The Interrelationship of Research, Education, Service, and Policy

2007 Annual Meeting & Conference
November 10-14, 2007
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Welcome

A Message from the Conference Chair

Dear Colleagues,

Welcome to the 2007 AUCD Annual Meeting and Conference. “Tomorrow is Here Today,” this year’s conference theme, carries with it the sound of technology, the vast promise of the future, and the zip of the Jetsons, but it is truly grounded in the reality of the important work carried out each day by the UCEDDs, LENDs, and DDRCs across the nation.

How we work today truly shapes tomorrow’s opportunities for individuals with disabilities and their families. Our theme is rightly a call for us—UCEDDs, LENDs, and DDRCs—to act, understand, expand, and integrate both findings and education with policy and practice. These activities will then lead to inquiry, understanding, and learning that will reinforce the expansion of systems which embrace self-determination, interdependence, and inclusion—goals for all of us for today and for years to come.

Please join me in thanking President-Elect Bill Kiernan, the Planning Committee, and the AUCD National Office staff in their tireless efforts to develop a dynamic, effective conference program. Annually, we have come to expect and rely on thoughtful guidance through a multi-faceted review of emerging programs and policies as we set our sights toward the future of our organizations. This annual occasion to visualize and energize draws us back each year and benefits us all so well.

It has been an honor to serve as your AUCD President. The year has provided me with an unequaled opportunity to meet and work with so many outstanding leaders and to be on the cusp of so many initiatives for people with disabilities. Diversity, i.e. multiculturalism, has long been a interest of mine. It is a philosophy so well understood and embraced by people with disabilities, and it has been a pleasure for me to continue to call attention to and engender diversity in our network during the past year.

There is an African proverb that says, “For tomorrow belongs to the people who prepare for it today.” “Tomorrow is truly here today, and we can be prepared through the “Power of the Network.”

To the Future,

Royal P. Walker, Jr., JD
President, AUCD Board of Directors
A Message from the Program Chair

Dear Colleagues,

On behalf of the many people who planned the 2007 Annual Meeting and Conference, I extend to you our warmest welcome. Our Annual Meeting and Conference theme is:

**Tomorrow Is Here Today:**
The Interrelationship of Research, Education, Service, and Policy

As in past AUCD annual meetings, today's theme reflects a coming together to learn, to interact, and to look to the future. Last year’s theme of partnerships was reflective of how we would enter the future. This year’s theme speaks to the interrelationships of our core activities and the recognition that the future is upon us and the time to act is now.

The excitement of an annual meeting is a reflection of the opportunity for each one of us to learn from others, to think more inclusively, to better understand the complex environment in which we work and live, and to leave reinvigorated so that the dreams of the future foster the activities of today. Our challenge is one of taking the energy of our annual meeting, the knowledge gained, and the new and renewed acquaintances into our day-to-day activities at home. For us, if we do not take this knowledge and renewed energy and let it guide our activities at home, we will not have fully benefited from our annual meeting.

There are a myriad of presentations, posters, and major plenary sessions that will challenge us on how we think, what we are doing, and what we can do with and for persons with disabilities and their families. Our future is defined by what we do today and how we envision the opportunities of tomorrow. Our commitment is to benefit from the interactions between our findings, our practices, our teaching, and our shaping of policy and systems to support persons with disabilities. No one activity alone can have as great an impact as when we effectively interlace our findings with our practices to frame policies that lead to more inclusive lives for persons with disabilities and their families.

I would like to thank everyone who assisted in organizing this Annual Meeting and Conference. Again, we welcome you and thank you for attending. Your comments and feedback are encouraged so that we can continue to make the Annual Meeting and Conference a meaningful and worthwhile event for all.

Regards,

William E. Kiernan, Ph.D.
President-Elect, AUCD Board of Directors
# Program-At-A-Glance

## Saturday, November 10

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUCD Board of Directors Meeting &amp; Dinner</td>
<td>4:00 pm – 9:00 pm</td>
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</table>

## Sunday, November 11

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Council Meetings: CIS, NTDC, COCA</td>
<td>10:00 am – 1:00 pm</td>
</tr>
<tr>
<td>Workshops (Tickets Required, page 10)</td>
<td>2:00 pm – 6:00 pm</td>
</tr>
<tr>
<td>NIRS Data Coordinators Meeting</td>
<td>2:00 pm – 6:00 pm</td>
</tr>
<tr>
<td>Legislative Affairs Committee (Open to All)</td>
<td>5:30 pm – 6:30 pm</td>
</tr>
<tr>
<td>New Attendee Orientation</td>
<td>5:45 pm – 6:15 pm</td>
</tr>
<tr>
<td>Council Meeting: COCA continued</td>
<td>7:00 pm – 9:00 pm</td>
</tr>
</tbody>
</table>

## Monday, November 12 (Veteran’s Day)

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCEDD &amp; LEND Directors Meetings</td>
<td>7:30 am – 1:00 pm</td>
</tr>
<tr>
<td>Council Meetings: Multicultural, NCEDC, CORE</td>
<td>8:00 am – 11:00 am</td>
</tr>
<tr>
<td>Concurrent Sessions (page 18)</td>
<td>11:30 am – 12:30 pm</td>
</tr>
<tr>
<td>Legislative Affairs Briefing</td>
<td>12:30 pm – 1:30 pm</td>
</tr>
<tr>
<td>Program Committee Meeting</td>
<td>1:30 pm – 3:00 pm</td>
</tr>
<tr>
<td>Training Symposium (Tickets Required)</td>
<td>1:30 pm – 5:00 pm</td>
</tr>
<tr>
<td>Opening Plenary &amp; Welcome Reception</td>
<td>5:30 pm – 9:00 pm</td>
</tr>
<tr>
<td>Special Interest Groups: CCUTPDD, Victims of Crime, PacRim LENDs, Emergency Preparedness, Act Early States (invitation only)</td>
<td>8:00 pm – 9:00 pm</td>
</tr>
<tr>
<td>Trainee Reception</td>
<td>8:00 pm – 9:30 pm</td>
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</table>

## Tuesday, November 13

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
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<tbody>
<tr>
<td>LEND Family Faculty Meeting, ADD Guidance on 5-year UCEDD Application Meeting</td>
<td>7:30 am – 8:45 am</td>
</tr>
<tr>
<td>Plenary Session</td>
<td>9:00 am – 10:00 am</td>
</tr>
<tr>
<td>Concurrent Sessions (page 21)</td>
<td>10:15 am – 11:30 am</td>
</tr>
<tr>
<td>Communications Committee Meeting</td>
<td>11:30 am – 1:00 pm</td>
</tr>
<tr>
<td>Poster Set-up</td>
<td>11:30 am – 3:30 pm</td>
</tr>
<tr>
<td>Special Interest Group: Autism</td>
<td>11:45 am – 12:45 pm</td>
</tr>
<tr>
<td>Concurrent Sessions (page 25)</td>
<td>1:00 pm – 2:15 pm</td>
</tr>
<tr>
<td>Concurrent Sessions (page 28)</td>
<td>2:30 pm – 3:45 pm</td>
</tr>
<tr>
<td>Plenary Session</td>
<td>4:00 pm – 5:15 pm</td>
</tr>
<tr>
<td>Poster Session &amp; Reception (page 33)</td>
<td>5:30 pm – 9:00 pm</td>
</tr>
<tr>
<td>Special Interest Groups: Aging, Health/CDC RTOIs, Postsecondary Education, International Committee Meeting</td>
<td>8:00 pm – 9:00 pm</td>
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## Wednesday, November 14

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Business Meeting &amp; Awards Breakfast</td>
<td>8:00 am – 10:00 am</td>
</tr>
<tr>
<td>Federal Plenary Session</td>
<td>10:30 am – 12:00 pm</td>
</tr>
<tr>
<td>AUCD Board of Directors Meeting &amp; Lunch</td>
<td>12:30 pm – 5:00 pm</td>
</tr>
</tbody>
</table>
# Meetings-At-A-Glance

## Saturday, November 10

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUCD Board of Directors Meeting &amp; Dinner</td>
<td>4:00 pm – 9:00 pm</td>
<td>Congressional A &amp; B</td>
</tr>
</tbody>
</table>

## Sunday, November 11

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Council Meetings</td>
<td>10:00 am – 1:00 pm</td>
<td>Congressional A</td>
</tr>
<tr>
<td>CIS</td>
<td></td>
<td>Grand Ballroom North</td>
</tr>
<tr>
<td>NTDC</td>
<td></td>
<td>Renaissance East</td>
</tr>
<tr>
<td>COCA</td>
<td></td>
<td>Renaissance West A</td>
</tr>
<tr>
<td>COCA Steering Committee Meeting</td>
<td>1:30 pm – 3:30 pm</td>
<td>MR7</td>
</tr>
<tr>
<td>NIRS Data Coordinators Meeting</td>
<td>2:00 pm – 6:00 pm</td>
<td>MR7</td>
</tr>
<tr>
<td>Legislative Affairs Committee (Open to All)</td>
<td>5:30 pm – 6:30 pm</td>
<td>MR2</td>
</tr>
<tr>
<td>New Attendee Orientation</td>
<td>5:45 pm – 6:15 pm</td>
<td>MR3</td>
</tr>
<tr>
<td>Council Meeting</td>
<td></td>
<td>Renaissance West A</td>
</tr>
<tr>
<td>COCA continued</td>
<td>7:00 pm – 9:00 pm</td>
<td>MR7</td>
</tr>
</tbody>
</table>

## Monday, November 12 (Veteran’s Day)

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEND Directors Breakfast &amp; Meeting</td>
<td>7:30 am – 10:00 am</td>
<td>Renaissance West A</td>
</tr>
<tr>
<td>UCEDD Directors Breakfast &amp; Meeting</td>
<td>7:30 am – 10:00 am</td>
<td>Renaissance West B</td>
</tr>
<tr>
<td>LEND &amp; UCEDD Directors Meeting &amp; Lunch</td>
<td>10:00 am – 1:00 pm</td>
<td>Renaissance East</td>
</tr>
<tr>
<td>Council Meetings</td>
<td>8:00 am – 11:00 am</td>
<td>MR16</td>
</tr>
<tr>
<td>Multicultural</td>
<td></td>
<td>Congressional A</td>
</tr>
<tr>
<td>NCEDC</td>
<td></td>
<td>Congressional B</td>
</tr>
<tr>
<td>CORE</td>
<td></td>
<td>Congress</td>
</tr>
<tr>
<td>Legislative Affairs Briefing</td>
<td>12:30 pm – 1:30 pm</td>
<td>MR15</td>
</tr>
<tr>
<td>Mid-Atlantic LEND Meeting</td>
<td>12:30 pm – 1:30 pm</td>
<td>MR7</td>
</tr>
<tr>
<td>Program Committee Meeting</td>
<td>1:30 pm – 3:00 pm</td>
<td>MR2</td>
</tr>
<tr>
<td>Act Early States Meeting (invitation only)</td>
<td>8:00 pm – 9:00 pm</td>
<td>MR2</td>
</tr>
<tr>
<td>CCUTPDD Meeting</td>
<td>8:00 pm – 9:00 pm</td>
<td>MR3</td>
</tr>
<tr>
<td>Victims of Crime/Abuse &amp; Neglect Special Interest Group</td>
<td>8:00 pm – 9:00 pm</td>
<td>MR4</td>
</tr>
<tr>
<td>Emergency Preparedness Special Interest Group</td>
<td>8:00 pm – 9:00 pm</td>
<td>MR5</td>
</tr>
<tr>
<td>PacRim LEND Meeting</td>
<td>8:00 pm – 9:00 pm</td>
<td>MR14</td>
</tr>
</tbody>
</table>

See Page 4 for a map of the Ballroom Level and Meeting Room (MR) Level of the Renaissance Washington, DC Hotel
# Meetings-At-A-Glance

## Tuesday, November 13

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADD Guidance on 5-year UCEDD Application</td>
<td>7:30 am – 8:45 am</td>
<td>MR6</td>
</tr>
<tr>
<td>LEND Family Faculty Meeting</td>
<td>7:30 am – 8:45 am</td>
<td>MR14</td>
</tr>
<tr>
<td>Medical Intervention Subcommittee</td>
<td>7:30 am – 8:45 am</td>
<td>MR7</td>
</tr>
<tr>
<td>Communications Committee</td>
<td>11:30 am – 1:00 pm</td>
<td>MR6</td>
</tr>
<tr>
<td>Autism Special Interest Group</td>
<td>11:45 am – 12:45 pm</td>
<td>MR15</td>
</tr>
<tr>
<td>Postsecondary Education Special Interest Group</td>
<td>8:00 pm – 9:00 pm</td>
<td>MR2</td>
</tr>
<tr>
<td>International Committee</td>
<td>8:00 pm – 9:00 pm</td>
<td>MR3</td>
</tr>
<tr>
<td>Health/CDC RTOIs Special Interest Group</td>
<td>8:00 pm – 9:00 pm</td>
<td>MR4</td>
</tr>
<tr>
<td>Aging Special Interest Group</td>
<td>8:00 pm – 9:00 pm</td>
<td>MR5</td>
</tr>
</tbody>
</table>

## Wednesday, November 14

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Meeting &amp; Awards Breakfast</td>
<td>8:00 am – 10:00 am</td>
<td>Renaissance West Ballroom</td>
</tr>
<tr>
<td>AUCD Board of Directors Meeting &amp; Lunch</td>
<td>12:30 pm – 5:00 pm</td>
<td>Grand Ballroom South</td>
</tr>
</tbody>
</table>

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**Brookes Publishing**

www.brookespublishing.com

**Children with Disabilities**

**Promoting Health Care of Adolescents with Special Health Care Needs and Disabilities**

**A Comprehensive Guide to Intellectual & Developmental Disabilities**

**BOOKSIGNING!**

Monday, 7:00pm
(following Opening Plenary)
Exhibit Area

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to purchase these
and many other key
disability resources

Brookes is proud to be a 2007 AUCD Conference Sponsor

**S A V E 2 0 %**
# AUCD Annual Meeting & Conference 2007 Program Agenda

All Ballrooms are located on the Ballroom level of the hotel. All Meeting Rooms (MR) are located on the Meeting Room level of the hotel. See page 4 for a map of the hotel.

## Saturday, November 10

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>AUCD Board of Directors Meeting</td>
<td>4:00 pm – 8:00 pm</td>
<td>Congressional A</td>
</tr>
<tr>
<td>AUCD Board of Directors Dinner</td>
<td>8:00 pm – 9:00 pm</td>
<td>Congressional B</td>
</tr>
</tbody>
</table>

## Sunday, November 11

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td>9:00 am – 6:00 pm</td>
<td>Renaissance Registration Desk</td>
</tr>
<tr>
<td>Speaker Ready Room</td>
<td>9:00 am – 6:00 pm</td>
<td>MR1</td>
</tr>
<tr>
<td>Council Meetings</td>
<td>10:00 am – 1:00 pm</td>
<td></td>
</tr>
<tr>
<td>Council on Interdisciplinary Service</td>
<td></td>
<td>Congressional A</td>
</tr>
<tr>
<td>National Training Directors Council</td>
<td></td>
<td>Grand Ballroom North</td>
</tr>
<tr>
<td>Council on Community Advocacy</td>
<td></td>
<td>Renaissance West A</td>
</tr>
<tr>
<td>Workshops (tickets required, descriptions: pages 10-11)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An Update on Autism and Related Disorders</td>
<td>2:00 pm – 6:00 pm</td>
<td>Grand Ballroom North</td>
</tr>
<tr>
<td>Navigating the NIH: Research Support for Developmental Disabilities, Opportunities, and Requirements</td>
<td>2:00 pm – 4:00 pm</td>
<td>MR8&amp;9</td>
</tr>
<tr>
<td>Customizing the Consumer Advisory Committee (CAC) Orientation Curriculum</td>
<td>4:00 pm – 6:00 pm</td>
<td>MR4</td>
</tr>
<tr>
<td>Developing Programs in Disability Studies</td>
<td>2:00 pm – 5:30 pm</td>
<td>Congressional B</td>
</tr>
<tr>
<td>The Prepared Community: A Train-the-Trainer Workshop to Develop the Capacity of Local Communities to Prepare for and Respond to Emergencies for People with Disabilities</td>
<td>2:00 pm – 6:00 pm</td>
<td>MR16</td>
</tr>
<tr>
<td>Welcome to the World Café: Exploring How Cultural Brokering Can Enhance Our Cultural and Linguistic Competence</td>
<td>2:00 pm – 6:00 pm</td>
<td>Renaissance West B</td>
</tr>
<tr>
<td>NIRS Data Coordinators Meeting</td>
<td>2:00 pm – 6:00 pm</td>
<td>Renaissance East</td>
</tr>
<tr>
<td>Legislative Committee Meeting (open to all)</td>
<td>5:30 pm – 6:30 pm</td>
<td>MR2</td>
</tr>
<tr>
<td>New Attendee Orientation</td>
<td>5:45 pm – 6:15 pm</td>
<td>MR3</td>
</tr>
<tr>
<td>Council Meetings</td>
<td>7:00 pm – 9:00 pm</td>
<td></td>
</tr>
</tbody>
</table>

Council on Community Advocacy (continued)        |             | Renaissance West A |

Program Agenda continued on page 14
## AUCD Pre-Conference Workshops

### An Update on Autism and Related Disorders

**2:00 pm – 6:00 pm  Room: Grand Ballroom North**

*Fred R. Volkmar, MD, Irving B. Harris Professor, Yale Child Study Center*

This workshop will provide a summary of current knowledge in the area of autism and related disorders. Clinical features of these conditions, relationships to other disorders, aspects of epidemiology and neurobiology and assessment procedures will be reviewed. A summary of treatment options will be provided along with a review of current research focused on understanding the social difficulties (autism) that are central to these conditions.

