Research Institute for Autism Spectrum Disorders (TRIAD) Director, Vanderbilt Kennedy Center UCEDD
 - [Emelyne Bingham](#), Senior Lecturer at the Blair School of Music at Vanderbilt University, Research Member, Vanderbilt Kennedy Center UCEDD
 - [Hibo Omer](#), NH-ME LEND Faculty and Associate Director, New Mainers Public Health Initiative
 - [Leann DaWalt](#), UCEDD Director and IDDRRC Senior Scientist, Waisman Center
4. **Self-Select Breakout Rooms** 4:00 – 4:25
Question: Reflecting on today's conversation, what bubbles up that you can apply in your work?
 - Project TRIAD – Pablo Juárez and Emelyne Bingham
 - New Mainers Public Health Initiative – Hibo Omer and Sue Russell
 - IDDRRC Research with the Community – Leann DaWalt
 - Balancing Academic Expectations with True Community Collaboration – Gail Chödrön
 - Equity in Research Activities – Rodney Samaco



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- Equity in Training Activities – Eileen McGrath
- Equity in Information Dissemination – Kathy Sheppard-Jones
- Equity in Community Engagement Activities – Tawara Goode
- Brave Spaces for Conversations about Equity – Derrick Willis
- Equity and Intersectionality – Jeiri Flores
- Equitable Engagement with Indigenous Communities – Vanessa Hiratsuka

5. **Thank you, Evaluation, and Follow-up** 4:25 – 4:30

6. **Optional Breakout Rooms for Continuing Conversations or Socializing** 4:30 – 5:00

[Speaker Bios and Program Descriptions](#)

The NH-ME Lend and the New Mainers Public Health Initiative

The NH-ME LEND/NMPHI (New Mainers Public Health Initiative) parent advocacy training project was created out of a desire from Somali families of children with Autism to have information to support and advocate for their children. Connected to the New Mainers Public Health Initiative, the University of Maine Center for Community Inclusion and Disability Studies (CCIDS) was engaged to continue with the families to create and deliver training on topics in special education. As part of their role in the NH-ME LEND, CCIDS's scope of project work involved informing and supporting the parents to advocate for their children, with two LEND trainees supporting implementation of the training sessions. **Hibo Omer**, NH-ME LEND Faculty and Associate Director of the New Mainers Public Health Initiative, serves as a community liaison and cultural broker between the Somali community and the NH-ME LEND.

Treatment and Research Institute for Autism Spectrum Disorders (TRIAD), Vanderbilt Kennedy Center UCEDD

TRIAD is the autism institute at Vanderbilt Kennedy Center (VKC). The VKC houses a UCEDD, LEND, and IDDRC, and TRIAD's work extends throughout each. With this comes multiple opportunities for stakeholder engagement with autistic people, VKC's community advisory council, families, educators, service providers, community partners, local and state systems, and more. **Dr. Emelyne Bingham**, an autistic music professor at Vanderbilt University has long been a partner TRIAD has been fortunate to have. In fact, in many ways she has helped lead dramatic change within the work TRIAD does.

A [recent editorial in the journal Autism](#), penned in collaboration by Dr. Bingham, **Pablo Juárez** (TRIAD co-director), and others lays out a clear example of how Lyn has shaped TRIAD's understanding and directions in terms of inclusion through work within our community engagement initiatives like All



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Access Inclusion Network of Nashville (AAINN), which now includes local initiatives in other Tennessee cities and towns. This perspective and shift led to changes in TRIAD's work with families and service providers, and through statewide systems programs with Tennessee Department of Education, Tennessee Department of Intellectual and Developmental Disabilities, and Tennessee Early Intervention System.

Importantly, Dr. Bingham's contributions among many others through deep stakeholder engagement have added greatly to shifts TRIAD began making within their behavioral health programming several years ago. This is of note given the growing spotlight on applied behavior analysis, and Pablo's leadership (among others) of a national workgroup focused on developing stakeholder-informed training resources for ABA programs.

The Clinical and Translational Core, Waisman Center IDDRC

Leann Smith DaWalt, PhD, is the director for the University Center for Excellence in Developmental Disabilities at the Waisman Center at the University of Wisconsin-Madison and the co-core director for the Clinical and Translational Core within the Intellectual and Developmental Disabilities Research Center. Her research focuses on studying the role of the family and community in supporting development for adolescents and adults with autism and other intellectual and developmental disabilities. Her work also involves the development, evaluation, and dissemination of psychoeducation interventions approaches to improve outcomes during adulthood. Strong community partnerships have been critical in carrying out these aims. Self- and family-advocates, educators, service providers, and other community leaders have impacted and catalyzed the progression of this program of translational research, including shaping the focus and format of projects over time.