### Navigating the NIH: Research Support for Developmental Disabilities, Opportunities, and Requirements

**2:00 pm – 4:00 pm  Room: MR8&9**

*Tiina K. Urv, PhD, Mental Retardation and Developmental Disabilities Branch, Center for Developmental Biology and Perinatal Medicine, National Institute for Child Health and Human Development (NICHD), National Institutes of Health (NIH), Bethesda, MD*

*Alice Kau, PhD, Mental Retardation and Developmental Disability Branch, Center for Developmental Biology and Perinatal Medicine, NICHD, NIH, Bethesda, MD*

*Marita R. Hopmann, PhD, Division of Scientific Review, NICHD, NIH, Bethesda, MD*

This workshop is directed toward new or prospective researchers (including faculty & trainees) who are thinking about or planning to submit a grant application to NIH. This workshop will provide basic information on the submission process, the current research culture, and expectations of NIH in general and NICHD in particular. Presenters will provide an overview of the NIH peer-review process for grant applications, discuss common pitfalls and successful strategies of research proposals submitted to NIH, and provide specific information on funding and grant mechanisms.

### Customizing the Consumer Advisory Committee (CAC) Orientation Curriculum

**4:00 pm – 6:00 pm  Room: MR4**

*Laura Walker, BA, Institute for Human Development, University of Missouri*

*Carl Calkins, PhD, Institute for Human Development, University of Missouri*

*Kendall Corbett, BA, Wyoming Institute for Disabilities, University of Wyoming*

*Laurel Ryan, MFA, Boling Center for Developmental Disabilities, University of Tennessee Health Science Center*

*Harold Kleinert, EdD, Interdisciplinary Human Development Institute, University of Kentucky*

A panel will present and discuss how they have customized the CAC Orientation Curriculum and/or “repurposed” elements from the curriculum to meet objectives other than orienting CAC members. Attendees will learn about the orientation resources produced by AUCD under a technical assistance contract with the Administration on Developmental Disabilities, discover how the materials have been successfully adapted by UCEDDs, and walk away with innovative implementation strategies. The fee for this session covers a limited edition AUCD USB flash drive that contains (customizable) English and Spanish language versions of the CAC Orientation Curriculum.
Developing Programs in Disability Studies

2:00 pm – 5:30 pm Room: Congressional B

Tamar Heller, PhD, Institute on Disability & Human Development, University of Illinois at Chicago
Terri Longhurst, MS, CFLE, Wyoming Institute for Disabilities, University of Wyoming
Lu Zeph, EdD, Center for Community Inclusion & Disability Studies, University of Maine
Penny Seay, PhD, Texas Center for Disability Studies, University of Texas at Austin
Bob Stoddent, PhD, Center on Disability Studies, University of Hawai‘i at Manoa
Steve Brown, PhD, Center on Disability Studies, University of Hawai‘i at Manoa
Toby Long, PhD, Georgetown UCEDD, Georgetown University
Joe Caldwell, PhD, Association of University Centers on Disabilities
Mary Kay Rizzolo, PhD, Institute on Disability & Human Development, University of Illinois at Chicago

Across the AUCD network at least 15 Centers have been involved in establishing academic degree, minor, or certificate programs within the emerging field of Disability Studies. Many other Centers are interested and actively exploring possibilities to foster programs within their Universities.

The Prepared Community: A Train-the-Trainer Workshop to Develop the Capacity of Local Communities to Prepare for and Respond to Emergencies for People with Disabilities

2:00 pm – 6:00 pm Room: MR16

Anthony G. Cahill, PhD, Division of Disability & Health Policy, Center for Development & Disability, University of New Mexico
Laura Stough, PhD, Center on Disability, Texas A&M University
Anne Pascarelli-Barraza, Bureau of Health Emergency Management, New Mexico Department of Health
Amy Sharp, PhD, Department of Educational Philosophy, Texas A&M University
Dave Shaad, MHR, Wyoming Institute for Disabilities, University of Wyoming

This workshop will provide participants with the tools they need to engage leaders of the disability, emergency management, and governmental communities to work together to prepare for disasters. It is based on a three-part training and technical assistance program, “The Prepared Community.” Each participant will receive both electronic and hard-bound copies of the curriculum. The workshop will include material on the substantive topics in “The Prepared Community” as well as “train-the-trainer” tips and techniques to enable them to successfully implement the curriculum in their states as well as train others to implement it.

Welcome to the World Café: Exploring How Cultural Brokering Can Enhance Our Cultural and Linguistic Competence

2:00 pm – 6:00 pm Room: Renaissance West B

Mat McCollough, MPA, AUCD
Tawara D. Goode, MA, National Center for Cultural Competence, Georgetown University
Tokesha Warner, BA, AUCD Multicultural Council and Center for Child Development, Vanderbilt Children’s Hospital
Laura Robinson, Strong Center for Developmental Disabilities, University of Rochester
Paula Sotnik, BA, National Service Inclusion Project and Community Capacity, Institute for Community Inclusion, University of Massachusetts-Boston

This session will share promising practices that will enhance the capacity of disability and health programs and service providers to design, implement, and evaluate culturally and linguistically competent service delivery systems. Through an interactive World Café, participants will dialogue, share knowledge and create possibilities for action that illustrates how culture brokering is and can be used by their programs to enhance their health and disability service delivery to diverse communities.
Monday, November 12

Veteran’s Day

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hosted Continental Breakfast</td>
<td>7:30 am – 9:00 am</td>
<td>Renaissance Foyer</td>
</tr>
<tr>
<td>Registration</td>
<td>7:00 am – 5:00 pm</td>
<td>Renaissance</td>
</tr>
<tr>
<td>Speaker Ready Room</td>
<td>9:00 am – 6:00 pm</td>
<td>MR1</td>
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<tr>
<td>LEND Directors Breakfast &amp; Meeting</td>
<td>7:30 am – 10:00 am</td>
<td>Renaissance West A</td>
</tr>
<tr>
<td>UCEDD Directors Breakfast &amp; Meeting</td>
<td>7:30 am – 10:00 am</td>
<td>Renaissance West B</td>
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<tr>
<td>LEND &amp; UCEDD Directors Meeting &amp; Lunch</td>
<td>10:00 am – 1:00 pm</td>
<td>Renaissance East</td>
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<tr>
<td>Council Meetings</td>
<td>8:00 am – 11:00 am</td>
<td>MR16</td>
</tr>
<tr>
<td>Multicultural Council</td>
<td>11:30 am – 12:30 pm</td>
<td>(see page 18 for description and locations)</td>
</tr>
<tr>
<td>National Community Education Directors Council</td>
<td>12:30 pm – 1:30 pm</td>
<td>MR15</td>
</tr>
<tr>
<td>Council on Research &amp; Evaluation</td>
<td>1:30 pm – 3:30 pm</td>
<td>Congressional A &amp; B (ticket required)</td>
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<tr>
<td>Concurrent Sessions</td>
<td>(see page 18 for descriptions and locations)</td>
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<tr>
<td>Legislative Affairs Briefing</td>
<td>1:30 pm – 5:00 pm</td>
<td>Congressional A &amp; B</td>
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<tr>
<td>Training Symposium: Technology for the Future: Bridging Distance and Time (see description below)</td>
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<tr>
<td>Program Committee Meeting</td>
<td>1:30 pm – 5:00 pm</td>
<td>MR2</td>
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Program Agenda continued on page 15

AUCD Training Symposium 2007
Technology for the Future: Bridging Distance and Time

Curtis Bonk, PhD, Indiana University Instructional Systems Technology Department, Bloomington, IN

Technology continues to make a significant impact on our work with individuals with disabilities and their families. While it has the potential to bring us closer together, we must strive to avoid disparities due to limited technology for some of our partners. With the constant and rapid changes in technologies, how can we as professionals stay on top of the technology and maintain the quality of services and supports we offer, while at the same time use technology that does not outpace those with whom we work?

This Training Symposium will discuss: the current state of technology, what the near future may hold, evidence demonstrating the effectiveness of the technologies, and practical implications in the delivery of material (e.g., in trainings for autism), in cross-Center collaborations, and in involving individuals with disabilities and their families.

After a keynote presentation, participants will be able to participate in two topical discussions to share their experiences and to explore issues related to the use of technology in our Centers.
AUCD Opening Plenary 5:30 pm – 7:00 pm  Renaissance Ballroom
Aligning Research, Education, Service, and Policy with a Continuum of Change
   Ed Barlow, President, Creating the Future, Inc., St. Joseph, MI
Futurist Ed Barlow will take us on a journey through the uncharted territory of the 21st century. He will explore the significant structural changes which are currently underway and consider the implications of these changes for those we serve and the AUCD mission. He will provide ways to better anticipate and prepare for that which is ahead in this insightful, thought provoking and entertaining session.

Ed Barlow is an internationally known and respected futurist. His knowledge and experience are incorporated into keynotes, think-tanks and strategic planning activities. Professionally he has held executive positions in business, healthcare, and education. His client list includes such organizations as the Federal Reserve Bank System; Six Sigma Academy of Europe; the American Hospital Association; Baxter International; US. Departments of Education, Health and Human Services, and Labor; American Association on Mental Retardation; Minnesota Health and Housing Alliance; American Association of Homes and Services for the Aging; American College of Healthcare Administrators; American Academy of Family Physicians; Pennsylvania Association of Resources for People w/Mental Retardation; Michigan State University College of Nursing. Ed Barlow is President of Creating the Future, Inc. He is dedicated to enhancing an understanding of the future and the influences which will affect personal, professional, organizational, and community settings.

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<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>AUCD Opening Reception</td>
<td>7:30 pm – 9:00 pm</td>
<td>Renaissance Foyer</td>
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<tr>
<td>AUCD Trainee Reception</td>
<td>8:00 pm – 9:30 pm</td>
<td>MR8&amp;9</td>
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<tr>
<td>Act Early States Meeting (invitation only)</td>
<td>8:00 pm – 9:00 pm</td>
<td>MR2</td>
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<tr>
<td>CCUTPDD LEND Meeting</td>
<td>8:00 pm – 9:00 pm</td>
<td>MR3</td>
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<tr>
<td>Victims of Crime / Abuse &amp; Neglect Special Interest Group</td>
<td>8:00 pm – 9:00 pm</td>
<td>MR4</td>
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<tr>
<td>Emergency Preparedness Special Interest Group</td>
<td>8:00 pm – 9:00 pm</td>
<td>MR5</td>
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<tr>
<td>PacRim LEND Meeting</td>
<td>8:00 pm – 9:00 pm</td>
<td>MR14</td>
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Program Agenda continued on page 16
## Tuesday, November 13, 2007

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
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<tbody>
<tr>
<td>Registration</td>
<td>7:00 am – 5:00 pm</td>
<td>Renaissance Registration Desk</td>
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<tr>
<td>Speaker Ready Room</td>
<td>7:00 am – 6:00 pm</td>
<td>MR1</td>
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<tr>
<td>ADD Guidance on 5-year UCEDD Application</td>
<td>7:30 am – 8:45 am</td>
<td>MR6</td>
</tr>
<tr>
<td>LEND Family Faculty Meeting</td>
<td>7:30 am – 8:45 am</td>
<td>MR14</td>
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<tr>
<td>Hosted Continental Breakfast</td>
<td>7:30 am – 9:00 am</td>
<td>Renaissance Foyer</td>
</tr>
<tr>
<td><strong>AUCD Plenary Session</strong></td>
<td>9:00 am – 10:00 am</td>
<td>Renaissance Ballroom</td>
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<tr>
<td>Postsecondary Education for Students with Developmental Disabilities: Now and Into the Future</td>
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<tr>
<td>Moderator: Robert Stodden, PhD, Center on Disability Studies, University of Hawai‘i at Manoa</td>
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<tr>
<td>Debra Hart, EdM, Director of Education and Transition Team, Institute for Community Inclusion, University of Massachusetts-Boston</td>
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<tr>
<td>Stephanie Smith Lee, Senior Policy Advisor, National Policy Center of the National Down Syndrome Society</td>
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<td>Laura Lee, 2007 graduate, George Mason University LIFE Program</td>
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<tr>
<td>This session will provide concrete examples of current Postsecondary Education programs for students with developmental disabilities as well as identify policies, guidelines, and practices needed for future efforts.</td>
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<tr>
<td>Concurrent Sessions</td>
<td>10:15 am – 11:30 am</td>
<td>(see page 21 for descriptions and locations)</td>
</tr>
<tr>
<td>Lunch for Purchase</td>
<td>11:30 am – 12:45 pm</td>
<td>Renaissance Foyer</td>
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<tr>
<td>Communications Committee Meeting</td>
<td>11:30 am – 1:00 pm</td>
<td>MR6</td>
</tr>
<tr>
<td>Poster Setup</td>
<td>11:30 am – 4:00 pm</td>
<td>Congressional Hall</td>
</tr>
<tr>
<td>Autism Special Interest Group Meeting</td>
<td>11:45 am – 12:45</td>
<td>MR15</td>
</tr>
<tr>
<td>Concurrent Sessions</td>
<td>1:00 pm – 2:15 pm</td>
<td>(see page 25 for descriptions and locations)</td>
</tr>
<tr>
<td>Concurrent Sessions</td>
<td>2:30 pm – 3:45 pm</td>
<td>(see page 28 for descriptions and locations)</td>
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</table>
AUCD Plenary Session 4:00 pm – 5:15 pm Renaissance Ballroom

What’s Up Ahead for Major Disability Organizations

Moderator: George Jesien, PhD, Executive Director, AUCD
Cindy Brownstein, Chief Executive Officer, Spina Bifida Association
E. Clarke Ross, Chief Executive Officer, Children and Adults with Attention Deficit/Hyperactivity Disorder
Madeline Will, Vice President of Public Policy and Director of National Policy Center, National Down Syndrome Society
Robby Miller, Executive Director, National Fragile X Foundation
Lee Grossman, President and Chief Executive Officer, Autism Society of America

Chief executive officers of leading disability organizations will provide an overview of their major initiatives and key challenges facing their organizations and their constituencies as well as discuss potential roles of higher education as partners in meeting future needs.

AUCD Poster Session & Reception 5:30 pm – 9:00 pm Congressional Hall

Join us for a “futuristic” look at over 80 posters by AUCD members and friends. See page 33 for a listing of all the posters, a map of the hall, and information on how both poster presenters and session attendees can win one of this year’s fabulous prizes!

Postsecondary Education Special Interest Group Meeting 8:00 pm – 9:00 pm MR2
International Committee Meeting 8:00 pm – 9:00 pm MR3
Health/RTOI Special Interest Group Meeting 8:00 pm – 9:00 pm MR4
Aging Special Interest Group Meeting 8:00 pm – 9:00 pm MR5
Poster Take-Down 9:00 pm – 9:30 pm Congressional Hall

Wednesday, November 14

<table>
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<tr>
<th>Event</th>
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<tr>
<td>Registration</td>
<td>7:00 am – 11:00 am</td>
<td>Renaissance Registration Desk</td>
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<tr>
<td>AUCD Business Meeting &amp; Awards Breakfast</td>
<td>8:00 am – 10:00 am</td>
<td>Renaissance Ballroom</td>
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<tr>
<td>AUCD Plenary Session</td>
<td>10:30 am – 12:00 pm</td>
<td>Renaissance Ballroom</td>
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Federal Agency Plenary Round Table

Moderator: Bill Kiernan, PhD, Institute for Community Inclusion, University of Massachusetts-Boston
Ed Trevathan, MD, MPH, Director, National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention
David Rust, Acting Deputy Commissioner, Disability and Income Security Programs, Social Security Administration
David Eisner, Chief Executive Officer, Corporation for National and Community Service
John Wren, Deputy Assistant Secretary for Management, US Administration on Aging
Michael Collins, Executive Director, National Council on Disability
Patricia Morrissey, PhD, Commissioner, Administration of Developmental Disabilities

Leadership from Federal Agencies will discuss upcoming plans and initiatives for their Agency and provide insight on how AUCD Centers and Programs could be of assistance as they plan for the future.

AUCD Board of Directors Meeting & Lunch 12:30 pm – 5:00 pm Grand Ballroom South
All Concurrent Sessions are on the Meeting Room level of the hotel.
Monday, November 12
11:30 am - 12:30 pm

Concurrent Sessions

**Collaborating to Serve Women with Disabilities who are Victims of Violence**

*Room: MR2*

**Ronda Jenson**, PhD, Institute for Human Development, Kansas City, MO  
**Charity Hope**, BA, Metropolitan Organization to Counter Sexual Assault (MOCSA), Kansas City, MO  
**Lisa Fleming**, MSW, Rose Brooks Center, Kansas City, MO

In this session, partners in the Kansas City Collaborative to End Violence Against Women with Disabilities will share their experiences in building collaborative relationships between disability, sexual assault, and domestic violence service providers. In addition, we will share the results of our community needs assessment.

**Utah’s Collaborative Statewide Council to Prevent Violence and Provide Better Services for Individuals with Disabilities**

*Room: MR2*

**Richard Baer**, PhD, Center for Persons with Disabilities, Logan, UT  
**Marilyn Hammond**, PhD, Center for Persons with Disabilities, Logan, UT  
**Gordon Richins**, BS, Center for Persons with Disabilities, Logan, UT

This presentation will discuss the formation of a statewide council with disability and domestic violence/sexual assault service providers, prevention needs assessment summary and recommendations, and ideas for collaborative partners, prevention of violence, and improved services for survivors.

**Validity Assessment of a Statewide QA/QI System**

*Room: MR3*

**David Rotholz**, PhD, Center for Disability Resources, Columbia, SC  
**Kathi Lacy**, PhD, South Carolina Department of Disabilities and Special Needs, Columbia, SC  
**Charles Moseley**, EdD, National Association of State Directors of Developmental Disabilities Services, Alexandria, VA  
**Meghan Trowbridge**, MA, Center for Disability Resources, Columbia, SC

A grant-funded partnership conducted a validity assessment of the South Carolina DDSN QA/QI system in the context of the CMS Quality Framework. The presenters will provide an overview and discuss the methods, findings, and implications for statewide assessment of quality of supports for people with intellectual and developmental disabilities.

**Beyond Physical Barriers to Accessing Health Care for People with Disabilities: Culture and Communication**

*Room: MR4*

**Anthony G. Cahill**, PhD, Center for Development and Disability, Albuquerque, NM  
**Brudgid Isworth-Junot**, MPH, Trainee, Center for Development and Disability, Albuquerque, NM  
**Barbara Ibanez**, MA, Center for Development and Disability, Albuquerque, NM

When discussing access to health care for people with disabilities, many people think of physical access. This session will provide alternative definitions of “access” from the perspectives of people with a wide range of physical and cognitive disabilities. It is based on an eighteen month research project funded by the CDC.
Strategies for Sustainability: Continuing the Family Support 360 Projects

Room: MR5

Julie Magelky, MEd, Center on Disabilities and Human Development, Moscow, ID
Elizabeth Hecht, BA, Waisman Center, Madison, WI
Susan Yuan, PhD, Center on Disability and Community Inclusion, Burlington, VT
Tonya Baker-McCue, MEd, Center for Development and Disability, Albuquerque, NM
Vyonda Martin, MA, Center for Learning and Leadership, Oklahoma City, OK
Angela Martin, Family Support 360 Project, Detroit, MI

Presenters will provide an overview of the current sustainability strategies under consideration by the Family Support 360 Projects. Surveys were distributed to each project to identify different strategies for sustainability. A summary of the surveys will be discussed. The Projects are funded through a five year grant offered by the Administration on Developmental Disabilities.

Vanderbilt Kennedy Treatment and Research Institute for Autism Spectrum Disorders: Building Capacity to Serve the Community

Room: MR8

Nicolette Bainbridge Brigham, PhD, Vanderbilt Kennedy Center for Excellence in Developmental Disabilities, Nashville, TN

This presentation will describe the diverse training programs provided by the Vanderbilt Kennedy Treatment and Research Institute for Autism Spectrum Disorders (VKC/TRIAD). These programs represent a unique collaborative partnership between the Tennessee Department of Education and the Vanderbilt Kennedy Center for Excellence in Developmental Disabilities.

Increasing Employment and Community Participation for Transition-Age Youth with Disabilities: Promising Strategies

Room: MR9

Erik Carter, PhD, Waisman Center, Madison, WI
Laura Owens, Madison, WI
Audrey Trainor, Madison, WI
Beth Swedeen, MS, Waisman Center, Madison, WI

We will present initial findings from a three-year research project aimed at increasing the involvement of youth with disabilities in meaningful activities during the summer months. Factors that influence youth engagement in work, volunteer, leisure, and other activities will be discussed, along with recommendations for promising intervention strategies.

Methodological challenges that arise when communities, families, and researchers partner to study and improve services

Room: MR10&11

Susan Foley, PhD, Institute for Community Inclusion, Boston, MA
Heike Boeltzig, MA, Institute for Community Inclusion, Boston, MA
Rich Robison, PhD, Federation for Children with Special Needs, Boston, MA
Abdiraham Yusuf, Somali Development Center, Boston, MA

This panel presentation brings together researchers, practitioners, and community partners who will share their experiences and lessons learned in implementing two research projects in community settings, the methodological issues they encountered, and strategies they used to address and possibly overcome those obstacles.
Gaining Name Recognition: How a Local Self-Advocacy Group Became Known to Decision-Makers

Rebecca Salon, PhD, Project ACTION!, Washington, DC
Ricardo Thornton, Project ACTION!, Washington, DC
Lucius Mangrum, Jr., Project ACTION!, Washington, DC
Robert Kennedy, Project ACTION!, Washington, DC
Germaine Payne, Project ACTION!, Washington, DC
Lawrence Vessels, Project ACTION!, Washington, DC
Phyllis Holton, Project ACTION!, Washington, DC

This interactive panel of self-advocates will share their experiences from their 18+ year history: becoming a self-advocacy coalition; creating alliances; gaining membership on government, community, and advocacy boards that make decisions affecting the lives of people with disabilities; and becoming a recognized and established presence in metropolitan Washington, DC.

UCEDDs, LENDs, and National and Community Service: Partnerships That Work!

Paula Sotnik, BA, Institute for Community Inclusion, Boston, MA
Jewel Bazilio-Bellegarde, MA, Corporation for National and Community Service, Washington, DC
Mat McCollough, MPA, AUCD, Silver Spring, MD
Jason Wheeler, Institute for Community Inclusion, Boston, MA

From California to Vermont, UCEDDs and LENDs have partnered with national and community service entities to ensure that people with disabilities have the opportunity to give back to their communities. Learn about promising practices and the benefits of these collaborations from partners in their formative stages to those who are well-established!

Positive Behavior Support Training Curriculum

By Dennis H. Reid and Marsha B. Parsons

The only evidence-based Curriculum to train supervisors and direct support staff in positive behavior support principles. Tested strategies are known to reduce challenging behaviors and create respectful and enjoyable client-staff interactions.

Comes with ready-to-use Trainer Curriculum and PowerPoint presentation on CD-ROM. One Trainee Resource Guide included with each purchase. Email books@aaidd.org for more information on new PBSTC training workshops.

“...the biggest benefit of PBSTC is the creation of a culture within our organization that treats people as individuals while setting a more caring environment.”

Michael F. Dorsey,
Director of Clinical Services, Vinfen, MA
Tomorrow is Here Today: Trainee Futures

David Morrissey, MPS, AUCD, Silver Spring, MD
Crystal Pariseau, MSSW, AUCD, Silver Spring, MD
Aaron Bishop, MSSW, US Senate Committee on Health, Education, Labor & Pensions, Washington, DC
Aaron Velez, MSW, Westchester Institute for Human Development, Valhalla, NY
Georgina Peacock, MD, MPH, AUCD Fellow, Centers for Disease Control and Prevention/NCBDDD, Atlanta, GA
Cate McClain, MD, PT, FAAP, Center for Development and Disability, Albuquerque, NM

This session will focus on career opportunities for trainees within both the AUCD Network and the wider disabilities field. A panel of former trainees representing a breadth of career options will describe how being an AUCD trainee directly impacted their career choices and influenced their rise to positions of leadership in the field of disabilities.

Results of the Evaluation of the Impact of Katrina Aid to Persons with Disabilities

Laura Stough, PhD, Center on Disability and Development, College Station, TX
Amy Sharp, PhD, Center on Disability and Development, College Station, TX
Curtis L. Decker, JD, National Disability Rights Network, Washington, DC
Nachama L. Wilker, BS, National Disability Rights Network, Washington, DC

Evaluation results of the National Disability Rights Network’s (NDRN) participation in the Katrina Aid Today project summarizing both quantitative and qualitative data. The outcome of this project has provided data that is valuable in planning and refining case management practices for individuals with disabilities in future disasters.

Concurrent Theme Session: Disability Studies

A Model Mismatch: A Dialogue about the Implications of Housing Disability Studies Programs at AUCD Affiliate Centers

Matthew Wappett, PhD, Center on Disabilities and Human Development, Moscow, ID
Terri Longhurst, Institute for Disabilities, Laramie, WY
Christine Pisani, Trainee, Center on Disabilities and Human Development, Moscow, ID

This session will promote a dialogue about the implications of housing Disability Studies programs that promote the social model of disability at AUCD network centers that operate using a medical and/or rehabilitation model of disability. This session will begin drafting guidelines to meld these seemingly disparate models of disability.

Disability Studies at the University of Washington: Reflections on the Past, Present and Future

Sharan Brown, JD, EdD, Center on Human Development and Disability, Seattle, WA

The University of Washington began a multidisciplinary effort to introduce Disability Studies in 1999. This presentation reviews our experiences developing administrative, faculty and student support; current activities among students and faculty; and our future goals. We will also discuss the importance of this curriculum in changing societal perspectives on disability.
Autism/ASD Service Guidelines and Promising Practices for Medical Home Primary Care Practices and their Community Partners

Christine Breunig, MS, Waisman Center, Madison, WI
William Schwab, MD, National Medical Home Autism Initiative, Waisman Center, Madison, WI
Bonnie Strickland, PhD, Children with Special Health Care Needs, Maternal and Child Health Bureau/Health Resources and Services Administration, Rockville, MD
Grace Pushparany Williams, Parent’s Place of Maryland Center/Maryland Family Voices
Linda Tuchman-Ginsberg, PhD, Waisman Center, Madison, WI

This session will introduce the Autism/Autism Spectrum Disorders (ASD) Service Guidelines for Medical Home Primary Care Practices to the AUCD network. These guidelines are newly available for broad national dissemination to promote discussion among all stakeholders about promising, cross-system practices for serving children with ASD and their families within the medical home.

Incorporating Research into the UCEDD: Strategies and Challenges

Leonard Abbeduto, PhD, Waisman Center, Madison, WI
Anne Bradford Harris, PhD, MPH, RD, Waisman Center, Madison, WI
Lara Head, PhD, Fellow, Waisman Center, Madison, WI
Elise McMillan, Vanderbilt Kennedy Center, Nashville, TN

The 2000 reauthorization of the DD Act expanded the core functions of the UCEDDs to include research. This workshop will identify the issues that UCEDDs must address as they plan research initiatives. We will describe the approaches of the UCEDDs at the Waisman Center and the Vanderbilt Kennedy Center.

Where the Rubber Meets the Road: Implementing large-scale, evidence-based interventions to reduce child maltreatment

Daniel Crimmins, PhD, The Marcus Institute, Atlanta, GA
John R. Lutzker, PhD, The Marcus Institute, Atlanta, GA
Anna Edwards, PhD, The Marcus Institute, Atlanta, GA
Wendy Breitner, PhD, Westchester Institute for Human Development, Valhalla, NY
Trupti Rao, PsyD, Westchester Institute for Human Development, Valhalla, NY

Child maltreatment can be both a cause of developmental problems and a consequence of them. This session will feature presentations from two UCEDDS examining the broad-scale development, implementation, and evaluation of parenting interventions to reduce the risk of child maltreatment for families at risk for abuse or neglect, including parents who themselves have developmental disabilities.
Seminaries, Faith Based Organizations, and Advocacy Networks: UCEDD Based Collaborations to Enhance Spiritual Supports and Develop Congregational Leadership

William Gaventa, MDiv, Elizabeth M. Boggs Center on Developmental Disabilities, New Brunswick, NJ
Courtney Taylor, MDiv, Vanderbilt Kennedy Center, Nashville, TN
Sharon Burniston, former trainee and current seminary student, Maplewood, NJ
Ginny Thornburgh, MA, National Organization on Disability-Religion and Disability Program, Washington, DC
Harold Kleinert, EdD, Interdisciplinary Human Development Institute, Lexington, KY
Shannon Butler, BA, Trainee, Partners for Inclusive Communities, Little Rock, AR

Congregations and faith-based networks are increasing their roles in building inclusive community supports with people with disabilities and their families. UCEDDs are addressing training, program development, and research needs in a variety of new partnerships with seminaries, advocacy networks, and faith networks. Training, research, service, and policy implications will be explored.

Emerging Areas for UCEDDs: Working with Adults with Disabilities

Susan Yuan, PhD, Center on Disability and Community Inclusion, Burlington, VT
Arnold Birenbaum, PhD, Rose F. Kennedy Center, Bronx, NY

As adults with disabilities participate in community life, supports from childhood must change and expand. This presentation by a researcher and family advocate highlights the response of two very different UCEDDs to emerging needs: health care transition for young adults and family support for adults with disabilities who become parents.

National Status of Early Intervention/ Early Childhood Special Education Training and Technical Assistance Systems

Mary Beth Bruder, PhD, A.J. Pappanikou Center, Farmington, CT
Cristina Mogro-Wilson, PhD, A.J. Pappanikou Center, Farmington, CT

Part C and 619 state coordinators were asked about their training and technical assistance systems. This session will provide an overview of the study findings on personnel preparation conducted by the Center to Inform Personnel Preparation in Early Intervention and Early Childhood Special Education.

Genetic Inclusion: Realities and Dreams in the LEND Network and National Coordinating Center/Regional Collaborative System - Genetic Resources and Services

Joann Bodurtha, MD MPH, Partnership for People with Disabilities, Richmond, VA
Robert Marion, MD, Rose F. Kennedy Center, Bronx, NY
Judith Benkendorf, MS, CGC, American College of Medical Genetics, Bethesda, MD
John Moeschler MD, New Hampshire LEND, Lebanon NH

How do genetic services and education fit into LEND training and the AUCD national community? A panel of geneticists share current highlights of national and regional initiatives and ask for input on current challenges and next steps.
Pediatric Medical Units: Current Status & Implications for Network’s Education and Service for Families

Rhoda Schulzinger, JD, AUCD, Silver Spring, MD
Ylla Nikola-Lisa Bishop, MPA, AUCD, Silver Spring, MD
Toni Whitaker, MD, Boling Center, Memphis, TN
Scott Lindgren, PhD, Center for Disabilities and Development, Iowa City, IA
Sandra Friedman, MD, MPH, Institute for Community Inclusion, Boston, MA
Paula Rabidoux, PhD, CCC-SLP, Nisonger Center, Columbus, OH

Presenters will describe Pediatric Medical Units, AUCD’s initiative with the Social Security Administration. They will suggest ways that can increase knowledge of the children’s SSI program among faculty and trainees, assist state disability determination offices, and expand assistance for children who apply for federal disability benefits.
Learn the Signs. Act Early: A National Campaign to Increase Awareness about Developmental Delay and Referral to Early Intervention

Georgina Peacock, MD, MPH, AUCD Fellow, CDC/NCBDDD, Atlanta, GA
Chris Prue, PhD, CDC/NCBDDD, Atlanta, GA

CDC’s Learn the Signs. Act Early is a campaign that focuses on child development and autism awareness to help identify developmental delays early. The session will also focus on the importance of building partnerships between systems involved in early intervention.

Families As Organizational Leaders: Strategies to Fill the Leadership Gap

Steven Eidelman, MBA, Center for Disabilities Studies, Newark, DE
Barbara Levitz, MS, Westchester Institute for Human Development, Valhalla, NY
Mitchell Levitz, Westchester Institute for Human Development, Valhalla, NY

Individuals with disabilities and their families have participated for a long time as partners in policymaking endeavors and to serve as trainers in some LEND and UCEDD programs and to participate on Advisory Councils. But little attention has been given to developing family members for organizational leadership and management roles.

The Key of G: A Film about a Supported Living Environment that Functions as an Interdependent, Inclusive Community

Amy Hosa, parent, San Francisco, CA
Alexandra Harley, Lateral Films, San Francisco, CA

This inspirational session will highlight a successful model of supported living and explores an alternative way to advocate for supported living. Participants will view and discuss clips of The Key of G, an award-winning documentary focusing on the relationship between a young man with severe developmental disabilities and his artist caregivers. The film won a Golden Gate Award for Best Bay Area Documentary at the 2007 San Francisco International Film Festival.

Partnerships for Progress: Implementing the Surgeon General’s Call to Action to Improve the Health and Wellness of Persons with Disabilities

Eileen Elias, MEd, Office on Disability, Department of Health and Human Services, Washington, DC
Marisa Brown, MSN, RN, Center for Child and Human Development, Washington, DC

This session will review the strategies to implement the Surgeon General’s Call to Action to Improve the Health and Wellness of Persons with Disabilities and engage AUCD participants to identify partnership opportunities to support this nationwide effort to improve health and health care access for persons with disabilities.
Concurrent Sessions

Recommendations for Research, Policy, and Advocacy: A Report from the Sibling Leadership Network

John Kramer, MA, Institute on Disability & Human Development, Chicago, IL
Tamar Heller, PhD, Institute on Disability and Human Development, Chicago, IL
Ann Kaiser, PhD, Vanderbilt Kennedy Center, Nashville, TN
Tom Fish, PhD, Nisonger Center, Columbus, OH
Katie Keiling, BA, Institute on Disability and Human Development, Chicago, IL

This session will summarize the outcomes of the Sibling Leadership Network, present current research trends focusing on siblings, discuss what UCEDDs are currently doing to reach siblings and suggest a path forward for advocacy.

Getting and Keeping People at the Table

Vyonda Martin, MA, Center for Interdisciplinary Learning and Leadership, Oklahoma City, OK
Annie Alonso, PsyD, Puerto Rico Institute on Developmental Disabilities, San Juan, PR
Margaret Nygren, EdD, AUCD, Silver Spring, MD

The session will address reaching out, serving, and including people from culturally and linguistically diverse backgrounds in the operations and functions of the UCEDD program, particularly on the CAC.

Growth Attenuation: A Panel Presentation and Discussion

Frederick Palmer, MD, Boling Center, Memphis, TN
Susan Yuan, PhD, Center on Disability and Community Inclusion, Burlington, VT
Panelists

This panel presentation will review the facts and furor regarding the “Ashley Treatment” (growth attenuation) and discuss possible options for action, research, and advocacy that face the network and the disability community at large.

Concurrent Theme Session: Spina Bifida

The Einstein/Montefiore Spina Bifida Clinic at Blythedale (EMSBC): A 20 Year Perspective

Robert Marion, MD, Rose F. Kennedy Center, Bronx, NY

In this presentation, the experience of the EMSBC in providing multidisciplinary care to patients with myelomeningocele will be reviewed.

Secondary Conditions and Adaptation in Spina Bifida: Research Results

Timothy J. Brei, MD, Riley Hospital for Children Indianapolis, IN
Kathleen J. Sawin, DNS, CPNP, FAAN, Children’s Hospital of Wisconsin and University of Wisconsin, Milwaukee, WI
Thomas S. Webb, MD, MSC, Children’s Hospital Medical Center, Cincinnati, OH

Spina Bifida is a frequent but understudied congenital birth defect. Adolescents and adults are prone to many secondary conditions and poor adaptation as adults. This session reviews findings from recently completed research looking at factors associated with secondary conditions and adaptation outcomes.
Concurrent Theme Session: Technology Supports

**Meaningful Literacy Experiences through Technology for Part C Programs**

*Mark Innocenti, PhD, Center for Persons with Disabilities, Logan, UT*
*Lisa Boyce, PhD, Center for Persons with Disabilities, Logan, UT*
*Vonda Jump, PhD, Center for Persons with Disabilities, Logan, UT*

This session describes the facilitation of early language and literacy development by promoting shared conversations around meaningful literacy experiences using technological supports. Digital imagery to illustrate family-created stories in book format is highlighted. Demonstrations of the technology, research results, and Part C program staff case studies will be presented.

**Data-driven Assistive Technology Activities in Utah**

*Martin Blair, MS, Center for Persons with Disabilities, Logan, UT*
*Sachin Pavithran, BS, Center for Persons with Disabilities, Logan, UT*

Statewide assistive technology (AT) programs exist in every state and territory. Are consumers getting the AT that really makes a difference in their lives? The Utah Assistive Technology Program collects data from a variety of sources to better answer that question. This session will present the results of these data collection activities and demonstrate how data can be used to direct statewide AT services, policies, and practices.

**Disability, Diversity, Universal Access and Student Innovation, A Leadership Curriculum for Today and Tomorrow**

*Elizabeth DePoy, PhD, Center for Community Inclusion and Disability Studies, Orono, ME*
*Stephen Gilson, PhD, Center for Community Inclusion and Disability Studies, Orono, ME*

We discuss an interdisciplinary leadership educational program that links progressive concepts of disability as diversity with innovative research, policy and environmental design. The curriculum lays a foundation of contemporary diversity theory, locates disability within that conceptual rubric, and facilitates students’ innovative actualization of universal design and access responses.

Concurrent Theme Session: Family Discipline

**Family Discipline Trainees in LEND: Barriers, Strategies, and Successes**

*Fran Goldfarb, MA, CHES, USC UCEDD, Los Angeles, CA*
*Terri Abrams, BSN, Trainee, Strong Center for Developmental Disabilities, Rochester, NY*
*Ruth Roberts, EdD, Boling Center for Developmental Disabilities, Memphis, TN*
*Anne Bradford Harris, PhD, MPH, RD, Waisman Center, Madison, WI*

Family Discipline trainees are a growing trend in LEND programs. This presentation will focus on different models for family trainee participation, identify barriers to participation, and provide strategies to support LEND programs in including family trainees as full members of their training program.

**Common Thread for Success: A LEND Family Trainee’s Perspective on a Clinical Mentorship**

*Jackie Yingling, MS, Strong Center for Developmental Disabilities, Rochester, NY*
*Liz Baltus-Hebert, MS OTR, Strong Center for Developmental Disabilities, Rochester, NY*
*Terri Abrams, BSN, Trainee, Strong Center for Developmental Disabilities, Rochester, NY*

Through a unique interdisciplinary collaboration, a mentoring experience involving a Family Discipline trainee and a professional was developed. The trainee shadowed the professional in urban, suburban, foster care, and inpatient settings. At the end, the trainee recognized factors increasing family resiliency and identified a common thread of success.
Tuesday, November 13
2:30 pm - 3:45 pm

Concurrent Theme Session: Transitions

Room: MR2

Community Building through a Collaborative Transition Planning Process

Susan Hetherington, MS, Strong Center for Developmental Disabilities, Rochester, NY
Martha Mock, PhD, Warner Graduate School of Education, University of Rochester, Rochester, NY
Jackie Yingling, MS, Strong Center for Developmental Disabilities, Rochester, NY

The session features grassroots effort in one community addressing transition from school to adult life for youth with disabilities through participation in innovative Collaborative Community Transition Planning. Highlights include: the planning process, expert panels’ findings (youth, parents, educators, adult service providers), recommendations, and lessons learned. We will provide strategies to implement a planning process model in participants’ communities.

Young Adult Perspectives on Effective Health Care Transitions: Pediatrics, Young Adults, and Adult Care Working Together

Jeff Sheen, MSW, Center for Persons with Disabilities, Logan, UT
Cameron Dolcourt, MS, Utah’s Integrated Services Project Young Adult Advisory Cmte., Logan, UT
Andrea Thomas, Student, Utah’s Integrated Services Project Young Adult Advisory Cmte., Logan, UT
Brandi Dodds, Student, Utah’s Integrated Services Project Young Adult Advisory Cmte., Logan, UT

This session will present the perspectives of young adults with disabilities in Utah on what it takes to transition effectively from pediatric to adult health care providers. Emphasis will be placed on the role pediatricians can take to assist young adults to make this transition successfully.

Development and Testing of a Program Evaluation Plan for Easter Seals Project ACTION

Room: MR3

Michael McCarthy, MSW, Oregon Institute on Disability & Development, Portland, OR
Karen Wolf-Branigan, MSW, Easter Seals Project ACTION, Washington, DC
Marilyn Sue Hartzell, MEd, Oregon Institute on Disability & Development, Portland, OR

The Oregon Institute on Disability and Development developed, tested, and assisted with implementing a comprehensive program evaluation plan for Easter Seals Project ACTION. We present the key steps in developing a consumer/stakeholder-centered evaluation plan, the instruments and technologies developed to evaluate the impact of Project ACTION’s activities, and discuss the effort’s challenges and successes.

International Research and Training Partnerships: Benefits and Challenges

Room: MR4

Erna Alant, PhD, Centre for Augmentative and Alternative Communication, University of Pretoria, Pretoria, South Africa
Lyle L. Lloyd, PhD, Purdue University, West Lafayette, IN
Diane Nelson Bryen, PhD, Institute on Disabilities, Philadelphia, PA

This presentation describes international partnerships in training and research between industrialized and developing countries in working towards sustainable impact. The session is based on the experiences of the Centre for Augmentative and Alternative Communication in South Africa in working with American and European partners over the past 17 years.
Concurrent Theme Session: Fetal Alcohol Spectrum Disorders

**Room: MR5**

**Education and Training on Fetal Alcohol Spectrum Disorders**

*Mary O’Connor, PhD, Tarjan Center, Los Angeles, CA*

Prenatal alcohol exposure is a common cause of developmental disabilities, with Fetal Alcohol Spectrum Disorders (FASDs) estimated at 1% of all live births in the US. Training materials developed by the UCLA Regional Training Center to improve knowledge, attitudes, and practices in the treatment of individuals with FASDs will be presented.

**Prevention of FAS/FASD in Russian Children**

*Barbara Bonner, PhD, University of Oklahoma Health Sciences Center, Oklahoma City, OK*
*Tatiana Balachova, PhD, University of Oklahoma Health Sciences Center, Oklahoma City, OK*
*Larissa Tsvetkova, PhD, St. Petersburg State University, St. Petersburg, Russia*
*Galina Isurina, PhD, St. Petersburg State University, St. Petersburg, Russia*

This presentation will describe the data from a culturally-based approach to the prevention of FAS/FASD in Russian children. Data will be presented from pregnant and non-pregnant women, pediatricians, and obstetricians in Russia.

**Professional Competencies in Autism Spectrum Disorders**

*Cathy Pratt, PhD, Autism Society of America, Bloomington, IN*

With the increasing incidence of autism comes the development of professional development and university based programs. This session will highlight professional competencies developed by a consortium of statewide entities and approved through the National Council for Accreditation of Teacher Education (NCATE) process via the Council for Exceptional Children.

Easter Seals provides exceptional services to ensure that people living with autism and other disabilities have equal opportunities to live, learn, work and play.

**Congratulations to AUCD on a successful 2007 Annual Meeting and Conference**

http://www.easterseals.com
Concurrent Theme Session: Alternate Assessments & Credentials

Room: MR9

Alternate Assessments and School Reform: The Apple, The Serpent, or Eve

Deborah Taub, PhD, Interdisciplinary Human Development Institute, Lexington, KY
Melissa E. Hudson, Masters in Severe and Profound Education, Madison Middle School

One of the first steps to creating school reform is creating culture change, which can be viewed as the apple, the serpent, or Eve. The presenters outline how alternate assessments can be a useful tool to develop a meaningful curriculum and how to foster culture change in your school.

National Study of Graduation Requirements and Diploma Options for Students with Disabilities

David R. Johnson, PhD, Institute on Community Integration, Minneapolis, MN

This presentation will summarize findings and implications of a recent national study on state high school graduation requirements and diploma options available to students with disabilities. Intended as well as unintended consequences and implications of the varied state policies and practices will also be discussed and recommendations presented.

Concurrent Theme Session: Employment

Room: MR10&11

Improving Integrated Employment Options for People with Disabilities through Partnership between UCEDD and the Medicaid Infrastructure Grant

Jacquelyn Wenkman, PhD, Waisman Center, Madison, WI
John Butterworth, PhD, Institute for Community Inclusion, Boston, MA
Lisa Mills, PhD, Waisman Center, Madison, WI

Representatives from Massachusetts and Wisconsin will present their research and system change efforts around integrated employment options for people with disabilities who want to work or work more. Each UCEDD will review its activities and initiatives funded through the CMS Medicaid Infrastructure Grant. The session will focus on the importance of cross-stakeholder approaches to change policy and service provision to ensure integrated opportunities for employment.

Increasing Employment and Self-Sufficiency for Individuals with Disabilities

Janice Holland, MS, Center for Excellence in Disabilities, Morgantown, WV
Joy Mason, MSW, Center for Excellence in Disabilities, Morgantown, WV
Kellie Gavran, MS, Center for Excellence in Disabilities, Morgantown, WV
Jennifer Tenney, BS, Center for Excellence in Disabilities, Morgantown, WV

Learn how strategic collaboration with the partners at the WORKFORCE One Stop Centers, Medicaid Buy-In and utilization of the Social Security Ticket to Work Incentives can provide successful opportunities for employment for individuals with disabilities.

A Cultural Competence Curriculum for LEND Fellows: From the Personal to the Organizational View

Room: MR12

Ingrid Allard, MD, MSEd, Westchester Institute for Human Development, Valhalla, NY
Karen Edwards, MD, MPH, Westchester Institute for Human Development, Valhalla, NY

Cultural competence and health care disparities education are essential for effective holistic care of children with disabilities and special health care needs and their families. This concurrent session will present a cultural competence curriculum designed for a LEND program: its goals and objectives, educational techniques, challenges, and successes.
Concurrent Theme Session: Mental Health

TIES Clinic: Partnering to Promote Best Practice Psychiatric Care for Individuals with Developmental Disabilities, Mental Illness, and Challenging Behaviors

Nancy Shook, MSSW, MSN, Waisman Center, Madison, WI
Paul White, MS, Waisman Center, Madison, WI

The Waisman Center TIES Psychiatry Clinic specializes in care for individuals with developmental disabilities. Partnership is key to offering best practice psychiatric care and supporting community living for people with challenging behaviors. Partners include the individual, psychiatric providers, behavioral consultants, support teams, family members, county and other financial providers, environmental modification services, and crisis support systems.

Leveraging Resources: An Inter-Agency Collaboration to Integrate Mental Health Services into a Comprehensive Health Care Delivery System

Patrice Yasuda, PhD, The CHILD Center, Los Angeles, CA

Limited referrals, shortages of experienced staff, and difficulty with reimbursement often prevent mental health from being fully integrated into a comprehensive system of health care delivery for families with children with special health needs. The CHLA/USC UCEDD conducted a pilot program staffed by a LEND trainee to address these issues.

Concurrent Theme Session: Educational Advocacy

Together We’re Better: Forging New Partnerships to Increase Access to the General Education Curriculum

Kathleen Whitbread, PhD, A.J. Pappanikou Center, Farmington, CT
Gina Fleming, MS, A.J. Pappanikou Center, Farmington, CT

The presenter will provide an overview of the Coaches Academy and the Student Technical Assistance Response (STAR) Team. Both projects provide families and educators with resources and assistance to help students with disabilities access the general education curriculum. The presentation will include project descriptions, case studies, and future research directions.

Uniform Training of Lay Special Education Advocates: Systematic Development and Evaluation of Core Competencies, Instructional Curriculum, and Practicum Guidelines

Barbara Wheeler, PhD, USC UCEDD & The CHILD Center, Los Angeles, CA
Denise Marshall, MA, Council of Parent Attorneys and Advocates, Los Angeles, CA
Fran Goldfarb, MA, CHES, USC UCEDD & The CHILD Center, Los Angeles, CA

A discussion of the development and field-testing of a 230-hr course/practicum, designed to assure uniformity in the preparation of Special Education Advocates working with families as an alternative to due process. Data were collected on entry level pre-requisites, core competencies for advocates, and the effectiveness of the curriculum in preparing advocates.
Exploring the Web-based PAR Toolkit: “Making It Real: Participatory Action Research in UCEDDs”

Angela Weaver, MEd, The Center on Self-Determination, OHSU/CDRC, Portland, OR
Susan Yuan, PhD, Center for Disability and Community Inclusion, Burlington, VT
Cathy Haarstad, Council for Persons with Disabilities, Minot State University, Minot, ND
Tanya Baker-McCue, Center for Development and Disability, Albuquerque, NM
Bethany Stark, Tarjan Center, Los Angeles, CA
G. Denise Lance, PhD, Beach Center on Disability, Lawrence, KS

This interactive workshop provides attendees with the opportunity to explore and experience several of the tools, strategies and resources, including the PAR in UCEDDs Curriculum and PowerPoint, within the web-based Participatory Action Research (PAR) Toolkit (developed by OIDD and AUCD’s COCA) as well as provide feedback and share PAR experiences.

Creating an Interrelationship of Community-based Participatory Research, Self-Determination, and Quality Improvement to Improve Health Care Coordination

David Branding, PhD, Resource One Company, Inc, Kewadin, MI
Kay McKay, Resource One Chair, Kewadin, MI

Using community based participatory research (CBPR) to evaluate and improve health care coordination activities is the purpose of the Health Care Coordination Evaluation Team. This session will describe CBPR and key issues in care primary and specialty care coordination, as well quantitative and qualitative findings from this unique initiative.
AUCD Poster Session and Reception

Tuesday, November 13, 2007
5:30 pm – 9:00 pm
Congressional Hall

Prizes!
AUCD General Prize Drawing
Anyone Can Win!
Get your ticket at the door
See page 56 for details

AUCD 2007 Poster Contest
Multiple Posters Will Win!
Submit Your Vote
See page 38 for details

POSTER SESSION FLOOR PLAN
Poster 1

Family Therapy as a Buffer against Caregiver Burden for Parents of Children with Disabilities

Julie Ramisch, Trainee, Purdue University Calumet, Hammond, IN
Thomas Pavkov, PhD, Purdue University Calumet & Riley Child Development Center, Indianapolis, IN
Joseph Wetchler, PhD, Purdue University Calumet, Hammond, IN

Mental health professionals should be knowledgeable about the emotional struggles that families with children with disabilities face. Results from a study that looked at the adequacy of resources, coping styles, caregiver burden, and personal experiences with family therapy for parents of children with disabilities will be shared.

Poster 2

AUCD Virtual Poster Session

In an effort to share a portion of the 2007 AUCD Annual Meeting with individuals who cannot attend, AUCD is pleased to host the first ever Virtual Poster Session. A small number of posters you see here in this room are being presented electronically to your colleagues at five UCEDDs and LENDs across the country. Coordinated by national office staff and the AUCD Communications Committee, each presenter is speaking about their poster live from a booth down the hall, and answering questions from the participating sites.

Poster 3

Child Development and Early Intervention Services of Children Adopted from China

Mary Beth Bruder, PhD, A.J. Pappanikou Center, Farmington, CT
Cristina Mogro-Wilson, PhD, A.J. Pappanikou Center, Farmington, CT

Findings from a mail survey of 307 parents who have adopted a child from China and their experiences with early intervention will be presented. Practical applications on how practitioners in the field can gain information about young children adopted from China will be explored.

Poster 4

Assessing the Presence of Medical Homes for Adults with Disabilities in Connecticut

Mary Beth Bruder, PhD, A.J. Pappanikou Center, Farmington, CT
Cristina Mogro-Wilson, PhD, A.J. Pappanikou Center, Farmington, CT

Findings from a statewide telephone survey of adults with disabilities in Connecticut will be presented. The implications of the medical home concept as applied to adults with disabilities will be discussed.

Poster 5

Faculty and Student Awareness of Disabilities on a University Campus

Mary Beth Bruder, PhD, A.J. Pappanikou Center, Farmington, CT
Cristina Mogro-Wilson, PhD, A.J. Pappanikou Center, Farmington, CT

Undergraduate, graduate students, and faculty were interviewed at a New England University to assess their attitudes, beliefs, and knowledge on disability-related issues. Findings indicate that more needs to be done to promote the awareness of students with disabilities on campus.
**Poster 6**

Friendship Development in Elementary School Aged Children with Disabilities  
*Cristina Mogro-Wilson, PhD, A.J. Pappanikou Center, Farmington, CT*  
*Kathleen Whitbread, PhD, A.J. Pappanikou Center Farmington, CT*

Parents of elementary school aged children with disabilities were asked about the quantity, quality, and development of their child's social skills. This poster will provide an overview of the study findings on the development of friendships conducted by the University Center for Excellence in Developmental Disabilities in Connecticut.

**Poster 7**

Disability Studies in Southeast Europe  
*Vladimir Cuk, MA, Trainee, University of Illinois UCEDD, Chicago, IL*

In December 2006, I started a project entitled Disablity Studies in Southeast Europe: A Feasibility Study on the Need for a UCEDD in Serbia and Montenegro. The goal of the project was to investigate the disability related curriculums at universities and research projects in the region.

**Poster 9**

+ Habilitation: The Comprehensive Intervention Strategy for Cerebral Palsy based on Activity Dependent Neuroplasticity and Neural Repair - A Danish Model  
*Peder Esben Bilde, MA, Helene Elsas Center, Charlottenlund, Denmark*

In +Habilitation, the + refers to something being added. It makes little sense talking about rehabilitation in a congenital brain damage because there is, so to speak, no “re”habilitation. +Habilitation is a qualitative documentation of the individual functional profile outlining the range of the individual strengths, needs and preferences.

**Poster 10**

Midwest LEND Consortium  
*Cindy Ellis, MD, Munroe-Meyer Institute for Genetics and Rehabilitation, Omaha, NE*  
*Kellie Ellerbusch, Munroe-Meyer Institute for Genetics and Rehabilitation, Omaha, NE*  
*Dennis Stevens, MD, Center for Disabilities, Sioux Falls, SD*  
*Roland Ellis, MSW, Center for Disabilities, Sioux Falls, SD*  
*Lenore Holte, PhD, Center for Disabilities and Development, Iowa City, IA*  
*Suzanne Pearson, MA, Center for Disabilities and Development, Iowa City, IA*  
*Matt Reese, PhD, Center for Child Health and Development, Kansas City, KS*  
*Kay Conklin, MSW, TIPS for Kids, Columbia, MO*

The Nebraska, South Dakota, Iowa, Kansas, and Missouri LEND programs have convened for the Midwest LEND Consortium Annual Meeting since 2005, providing trainees and faculty opportunities for networking, MCH-related professional development and leadership training, and regional collaboration. Representatives from AUCD and MCHB have participated in the program.
Poster 11

Interdisciplinary Training for Medical and Allied Health Students in the Delivery of Health Care to Older Adults in Rural South Dakota

Roland Ellis, MSW, Center for Disabilities, Sioux Falls, SD

Interdisciplinary health care is essential for older adults in rural areas. Faculty from the health care disciplines at the University of South Dakota have been building an annual training event with the goal of educating students enrolled in health related courses about various health professions through shared learning, interaction, and collaboration.

Poster 12

Teaching Child Development Through a Unique Child Care Collaboration

Georgina Peacock, MD, MPH, University of Kansas Center on Developmental Disabilities, Lawrence, KS
Jessica Foster, MD, MPH, University of Kansas Center on Developmental Disabilities, Lawrence, KS
Matt Reese, PhD, University of Kansas Center on Developmental Disabilities, Lawrence, KS

Child care can provide a rich learning environment for physicians to learn about child development and ways of stimulating development. Through collaboration with child care, state agencies, and a LEND program, pediatric residents have hands-on training. This session discusses building of partnerships, program development, and ongoing successes and challenges.

Poster 13

“Learn the Signs. Act Early”: A National Campaign to Increase Awareness About Developmental Delay and Referral to Early Intervention

Georgina Peacock, MD, MPH, CDC/NCBDDD, Atlanta, GA
Chris Prue, PhD, CDC/NCBDDD, Atlanta, GA

CDC’s “Learn the Signs. Act Early,” seeks to increase awareness in identifying developmental delays. Children with delays benefit from early intervention. This provides an overview of the child development and autism awareness campaign. It also speaks to a new focus in building partnerships between systems involved in early intervention.

Poster 14

Policy Development, Research, and Systems Change for Persons with Significant Disabilities

Gerri Hanna, JD, MEd, TASH, Washington, DC

This poster session will focus on research that provides a foundation for high quality inclusive practices for persons with significant disabilities. Information provided will demonstrate how strategies for public policy systems change emerge through research and best practice. Information and materials specific to people of color with disabilities will be provided.
Poster 15

Adult Siblings of Individuals with Disabilities: Results from a Web-based, National Survey

Robert Hodapp, PhD, Vanderbilt Kennedy Center, Nashville, TN
Richard C. Urbano, PhD, Vanderbilt Kennedy Center, Nashville, TN

Along with several disability organizations, we surveyed 1,300 US siblings of adults with disabilities. As a group, adult siblings are doing well and female siblings of persons with Down syndrome and those in close sibling relationships benefit more. Females may delay marriage and childbearing, but also have more stable marriages.

Poster 16

Creating Inclusive Environments for School-age Youth

Debby Boyer, MA, Center for Disabilities Studies, Newark, DE
Deborah J. Amsden, MS, Center for Disabilities Studies, Newark, DE

To identify the needs and preferences of families and educators, parents were surveyed regarding preferences for after school programs for their children with disabilities and career and technical education teachers were asked about the resources needed to create inclusive career and technical education classes. The findings of these queries will be presented.
**Poster 17**

Practices and Predictors of the Use of Accommodations by University Faculty to Support College Students with Disabilities

Leena Landmark, MD, Center on Disability and Development, College Station, TX  
Dan Dalun Zhang, PhD, Center on Disability and Development, College Station, TX  

The Disability Training Network works with faculty, staff, and administrators across the nine campuses of the Texas A&M University system. This session will present findings and training implications of factors associated with faculty use of accommodations based on a survey of faculty at this university system.

**Poster 18**

Long-Term Developmental Outcomes of Children with Inborn Errors of Metabolism: An Update Study - Project of AUCD Fellow

Kimberly Powell, PhD, RD, AUCD-CDC-NCBDDD Fellow, Atlanta, GA  
Rani H. Singh, PhD, RD, Emory University, Atlanta, GA  
Richard Olney, MD, MPH, CDC, Atlanta, GA  
Stuart K. Shapira, MD, PhD, CDC, Atlanta, GA  
Marshalyn Yeargin-Allsop, MD, CDC, Atlanta, GA  

This presentation describes the current project of an AUCD Fellow with the Developmental Disabilities Branch at the CDC National Center for Birth Defects and Developmental Disabilities which will examine the long-term developmental outcomes in children with inborn errors of metabolism.

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**AUCD 2007 Poster Contest**

Which poster do you think was the most innovative, the most creative, and the most engaging?

Be sure to submit your vote! Opinion forms can be obtained at the entry doors to the poster session. Place your completed form in any of the drop boxes throughout the poster hall by 9pm.

The posters receiving the most votes will receive prizes, to be awarded during Wednesday morning’s Awards Breakfast.

**Prizes include:**

- Kodak Easy-Share Wireless Digital Photo Frame
- Generous Marriott Hotels Gift Certificates, valid for any future Marriott stay in the US
- Generous Restaurant Gift Certificates, redeemable at your choice of 30 national restaurants

At least one of the poster presenters listed in AUCD’s printed program must be present to win.  
Only one prize will be awarded for each winning poster.
Poster 19

Research Based Prevention of Secondary Conditions among Individuals with Disabilities: Can State Surveillance Systems Provide a Tool for Research?
Ann Alriksson-Schmidt, MA, MSPH, AUCD Fellow-NCBDDD/CDC, Atlanta, GA
Judy Thibadeau, RN, MN, CDC/NCBDDD/DHT, Atlanta, GA
Mark Swanson, MD, MPH, CDC/NCBDDD/DHT, Atlanta, GA

Prevention of secondary conditions among individuals living with disabilities is of great importance. Prevention efforts should be based on evidence from prospective population based research, which is currently lacking. State surveillance systems already in place can provide an opportunity for implementing such research.

Poster 20

15 Years of COCA: History with a View Toward the Future
Laurel Ryan, MFA, Boling Center for Developmental Disabilities, Memphis, TN
Gordon Richins, BS, Center for Persons with Disabilities, Logan, UT
Susan Yuan, PhD, Center on Disability and Community Inclusion, Burlington, VT
Clare Collins, MEd, Center for Community Inclusion and Disability Studies, Orono, ME
G. Denise Lance, PhD, Kansas UCEDD, Lawrence, KS
Cathy Haarstad, MS, North Dakota Center for Persons with Disabilities, Minot, ND
Jan Moss, Center for Learning and Leadership, Oklahoma City, OK

A poster highlighting important developments in the evolution of AUCD’s Council on Community Advocacy (COCA), as the Council looks toward its future role as a resource to AUCD and the larger disability community.

Poster 21

The Future is Here Today: Meeting the Needs of CACs with Distance Technology
Elizabeth Bishop, MSSW, Boling Center for Developmental Disabilities, Memphis, TN
Laurel Ryan, MFA, Boling Center for Developmental Disabilities, Memphis, TN

The Boling Center has used video-conferencing, phone conferencing, and more recently web-conferencing to facilitate virtual and face-to-face meetings of its Community Advisory Council (CAC). Positioned across the state in up to 4 venues and supplemented with live captioning, the CAC has developed strong bonds and eliminated long journeys.

Poster 22

Exploring Strategies to Improve the Health of Custodial Grandparents
J. Carolyn Graff, PhD, Boling Center for Developmental Disabilities, Memphis, TN
Stella Nwokeji, MSN, RN, Trainee, Boling Center for Developmental Disabilities, Memphis, TN
Ruth J. Roberts, EdD, Boling Center for Developmental Disabilities, Memphis, TN
Belinda Tate Hardy, MSW, Boling Center for Developmental Disabilities, Memphis, TN
Juanita A. Williams, MSW, Boling Center for Developmental Disabilities, Memphis, TN
Kelli H. Davis, MSW, Boling Center for Developmental Disabilities, Memphis, TN
Frederick B. Palmer, MD, Boling Center for Developmental Disabilities, Memphis, TN

Custodial grandparents participated in focus group interviews to identify ways their health and quality of life could be improved. Findings will be used, along with feedback from grandparents to develop interventions to improve the health and quality of life of grandparents who are primary caregivers for their grandchildren.
Poster 23
Parent Views on their Communication with Siblings of Children with Genetic Disorders
J. Carolyn Graff, PhD, College of Nursing and Graduate Health Sciences, Memphis, TN
Susan Neely-Barnes, PhD, University of Tennessee, College of Social Work, Memphis, TN
Ruth Roberts, EdD, Boling Center for Developmental Disabilities, Memphis, TN
Heather Hall, MSN, Trainee, University of Tennessee Health Science Center College of Graduate Health Sciences, Memphis, TN
Belinda Hardy, MSSW, LCSW, Boling Center for Developmental Disabilities, Memphis, TN
Jane Hankins, MD, St. Jude Children’s Research Hospital, Memphis, TN
Focus groups with parents of children with autism, cerebral palsy, Down syndrome, and sickle cell disease examined parent perceptions of sibling responses to the genetic disorder and the child with the disorder. Using emergent categories and themes, intervention strategies involving family members and professionals working with families will be proposed.

Poster 24
Language & Behavior: Impact of Degree of Hearing Loss and “Very Early” Early Intervention in a Child’s First Two Years
Betty Vohr, MD, Women and Infants Hospital, Providence, RI
Julie Jodoin-Krauzyk, MD, MA, Women & Infants’ Hospital, Providence, RI
Language and behavior outcomes of a prospective longitudinal study of children with varying degrees of hearing loss participating in early intervention and their matched controls at 12-16 and 18-24 months of age will be presented. The impact of “very early” entrance into early intervention will be emphasized.

Poster 25
Top Spots: It’s Organized Chaos
Curt Phillips, MA, Center for Persons with Disabilities, Logan, UT
Sue Olsen, MEd, Center for Persons with Disabilities, Logan, UT
The initial project created an awareness and responsive commitment to the expansion and modification of recreation/leisure activities to meet the needs and expectations of children and youth with disabilities. The project is supported through support by the CPD, Logan and Smithfield City Recreation, and parents of children with disabilities.

Poster 26
Barriers to Effective Late Life Transitions for Aging Caregivers of Persons with Developmental Disabilities
Lynne Tomasa, PhD, MSSW, Sonoran UCEDD, Tucson, AZ
Yumi Shirai, MA, MS, Trainee, Sonoran UCEDD, Tucson, AZ
The purpose of this study is to promote positive transitions for people with developmental disabilities as they and their caregivers age. This will be accomplished by exploring care needs, health status, and the barriers older caregivers face when making future care plans for a person with developmental disabilities.
**Poster 27**

Leadership Development Project: Working and Growing with Youth in Puerto Rico

Annie Alonso, PsyD, MSW, Institute on Developmental Disabilities, San Juan, PR  
Ilia M. Torres-Avillán, MS, Institute on Developmental Disabilities, San Juan, PR  
Maria N. Reyes, MSW, Institute on Developmental Disabilities, San Juan, PR  
Mario H. Rodriguez, PhD, MPH, Institute on Developmental Disabilities, San Juan, PR  
Misael Pérez, MA, Institute on Developmental Disabilities, San Juan, PR  
Marisol Acosta, MA, Institute on Developmental Disabilities, San Juan, PR  
Jennifer Carides, MSW, Institute on Developmental Disabilities, San Juan, PR  
Nayda Cruz, BA, Institute on Developmental Disabilities, San Juan, PR  
Ricardo Figueroa, BBA, Institute on Developmental Disabilities, San Juan, PR

This presentation will share the methods and findings from youth participating in a leadership project. The results will describe youth achievements and growth in their communities and include success stories of many participants.

**Poster 28**

Universal Design in Higher Education: Systemic Change for the Academy

Lucille Zeph, EdD, Center for Community Inclusion and Disability Studies, Orono, ME  
Tina Passman, PhD, Center for Community Inclusion and Disability Studies, Orono, ME  
Sandra Horne, MA, Center for Community Inclusion and Disability Studies, Orono, ME  
Valerie Smith, PhD, Center for Community Inclusion and Disability Studies, Orono, ME

This poster provides an overview of the process used by one UCEDD to improve access to their university by utilizing the principles of universal design. This multi-year systems change initiative addresses several aspects of university policy and practice related to the creation of accessible academic environments and experiences for all members of the university community.

**Poster 29**

Advancing Parent-Professional Leadership in Education: Preliminary Findings from a Five Year Intervention Project

Heike Boeltzig, MA, Institute for Community Inclusion, Boston, MA  
Rich Robison, PhD, Federation for Children with Special Needs, Boston, MA

The poster presents preliminary findings from the Advancing Parent-Professional Leadership in Education Project, a five year intervention, implemented by the Federation for Children with Special Needs and targeted at parents of children with disabilities who are members of Parent Advisory Councils.

**Poster 30**

What Does It Take: From Research to Policies to Services for Integrating Long-Term Supports with Affordable Housing

Alma Ellis, BS, Institute for Disability Studies, Jackson, MS

Research and policy analysis play a significant role in systems change. Mississippi’s Institute for Disability Studies researched the state’s housing programs and home- and community-based waivers to initiate systems change in the development of long term services for consumers wanting to live in the housing arrangement of their choice.
An Elementary Approach to Improving Health Literacy in Mississippi: An Integrated Suggested Teaching Strategy for the Mississippi Health Curriculum Framework

Roy Hart, MPH, Institute for Disability Studies, Jackson, MS
Alma Ellis, BS, Institute for Disability Studies, Jackson, MS
Jo Prather, Madison County Schools, Flora, MS

The project augments the Mississippi Department of Education’s Comprehensive Health Education Framework. Stakeholders developed an integrated approach to address the framework’s competencies for grades kindergarten through fifth. Teaching strategies consist of activities initiated by children in classroom environments that improve the level of health literacy in Mississippi.

Good-To-Go Hurricane Evacuation Kit

Denise De La Garza, PhD, Center for Disability Studies, Austin, TX
Precious Williams, MEd, Center for Disability Studies, Austin, TX

This evacuation kit was created for residents of the Gulf coast who are seniors or individuals with disabilities and who may have special needs during a hurricane evacuation. The kit is designed to go on a refrigerator and contains an evacuation guide and sample information sheets.
Poster 33

Community-Based Health and Wellness Programs for Individuals with Disabilities

   Connie Johnson, PT, former trainee, Children’s National Medical Center, Washington, DC

People with disabilities engage in health promoting behaviors less often than individuals without disabilities. Utilizing a participatory action research model, the researcher worked collaboratively with several agencies to identify the need for educational resources that promote health and wellness for individuals with disabilities, their families, and service professionals.

Poster 34

Psychosocial Aspects of Pediatric Palliative and Hospice Care: A Washington, DC Care Collaborative

   J. Whitney Little, Trainee, Children’s National Medical Center, Washington, DC

This program will focus on pediatric hospice and palliative care needs within the United States, and more specifically the District of Columbia. The poster will focus on barriers to hospice and palliative care, as well as approaches to improving care access and quality for children facing life threatening illness.

Poster 35

Organization for Autism Research Programs and Services

   Peter Gerhardt, EdD, Organization for Autism Research, Arlington, VA

The Organization for Autism Research (OAR) was created in 2001 to use applied science to answer questions that parents, families, individuals with autism, teachers, and caregivers confront daily. No other autism organization has this singular focus. OAR’s efforts focus on the funding and dissemination of research in support of learners with autism.

Poster 36

Faith, Biotechnology, and Disability

   William Gaventa, MDiv, Elizabeth M. Boggs Center on Developmental Disabilities, New Brunswick, NJ

The National Council of Churches passed a Policy Statement in 2006 on faith and biotechnology. It included issues related to disability, genetics, and biotechnology. This presentation outlines those parts of the statement and asks for feedback from the AUCD network.

Poster 37

Moving Toward a Coherent Career Path for Direct Support Professionals and Frontline Supervisors in New Jersey: UCEDD Roles

   William Gaventa, MDiv, Elizabeth M. Boggs Center on Developmental Disabilities, New Brunswick, NJ
   Daniel Baker PhD, Elizabeth M. Boggs Center on Developmental Disabilities, New Brunswick, NJ

In 2002, the Boggs Center helped initiate a New Jersey DSP Workforce Development Coalition, a collaboration involving state agencies, provider networks, and community colleges. This session will describe the collaboration, its focus on a statewide career path, and basic training for front line managers.
Poster 38

My Health, My Choice, My Responsibility

*Marilyn Vitale, MA, Westchester Institute for Human Development, Valhalla, NY*
*Mitchell Levitz, Westchester Institute for Human Development, Valhalla, NY*

My Health, My Choice, My Responsibility is an eight-session curriculum that promotes speaking up for good health in daily life designed for adults with intellectual disabilities. The program includes a manual, trainer’s guide, activities, and health tools. A unique aspect of the program pairs a trainer and a self-advocate as group leaders. This poster describes the development, field testing, and initial results of the program.

Poster 39

Evaluating the Impact of Family Mentorship for LEND Trainees at the Westchester Institute for Human Development

*Barbara Levitz, MS, Westchester Institute for Human Development, Valhalla, NY*
*Laurence Miller, PhD, Westchester Institute for Human Development, Valhalla, NY*
*Karen Edwards, MD, MPH, Westchester Institute for Human Development, Valhalla, NY*

Self report data provides prima facie evidence of the Family Mentorship module’s pedagogical effectiveness as a method to help MCH professionals understand the impact on families of having a child with a disability, their experiences working with professionals from various disciplines, and the responsiveness of service systems to family needs.

Poster 40

The Center for Persons with Disabilities: 35 Years of Integrating Research, Education and Service

*Kelleen Smith, BS, Center for Persons with Disabilities, Logan, UT*
*Martin Blair, MS, Center for Persons with Disabilities, Logan, UT*
*Thomas Higbee, PhD, Center for Persons with Disabilities, Logan, UT*
*Judith Holt, PhD, Center for Persons with Disabilities, Logan, UT*
*Mark Innocenti, PhD, Center for Persons with Disabilities, Logan, UT*
*Richard Roberts, PhD, Center for Persons with Disabilities, Logan, UT*
*Cyndi Rowland, PhD, Center for Persons with Disabilities, Logan, UT*
*Sara Rule, PhD, Center for Persons with Disabilities, Logan, UT*

Over a span of more than 35 years, the Center for Persons with Disabilities at Utah State University has operated hundreds of high-quality education, research, and service projects aimed at improving life for people with disabilities and their family members. Highlighted projects impact policy and service delivery on local, state, national, and international levels.

Poster 41

Self-Determination and Dual Diagnosis: Is There a Relationship?

*Karen Hobden, PhD, Developmental Disabilities Institute, Detroit, MI*
*Barbara W. LeRay, PhD, Developmental Disabilities Institute, Detroit, MI*

The relationship between self-determination and dual diagnoses will be examined. Mental health concerns in individuals with intellectual disabilities were assessed using recently developed diagnostic tools. Information on individuals’ level of self-determination was also collected. Degree of self-determination for individuals with and without a dual diagnosis will be compared.
Poster 42

Reaching Rural and Frontier Communities Through the Development of Video-Teleconferencing Networks in CA

Cary Kreutzer, MPH, USC UCEDD Children’s Hospital Los Angeles, Los Angeles, CA
Fran Goldfarb, MA, CHES, USC UCEDD Children’s Hospital Los Angeles, Los Angeles, CA
Debbie Sarmento, Family Resource Center Network of CA, Sacramento, CA
Susan Ferrier, Northern Sierra Rural Health Network, Nevada City, CA

Over the past seven years, the USC UCEDD, through grant funding, has established professional and parent leader video-teleconference networks primarily in rural and frontier communities to establish mechanisms for outreach training. This poster will present evaluation data, models implemented, and lessons learned.

Poster 43

Genetic Testing: Informational Needs and Preferences of Parents and Siblings of Adults with Developmental Disabilities

Patricia Patrick, MPH, New York Medical College, Valhalla, NY
Karen Edwards, MD, MPH, Westchester Institute for Human Development and New York Medical College, Valhalla, NY

This poster presents the results of a research project that elicited the informational needs of parents and siblings of adults with developmental disabilities regarding new genetic testing that may be available to them. Feedback from parents and siblings allowed investigators to make recommendations regarding appropriate communication with the targeted population.
Poster 44

Low Tech for Aging In-Place

Regina Mayolo, Center for Excellence in Disabilities, Morgantown, WV

Interdisciplinary aging-in-place assessments found rural homeowners with disabilities resistant to high tech assistive devices for independent living and home modifications. Cultural preferences, cost, and usability were critical factors for recommending or purchasing AT. Findings help decision-makers best use limited resources, and encourages universal design in developing programs and built environments.

Poster 45

Using Participatory Action Research to Develop and Validate the Core Competency Measure

Stephen Leff, PhD, Children’s Seashore House, Philadelphia, PA
Nathan Blum, MD, Children’s Seashore House, Philadelphia, PA
Abbas Jawad, PhD, Children’s Seashore House, Philadelphia, PA
Judith Silver, PhD, Children’s Seashore House, Philadelphia, PA
Symme Trachtenberg, MSW, Children’s Seashore House, Philadelphia, PA
Karen Hudson, MSW, Children’s Seashore House, Philadelphia, PA
Karen Tate, Children’s Seashore House, Philadelphia, PA

Our LEND Program Evaluation Committee used participatory research to design the Core Competency Measure, which assesses fellows’ perception of their knowledge/skills related to the core competency domains of LEND. Analyses from five cohorts of fellows (n=62) will be presented to illustrate the validity and usefulness of this new measure.

Poster 46

Better Understanding Family Meetings at The Children’s Hospital of Philadelphia through a Participatory Action Research Process

Stephen Leff, PhD, Children’s Seashore House, Philadelphia, PA
Andrea Mattie, MSW, Children’s Seashore House, Philadelphia, PA
Karen Tate, Children’s Seashore House, Philadelphia, PA
Beth Lohne, Trainee, Children’s Seashore House, Philadelphia, PA
Lois Robbins, Trainee, Children’s Seashore House, Philadelphia, PA

A research collaboration between social workers, LEND faculty, and LEND fellows led to the formation of a parent and staff survey to better understand how “family meetings” can facilitate patient care planning. Results from 78 parents and 33 staff will be used to discuss implications for improving family meetings.

Poster 47

Early Markers of Autism: Sensory Motor Differences Between High-risk and Low-risk Infants at 12 Months of Age

Kaitlin Fiore, MS, Trainee, New Hampshire LEND, Lebanon, NH
Jennifer Holland, MS, Trainee, New Hampshire LEND, Lebanon, NH

Our pilot study aims to identify early sensory motor markers for autism spectrum disorders in infants through a prospective study comparing infants at high-risk for developing autism and infants at low-risk.
**Poster 48**

Promoting Inclusion, Employment, and Community Participation Using Natural Supports for Youth with Disabilities: Promising Strategies

Erik Carter, PhD, Waisman Center, Madison, WI  
Colleen Kurkowski, Waisman Center, Madison, WI

This presentation will address how natural support strategies can be used to promote inclusion and belonging for high school students in school, work, and community settings. We will present initial lessons from our Natural Supports Project, which currently is working with nine high schools throughout Wisconsin.

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**Poster 49**

Autism Team Training: An Interdisciplinary Multi-Session Training Experience

Brittany Schmidt, MA, Center for Disabilities, Sioux Falls, SD

Autism Team Training is a multi-session training designed to provide an interdisciplinary team with a variety of educational, vocational, leisure, communication, and daily living intervention methods for that team’s focus on an individual with an Autism Spectrum Disorder. An overview of the training and the efficacy for the individual will be presented.

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**Poster 50**

Self-Employment in Florida

David Guido, Florida Center for Inclusive Communities, Tampa, FL  
Pam Hinterlong, MS, FLDOE/Division of Vocational Rehabilitation, Tallahassee, FL

The presentation will provide an overview of the state and nationally funded self-employment initiatives in Florida. These initiatives impact individual employment outcomes for persons with disabilities, and state and local service systems.

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**Poster 51**

Innovative Approach to Training Individuals and Agencies in Rural Areas

Sachin Pavithran, Center for Persons with Disabilities, Logan, UT  
Heather Young, BS, Center for Persons with Disabilities, Logan, UT

State Assistive Technology (AT) programs are mandated to participate in AT training and demonstration activities. This presentation will focus on how the Utah AT Program is working with community partners to expand device demonstration and AT training in rural areas of Utah.

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**Poster 52**

Tennessee Disability Pathfinder - an Internet Based Resource of State Services and National Information Resources

Carole Moore-Slater, MS, Vanderbilt Kennedy Center, Nashville, TN

Tennessee Disability Pathfinder is a web-based information and referral service. It offers a statewide bilingual helpline, disability village internet site with a statewide database, Hispanic database, national resources by topic, statewide calendar of disability events, and an accessibility project. Effective collaboration with community agencies is the project’s focus.
Poster 53

UCEDD Assistive Technology Service Delivery Models, Training Activities, and Applied Research Initiatives

Glenn Hedman, MS, University of Illinois UCEDD, Chicago, IL

Most UCEDDs are active in the area of Assistive Technology, but the service delivery approaches, training activities, and research efforts vary greatly. The poster session will provide an opportunity to learn about the different activities in a single session.

Poster 54

Meeting the Healthcare Needs of Children in Foster Care through the Use of an Innovative Comprehensive Electronic Health Record (EHR)

Aaron Velez, MSW, Westchester Institute for Human Development, Valhalla, NY
Ingrid Allard, MD, Westchester Institute for Human Development, Valhalla, NY

Children in foster care are embedded in complex biopsychosocial issues that jeopardize their physical, developmental, and mental health functioning. As the systems responsible for their care are often fragmented, insufficient, and inadequately coordinated, the use of a comprehensive EHR can better meet their needs. WIHD’s innovative EHR will be demonstrated.

Poster 55

Partnerships, Collaborations, & Service: Corporation for National & Community Service’s Commitment to Inclusion of Individuals with Disabilities in Service

Paula Sotnik, BA, Institute for Community Inclusion, Boston, MA
Mat McCollough, MPA, AUCD, Silver Spring, MD
Jason Wheeler, Institute for Community Inclusion, Boston, MA

The Corporation for National and Community Service (CNCS) provides opportunities for Americans of all ages and backgrounds to serve their communities and country. Attendees will learn about CNCS’ partnership with UCEDDs in efforts to recruit and support members and volunteers with disabilities.

Poster 56

AUCD Diversity Survey

Tokesha Warner, BA, Mid-Tennessee Interdisciplinary Instruction in Neurodevelopmental Disorders, Nashville, TN
Paula Sotnik, BA, Institute for Community Inclusion, Boston, MA

In April 2007, the AUCD Diversity Survey was launched to gather data on the diversity of the Network. This presentation will allow us to show the 2007 data compared to the 2003 data.
Impact of School Bullying on Children with Spina Bifida: Time for Systems Change in Education Policy for Children with Disabilities

Regina Gargus, MD, University of Arkansas for Medical Sciences, Little Rock, AR
Andrea Hart, PhD, Partners for Inclusive Communities, Little Rock, AR
Betsy Johnson, MSW, Partners for Inclusive Communities, Little Rock, AR

This program's objective is to explore factors that may increase the risk of becoming a victim of bullying in school for children with spina bifida, describe the impact of childhood bullying for young adults with spina bifida, and develop positive recommendations to impact systems change and educational policy.

Field Based Experience for Dual Education Majors: A Unique Partnership between a Local School District and a University

Ginny Beck, MA, Nevada UCEDD, Reno, NV

A dual university program for pre-service teachers graduating with degrees in special education and elementary education includes a supervised field based component in which the students spend approximately eighty hours a semester in classrooms. They work with students individually and in whole groups.

Personal Success Model (PSM): Its Use in Single Integrated Community Case Plans to Guide People with Disabilities in Attaining their Goals

Dave Schaad, MHR, Institute for Disabilities, Laramie, WY

The Personal Success Model (PSM) is designed to facilitate a single, integrated community case management approach to transcend organizational and territorial boundaries of service and support agencies. The PSM is based on community success as defined by the individual for whom services and supports are being created.

Noise Events in Multiple-Occupancy vs. Single-Room NICU Design

Jenny Miller, BS, Trainee, Center for Disabilities, Sioux Falls, SD

This poster describes the incidence of specific noise events (alarms, care activities, etc.) in a Level III multiple-occupancy compared to a newly-constructed single-room NICU facility. This research determined the contributions of noise events to overall noise levels as NICU facilities transition from the multiple-occupancy to the single-room design.

Beyond The Basics: Promoting Equality of Opportunity in Sports and Culture

Stephen Gilson, PhD, Center for Community Inclusion and Disability Studies, Orono, ME
Elizabeth DePoy, PhD, Center for Community Inclusion and Disability Studies, Orono, ME

We examine the myriad barriers that contribute to the ongoing exclusion of persons with disabilities from sports and culture. We then discuss limitations of segregated and medicalized therapeutic responses and propose important theory and principles based on universal access and social justice for advancing inclusivity in sports and culture.
**Poster 62**

Focus Fitness for Persons with Intellectual Disabilities: A New Clinical Intervention  
*Mary Segal, PhD, Institute on Disabilities, Philadelphia, PA*  
*Brad Kleinfelter, BS, Focus Fitness, Inc, Middletown, PA*  
*Jeffrey Cooper, MBA, MS, United Cerebral Palsy of Central PA, Camp Hill, PA*  
*Spring Chenoa Cooper, PhD, Pennsylvania State University, State College, PA*

We describe and present outcomes data for an innovative health and fitness program for persons with developmental disabilities. Participants have successfully reduced body weight and increased flexibility during a 3-month pilot. Participation of at-home care providers is a key aspect of the intervention.

**Poster 63**

Satisfaction Reported by Pennsylvania’s Medical Assistance Program Enrollees With and Without Disabilities  
*Mary Segal, PhD, Institute on Disabilities, Philadelphia, PA*  
*Guy Caruso, PhD, Institute on Disabilities, Philadelphia, PA*  
*Diane Nelson Bryen, PhD, Institute on Disabilities, Philadelphia, PA*

We compared data from the state’s Medical Assistance plan members with disabilities and members who had not been selected for disability, (i.e. general population of enrollees who may or may not have had disability). The former group expressed significantly less satisfaction with health plan communication and approval for needed tests and treatments.

**Poster 64**

Improving Accessibility of Cell Phones, PDAs, and the Web: What Manufacturers Might Want to Know  
*Diane Nelson Bryen, PhD, Institute on Disabilities, Philadelphia, PA*

The poster will present the results of five years of research conducted by the Collaborative on Assistive Technology and Cognitive Disabilities. The focus will be on improving access to generic technologies, including cell phones, personal digital assistants, and the web.

**Poster 65**

The Inclusion of Students with Visual Impairments  
*Shunit Reiter, PhD, MISHAL University Center on Disabilities for Education, Empowerment, and Research, Haifa, Israel*  
*Itay Hess, PhD, MISHAL University Center on Disabilities for Education, Empowerment, and Research, Haifa, Israel*  
*Tamar Horowitz, PhD, MISHAL University Center on Disabilities for Education, Empowerment, and Research, Haifa, Israel*

This poster describes a study on the inclusion of students who are visually impaired (blind or have low vision) within mainstream schools. It includes an evaluation of their quality of life as reported by themselves and by their teachers, the degree of compatibility between the two evaluations and the correlation between the students’ quality of life, the school climate, and the teachers’ attitudes towards inclusion.
Poster 66

Risk Factors for Youth with Intellectual Disabilities in Out-of-Home Care

Steve Koch, PhD, Riley Child Development Center, Indianapolis IN
Crystal Cederna, Trainee, Riley Child Development Center, Indianapolis, IN
Jacqueline Wall, PhD, Riley Child Development Center, Indianapolis, IN

In recent years, studies from the IARCCA Outcome Measures Project have examined risk factors for youth in out-of-home care. To date, however, these studies have not examined the impact of intelligence on outcomes. This poster presentation will compare youth with average or near-average intelligence to youth with intellectual disabilities.

Poster 67

Racial Disproportionality and Disparity for Youth in Out-of-Home Care

Steve Koch, PhD, Riley Child Development Center, Indianapolis IN
Jacqueline Wall, PhD, Riley Child Development Center
Crystal Cederna, Trainee, Riley Child Development Center, Indianapolis, IN

This poster presents findings related to disproportionality and disparity among Indiana’s youth served by social service agencies. The poster also discusses differences in risk factors for the Black or White youth in care.
Poster 68

Racial/ Ethnic and Gender Inclusivity of the University of Hawai‘i College of Education Faculty, Staff, and Students

Steven Brown, PhD, Center on Disability Studies, Honolulu, HI
Jean Johnson, DPH, Center on Disability Studies, Honolulu, HI
Jeff Moniz, PhD, Institute for Teacher Education, Honolulu, HI

During the 2005-2007 academic years, the University of Hawai‘i College of Education (COE) Diversity Committee investigated racial/gender inclusivity. The Committee submitted a 100+ page Report on “Racial/ Ethnic and Gender Inclusivity of COE Faculty, Staff, and Students” unanimously accepted by the COE Congress in May 2007.

Poster 69

Due Process Hearing Reviews: A Venue for Advocacy and Systems Change

Jean Johnson, DPh, Center on Disability Studies, Honolulu, HI
Susan Rocco, MPH
Jasmine Williams
Sue Brown
Martha Guinan, Center on Disability Studies, Honolulu, HI
Ivalee Sinclair
Josh Fouts, LEND

This presentation will describe how faculty from University Centers for Excellence can contribute to systems-change and provide advocacy for families and their children with disabilities through participation in the review of due process hearings.

Poster 70

Person-Centered Advocacy and the New Professional

Laura Eisenman, PhD, Center for Disabilities Studies, Newark, DE
Jamie Wolfe, Center for Disabilities Studies, Newark, DE
Nancy Weiss, MSW, Center for Disabilities Studies, Newark, DE

Learn about the transformation of an undergraduate capstone course in an interdisciplinary disabilities studies minor program. Using students’ multimedia projects and course materials, we will demonstrate how personal stories and policy issues were woven together to help students strengthen their understanding of facilitating change with people who have disabilities.

Poster 71

Project IMPACT: Empowering Parents with Cognitive Disabilities

Trupti Rao, PhD, Westchester Institute for Human Development, Valhalla, NY

This presentation describes Project IMPACT, an intensive parent training program for parents with intellectual disabilities who have been reported for maltreatment. It will describe models of programs for parents with cognitive limitations, provide an overview of program techniques, and present preliminary data about the program’s efficacy.
Healthy Delawareans with Disabilities (HDWD) 2010 Project: Contributing to Knowledge about Health and Risk Factors of Children with Disabilities  
Ilka K. Riddle, PhD, Center for Disabilities Studies, Newark, DE  
Thomas Kelly, MD, MPH, BSN, Division of Developmental Disabilities Services, Delaware Health and Social Services, Dover, DE  
Alisha Raiford-Hall, MS, Division of Developmental Disabilities Services, Delaware Health and Social Services, Dover, DE  
A survey was conducted to collect information about health, health risk behaviors, and recreational activities from families of children with disabilities and special health care needs in Delaware. This poster illustrates the main survey findings and recommendations for improving the health of Delaware children and youth.

Delaware Transition Initiative: Medical Transition of Youth from the Pediatric to the Adult Health Care System  
Ilka Riddle, PhD, Center for Disabilities Studies, Newark, DE  
Terri Hancharick, Center for Disabilities Studies, Newark, DE  
This research project explored the experience of young adults with disabilities/chronic health conditions with medical transition from the pediatric into the adult health care system. Findings show that more supports are needed in the transition process. Recommendations include the development of a transition team that assists with the transition process.

Health Care Access for Women with Disabilities: What are the Experiences of Women with Intellectual Disabilities?  
Tracy Mann, MA, Center for Disabilities Studies, Newark, DE  
Ilka Riddle, PhD, Center for Disabilities Studies, Newark, DE  
The poster illustrates survey results of women’s access to preventative gynecological health care and findings of qualitative interviews with women with intellectual disabilities about their experiences with routine gynecological exams. Recommendations for improved preventative health care experiences for women with intellectual disabilities will be provided.

The SNAPP Project: The Interrelationship of School Nurses and Educators in Promoting Academic Success for Students with Low-Incidence Disabilities  
Bernice Allen, PhD, RN, Partnership for People with Disabilities, Richmond, VA  
Harriet Marie Chapin, MS, RN, CPNP, Virginia Commonwealth University, Richmond, VA  
Vickie H. Southall, MSN, RN, University of Virginia School of Nursing, Charlottesville, VA  
School Nurses as Professional Partners: Supporting Educational Outcomes for Students with Low-Incidence Disabilities prepares school nurses to meet the needs of students with low-incidence disabilities. The program’s success stems from collaboration among university schools of nursing, Virginia’s Department of Education, and Virginia’s University Center for Excellence in Developmental Disabilities.
Poster 76

Building Nurse Practitioner (NP) Student Confidence and Competence in Recognizing Behavioral, Developmental, and Mental Health Disorders in Children

Harriet Marie Chapin, MS, RN, CPNP, Virginia Commonwealth University School of Nursing, Richmond, VA
Martha Edwards Hart, MS, RNC, PNP, NNP, Virginia Commonwealth University School of Nursing, Richmond, VA
Debra E. Lyon, PhD, RN, FNP, Virginia Commonwealth University School of Nursing, Richmond, VA
Ginger Pettengill Richardson, RN, Student NP, Virginia Commonwealth University School of Nursing, Richmond, VA

The incidence and prevalence of behavioral, developmental, and mental health conditions in children and adolescents requires focus on this content in the training of practitioners. This session will explore a model where knowledge acquisition, application, and advocacy are built through exposure and interaction with children with varied mental health needs.

Poster 77

Advancing Maternal and Paternal Age in Children with Autistic Spectrum Disorder

Maria Valicenti-McDermott, MD, MS, Rose F. Kennedy Center, Bronx, NY
Jessica Tibbetts, Trainee, Rose F. Kennedy Center, Bronx, NY
Rosa Seijo, MD, Rose F. Kennedy Center, Bronx, NY
Lisa Shulman, MD, Rose F. Kennedy Center, Bronx, NY

We compared maternal age at the birth of offspring of children with Autistic Spectrum Disorder (ASD) followed at our Center to the average national maternal age at birth of offspring in the US. We also compared parental ages between those children with ASD with or without a history of language regression.

Poster 78

Effects of a Self-regulation Program in Children with Learning Disabilities with Inattention and Hyperactivity

Katharine Lawson, PhD, Rose F. Kennedy Center, Bronx, NY
Maria Valicenti-McDermott, MD, MS, Rose F. Kennedy Center, Bronx, NY
Elizabeth Ridgway, OTR, Rose F. Kennedy Center, Bronx, NY
Judith Lapidus, OTR, Rose F. Kennedy Center, Bronx, NY
Rani Kathirithamby, MD, Rose F. Kennedy Center, Bronx, NY

We examined the effects of ALERT Program, a self-regulation program, on attention and hyperactivity in children with learning difficulties. Self-regulation programs have become increasingly popular because they claim to increase self-regulation, resulting in better control of attention and hyperactivity. However, little data is available about the effectiveness of such programs.
Support Needed for Old Adults as Caretakers of Persons with Developmental Disabilities

Ethel Teichbeg-Sabath, LCSW, Rose F. Kennedy Center, Bronx, NY
Maria Valicenti-McDermott, MD MS, Rose F. Kennedy Center, Bronx, NY
Howard Demb, MD, Rose F. Kennedy Center, Bronx, NY

We identified 82 preschool children in foster care who presented to a UCEDD or LEND for evaluation of developmental disabilities from 1988 through June 2003. We examined how many of these children were cared for by a caretaker who is older than 65 and observed that 23 (34%) were older than age 65.

Supporting Each Other Through Parenting (SPA) Program

Julieta Hernandez, MSW, Mailman Center for Child Development, Miami, FL

The SPA program teaches parenting skills and developmental milestones for infants and toddlers to young parents infected with HIV/AIDS in the context of the parent-child dyad while attending to critical parental developmental tasks. Parents achieve a sense of mastery over their role and strengthen their capacity for responsive/synchronized parenting.

Integrating Assistive Technology into Regular Education Settings: One State’s Success

Jamie Hayhurst-Marshall, Center for Excellence in Disabilities, Morgantown, WV

Although information exists regarding integrating special education students into regular educational settings, teachers, both special and regular education, struggle with how to integrate students. West Virginia has created a model of how to incorporate an adapted computer into regular education settings. This poster will discuss how this project was initiated and current project findings.

Promoting Leadership through an Interdisciplinary Disability Studies Program

Krystal Kemp, MSW, Trainee, Institute for Human Development, Kansas City, MO
Ronda Jenson, PhD, Institute for Human Development, Kansas City, MO

What are the qualities of a leader? What specifically does a leader do and how does he/she do it? This session will share how the Disability Studies Program at the University of Missouri-Kansas City builds the capacity of students to be leaders in their fields.

Color Concepts of Blind and Partially Sighted Students in Creative Writing Class

Salinee Antarasena, PhD, Ramkhamhaeng University, Bangkok, Thailand

This year, the Creative Writing Class at Ramkhamhaeng University launched a web-based education for blind and partially sighted students and included assistive technologies to assist their needs. As the course ends, students’ works demonstrate satisfactory progress in building their first websites as well as their understanding of color concepts.
**Poster 84**

**AUCD**

The Association of University Centers on Disabilities, located in Silver Spring, MD, is a national, nonprofit organization that promotes and supports three national networks of interdisciplinary centers advancing policy and practice through research, education, leadership and services for and with individuals with developmental and other disabilities, their families and communities.

**Poster 85**

Explore a supported living environment that functions as an interdependent, inclusive community through the film, *The Key of G*

Amy Hosa, Parent, San Francisco, CA  
Alexandra Harley, Lateral Films, San Francisco, CA

*The Key of G* is an award-winning documentary film that focuses on the relationships between a young man with Mowat-Wilson syndrome, his mother, and his artist caregivers. Together they create a successful model of supported living, and a compelling alternative to institutionalized care.

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**AUCD General Prize Drawing**

Everyone who attends the poster session will receive a ticket for the drawing

Winning tickets will be drawn during Wednesday morning’s Awards Breakfast  
~ Must be present to win ~

**Sony Reader**

“The Reader Digital Book offers a unique, on-the-go reading experience and is the perfect travel companion. More compact than many paperbacks, it weighs about 9 oz, is 1/3” thin, and holds up to 160 eBooks. You can easily hold it in one hand, and with its rechargeable battery, you can turn up to 7,500 continuous pages on a single charge.”

**Touch iPod**

“Hold all your music, photos, and videos using the new revolutionary touch-interface. Store up to 1,750 songs, 10,000 photos, or 10 hours of video in less than 4.5 oz.”
AUCD Vision, Mission, and Values

Vision
The Association of University Centers on Disabilities (AUCD) envisions a future where all persons, including those living with developmental and other disabilities, are fully integrated and participating members of their communities. We envision a future where culturally appropriate supports are available across the life span to individuals and families: supports that lead to independence, productivity, and a satisfying quality of life.

Mission
The mission of AUCD is to advance policy and practice for and with people living with developmental and other disabilities, their families, and communities by supporting our members as they engage in research, education, and service that further independence, productivity, and a satisfying quality of life.

Values
AUCD values the participation of people living with disabilities, family members and a culturally diverse membership in its governance and its programs. The network promotes the principles of self-determination, family-centered care, and cultural competence in disability services and supports throughout the life span.
About AUCD

AUCD members—more than 200 universities and medical schools—represent every US state and territory. Through its members, AUCD is a resource for local, state, national, and international agencies, organizations, and policy-makers concerned about people living with developmental and other disabilities and their families. Its members engage in a range of interdisciplinary activities, including:

- Exemplary services for children, adults, and families;
- Academic training;
- Basic and applied research;
- Training and technical assistance to schools, communities, and state and local government;
- Policy advocacy;
- Program evaluation; and
- Dissemination of best practices and new information.

AUCD members train and educate the next generation of leaders in disability-related research, training, service delivery, and policy advocacy.

AUCD members also serve as a bridge between the university and the community, bringing together the resources of both to achieve meaningful change. Member organizations have unique strengths training professional leaders, individuals living with disabilities, and family members in fields such as early intervention and education, primary health care, and special education, and in innovative housing and employment programs. Other members excel in basic and applied research, model demonstration, systemic reform and policy analysis. Because members are part of a national network, innovations emerging from one Center can be rapidly deployed and implemented in communities across the country. The network engages in nationally significant research that can inform national policy and understanding of evidence-based best practices, as well as guide broad implementation of innovations.

AUCD serves its members by promoting and supporting this national network. The network emphasizes national implementation of innovations in education, health care, prevention, and supports and services for people living with disabilities and special health needs. It offers national leadership on major social problems affecting children and adults living with developmental and other disabilities or special health needs. It accomplishes this through advocacy with Congress and executive branch agencies that fund and regulate disability and related programs, and through networking and partnering with other national organizations. AUCD promotes communication within its network and with other groups by collecting, organizing, and disseminating data on network accomplishments.

AUCD is a membership organization comprised of university-based entities. Membership in AUCD is open to University Centers for Excellence in Developmental Disabilities funded by the Administration on Developmental Disabilities, Leadership Education in Neurodevelopmental and related Disabilities Programs funded by the Health Resources and Services Administration's Maternal and Child Health Bureau, the Developmental Disabilities Research Centers funded by the National Institute of Child Health & Human Development, and related centers and entities in universities with similar missions and values. An elected Board of Directors that includes professionals, individuals with disabilities, and family members governs AUCD.

AUCD’s organizational and program priorities are guided by a long-range plan that is regularly developed and updated by its Board of Directors.
**AUCD Councils and Committees**

The AUCD Board of Directors has established a number of committees, work groups, and task forces that are made up of experts in the field to help the Board address emerging trends and issues, and to facilitate communication across and beyond the AUCD network.

**Board Councils**

*Council on Community Advocacy*

The Council on Community Advocacy (COCA) advises and assists AUCD in enhancing the quality of life for persons with developmental disabilities and their families. The COCA accomplishes this through its member representation on the AUCD Board of Directors and other pertinent AUCD Committees. By providing the consumer’s perspective on issues of concern, including cultural diversity issues, to all Committees, the COCA helps to build AUCD’s capacity to better meet the needs of individuals with disabilities and their families.

*Council for Interdisciplinary Service*

The Council for Interdisciplinary Service (CIS) works with issues of concern to the core disciplines within the network and acts as a conduit for information to go to and from the Board of Directors and the various disciplines. Each core discipline in the Centers is represented on the CIS. The members of the core disciplines elect representatives to the CIS.

*Council on Research and Evaluation*

The mission of the Council on Research and Evaluation (CORE) is to encourage quality research and evaluation, promote collaborative studies across the AUCD network, advocate for broad acceptance of the many research and evaluation methodologies utilized across both the disciplines and the network Centers, support enhanced training to perform quality research and evaluation activities, advance the involvement of individuals with disabilities in all aspects of research, and to recognize quality research and evaluation across the AUCD network. The CORE serves as a focus for the identification and discussion of issues regarding research and evaluation, serves as a representative voice of the research and evaluation activities within the Association’s network, and influences the development and implementation of initiatives relevant to achieving and sustaining appropriate research and evaluation activities to guide the development of national policies.

*Multicultural Council*

The Multicultural Council advocates on behalf of the cultural diversity and cultural competence mandates of the Developmental Disabilities Assistance and Bill of Rights Act by providing support, technical assistance, and policy input to AUCD. The Council recruits and develops new leadership committed to the multicultural mission of the AUCD. The Council incorporates considerations of cultural diversity and cultural competence into the deliberations of all standing AUCD Committees, and serves in the multicultural assistance needs of the AUCD and member programs.
National Community Education Directors Council

The National Community Education Directors Council (NCEDC) is comprised of the Outreach Training Director/Coordinator (or a designee who best represents the overall outreach training interests) and Dissemination Coordinator of each member program of AUCD. The purpose of the NCEDC is to serve as a focus and forum for the identification, discussion, and resolution of problems and issues regarding outreach training; function as a representative voice of the outreach training interests and concerns within the AUCD network; and influence the development and implementation of national outreach training policies and initiatives.

National Training Directors Council

The National Training Directors Council (NTDC) serves as a forum for the identification, discussion, and resolution of issues affecting interdisciplinary training. It represents training concerns within the AUCD network and influences overall policies and procedures that affect training. In addition, the NTDC acts as a communication vehicle for the implementation of national training policies through liaison with other groups.

Board Committees

Communications Committee

The Communications Committee serves to enhance and strengthen AUCD’s internal and external communications to help ensure the greatest impact and fullest utilization of the network’s capacity and resources.

Finance Committee

The purpose of the Finance Committee is to monitor, maintain, and build the financial health and stability of AUCD.

Legislative Affairs Committee

The Legislative Affairs Committee works to build AUCD’s capacity for legislative advocacy, promote collaboration with the disability community to advance public policy, and develop new opportunities for member programs to promote the independence, productivity, and full participation of people with developmental and other disabilities.

Program Committee

The Program Committee serves to strengthen the AUCD network by developing strategic partnerships and collaborative programmatic opportunities for the membership and the Association.

Working Committees

Health Care Policy Committee

The Health Care Policy Committee has evolved into a national forum and network-based resource for promoting and protecting the consumer interests of people with developmental disabilities with regard to the health care delivery system, public policy, and the transition to managed care.
International Committee

The International Committee serves as an information collection and exchange mechanism for UCEDDs and programs throughout the world that serve persons with developmental disabilities. The International Committee determines the feasibility of pre-service and in-service training exchange programs and coordinates, arranges, and provides technical assistance and consultation on program development or program modification to any country or program making such a request. The International Committee also facilitates the development and planning of international presentations, workshops, and other activities appropriate for international conferences.

AUCD Past Presidents

AUCD is pleased to recognize the following individuals for their outstanding contributions to the network and for their leadership as President of the AUCD Board of Directors.

Robert W. Deisher, MD 1967-1969
William M. Gibson, MD 1969-1970
Margaret P. Giannini, MD 1970-1971
Charles L. Davis 1971-1972
Robert G. Jordan, MD 1972-1973
John H. Meier, PhD 1973-1974
Harvey A. Stevens 1974-1975
Paul H. Pearson, MD 1975-1976
Charles V. Keenan, MS, MSW 1976-1977
Phyllis R. Magrab, PhD 1977-1978
Jack H. Rubinstein, MD 1978-1979
Victor D. Menashe, MD 1979-1980
Herbert J. Cohen, MD 1980-1981
Allen C. Crocker, MD 1982-1983
Alfred Healy, MD 1983-1984
Marvin Fifield, EdD 1984-1985
Hugo W. Moser, MD 1985-1986
Michael J. Guralnick, PhD 1986-1987
Ansley Bacon, PhD 1987-1988
Terrence R. Dolan, PhD 1988-1989
Gerald Golden, MD 1989-1990
Robert Stempfel, MD 1990-1991
Deborah Spitalnik, PhD 1991-1992
Gary Goldstein, MD 1992-1993
Carl F. Calkins, PhD 1993-1994
Bruce A. Buehler, MD 1994-1995
Valerie N. Williams, MPA 1995-1996
Fred P. Orelove, PhD 1996-1997
Sheryl White-Scott, MD 1997-1998
Penny Seay, PhD 1998-1999
David M. Mank, PhD 1999-2000
Gloria L. Krahn, PhD, MPH 2000-2001
Robert A. Stodden, PhD 2001-2002
Robert Bacon, MA 2002-2003
David R. Johnson, PhD 2003-2004
Frederick B. Palmer, MD 2004-2005
Lucille A. Zeph, EdD 2005-2006
Royal P. Walker, Jr., JD 2006-2007
**2006-2007**

**Board of Directors**

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Royal P. Walker, Jr., JD

President-Elect  
William E. Kiernan, PhD

Past President  
Lucille A. Zeph, EdD

Past-Past President  
Frederick B. Palmer, MD

Secretary  
Michael Gamel-McCormick, PhD

Treasurer  
M. Bryce Fifield, PhD

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Council on Community Advocacy  
Gordon G. Richins, BS  
Susan Yuan, PhD

Council for Interdisciplinary Service  
Lann Thompson, EdD

Council on Research & Evaluation  
Arnold Birenbaum, PhD

Multicultural Council  
Tokesha L. Warner, BA

National Community Education Directors Council  
Elizabeth Bishop, MSSW

National Training Directors Council  
Steven M. Koch, PhD

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A. Anthony Antosh, EdD  
Marionl Taylor Baer, PhD  
Kathleen Braden, MD  
Daniel B. Crimmins, PhD  
Tamar Heler, PhD

**National Office Staff**

Executive Director  
George S. Jesien, PhD

Project Coordinator, Children’s Disability Determination Initiative  
Ylla Nikola-Lisa Bishop, MPA

Policy Analyst  
Joe Caldwell, PhD

Administrative Specialist  
Gwendolyn E. Clark

Consultant  
Paula A. Hirt, MS

Program Assistant  
Ryan M. Jesien

Project Director, CDC Cooperative Agreement  
Sue C. Lin, MS

NSIP Program Specialist and Grants Manager  
Mathew McCollough, MPA

Program Manager  
David Morrissey, MPS

Director of Legislative Affairs  
Kim E. Musheno

Associate Executive Director for Program Development  
Margaret A. Nygren, EdD

Technical Assistance Specialist  
Danielle Onunkwo

MCH Technical Assistance and Materials Development Coordinator  
Crystal K. Pariseau, MSSW

Director, Children’s Disability Determination Initiative  
Rhoda Schulzinger, JD
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Upcoming Events

2008 Disability Policy Seminar
March 2 - 4, 2008

AUCD is again joining the Arc, UCP, AAMR, and NACDD to host the 2008 Disability Policy Seminar. It is critical that the disability community and other interested participants from around the country participate in this three-day seminar. Preserving and strengthening the federal policies and programs important to people with disabilities and their families is our top priority.

The Disability Policy Seminar is an opportunity for UCEDD, LEND, and DDRC directors, staff, and trainees to gain intensive knowledge on these federal policies and programs to enhance your state and community work. The seminar is also an opportunity to network with colleagues throughout your field and engage national experts on current and future trends in fiscal policy, employment, healthcare, education, housing, transportation, and other important issues in the lives of people with disabilities.

Check www.aucd.org for updates on the 2008 Disability Policy Seminar
AUCD 2008

Annual Meeting & Conference

November 8-12, 2008

Renaissance Washington Hotel
Washington, DC

Join AUCD at its 2008 Annual Meeting & Conference. We will explore all that has changed in the disability community and in our network. With exciting plenary sessions, engaging concurrent sessions, and enticing posters, AUCD’s 2008 meeting promises to be one event you don’t want to miss.

Mark your calendars now!

Watch your email and the homepage of www.aucd.org for updates on the 2008 AUCD Annual Meeting & Conference
AUCD 2007 Annual Meeting

A Network of Interdisciplinary Centers
Advancing Policy and Practice
For and With Individuals
With Developmental and Other Disabilities,
Their Families, and Communities

Association of University Centers on Disabilities
1010 Wayne Avenue, Suite 920
Silver Spring, MD 20910
Voice: 301-588-8252
Fax: 301-588-2842
www.aucd.org
George S. Jesien, PhD, Executive Director