As the weather changes from Winter to Spring, here are the changes that have been happening at AUCD.

During the annual conference of the Association of Maternal Child Health Programs, AUCD hosted three meetings. The LEND Family Faculty members from each program met, representing what may be the largest and strongest collection of Family Faculty experts in the country. Energy was high as over 30 people took the opportunity to enhance their individual and programs’ knowledge about other LENDs and their Family component. Potential next steps for the group include increasing recruitment and diversity of both faculty and trainees and development of best practices and core competencies.

The LEND Directors again met for a day and a half in conjunction with AMCHP. They discussed the recent increase in media coverage on autism and brainstormed how LEND programs might share expertise and resources with the nation and researchers in this area. The Health Administration Curriculum Workgroup shared a final set of competency guidelines for all LEND Health Administration trainees, which can be found on the LEND page of www.aucd.org. Next, the group intends to begin work developing competency guidelines for what all LEND trainees should know about Health Administration. Irene Forsman from HRSA announced a meeting June 14-15 for LEND and other audiologists from around the country. Rich Roberts and Diane Behl from Champions for Progress shared new developments in their project, and encouraged LEND to continue involvement in ensuring systems of care for children and youth with special health care needs.

On Sunday, representatives from the LEND, LEAH, PPC and SPH networks met to discuss Interdisciplinary Training and Care. After presentations from programs who have or are conducting research on the topic, small groups discussed possible initiatives and steps the combined networks might take to demonstrate that training practitioners to perform in an interdisciplinary model is indeed the most efficient and effective model of care. Everyone at the meeting also received copies of AUCD’s new publication intended for trainees, Leadership Development through Interdisciplinary Training. To download and print more copies, go to the LEND page of www.aucd.org.

News from MCHB includes the splitting of the LEND grantees into two groups, each with their own Project Officer. Madhavi Reddy has become the Project Officer for “Cohort A”, while Denise Sofka will remain the Project Officer for “Cohort B”. The new LEND continuation guidance was published on MCHB’s website on March 2, 2005. Don’t forget to start the process early this year, as all applications will be submitted electronically via HRSA’s new Electronic Handbook.

Starting in August, AUCD will begin collecting and storing data on LEAH and PPC trainees. Please do all you can to help us build a large dataset of trainee information by sending out the NIRS short former-trainee contact survey each year to your trainees and by sending the longer trainee follow-up survey at 1, 5 and 10 years to measure trainee accomplishments and answer your new MCHB performance measures.

Enjoy the warmer weather and keep in touch!
LEND Program Highlights

Dr. Cohen Receives Capute Award

The Arnold J. Capute Award for Notable Contributions to the Field of Children with Disabilities is presented annually by the American Academy of Pediatrics to recognize a physician who has made notable contributions to the health and well-being of children with disabilities through service and/or advocacy at the local, state or national level. The 2004 Capute Award Recipient is Dr. Herbert J. Cohen, MD, FAAP, Director of the Rose F. Kennedy LEND & UCEDD Programs in the Bronx, NY.

On receiving the award Dr. Cohen said, “...Our field must continue to attract pediatricians who can become leaders of interdisciplinary teams, direct clinics and training programs, and offer family-centered services. At the same time, we will have to integrate the coming revolution in neuroscience, genetics and molecular medicine...into future programs that will offer humane care and ethical approaches to help the children and families we serve. This will not be an easy challenge, but I am sure we can all strive to achieve it in the future.”

To read Dr. Cohen's full comments on receiving the award, visit http://www.medicalhomeinfo.org/about/CSOCWDCapute.html.

Congratulations, Dr. Cohen!

Iowa LEND Cultural Competence Program

Suzanne Pearson, Iowa LEND

The Iowa LEND trainees have been participating in a new curricular program which utilizes didactic learning, technology and practical experience to develop cultural competence. Initially, trainees were assisted in providing a baseline of cultural training experiences from their parent discipline degree program. Instruction was then provided to establish a baseline for a common cultural language and understanding of cultural competence.

The didactic learning activities have provided information about cultural competence and its impact on professional leadership, professional practice and systems.

The technology component of this program utilizes an online password protected learning environment called WebCT. Trainees explore their personal constructions of culture and how these personal constructions bias interactions with potential consumers or communities different from themselves. The WebCT virtual classroom is available to students 24 hours a day and allows the opportunity for individual and group interactions in a safe environment. This multi-faceted program provides opportunities for trainees to: read pre-selected reading resources and URL resources for self-directed cultural learning; view announcements about cultural activities/conferences that may be taking place on campus or at nearby locations; participate in Bulletin Board Discussions and Live Chat sessions; and, to record their thoughts and impressions in an electronic journal.

Trainees receive practical experience through their clinical work with patients and families, community outreach activities and also through the Parents as Mentors (PAM) program, where families and trainees are linked in order to learn from each other.

Trainee discussions on the WebCT Bulletin Board and in class reflect what trainees are thinking about different cultural perspectives during their interactions with others. Their reflective journals also illustrate how their thinking has been influenced by what they are learning from the cultural competence program and would suggest that this information is being internalized and used in their day to day activities and interactions.
Oklahoma LEND has honored and included the expertise of parents and family members in all aspects of the interdisciplinary training program since its initial funding in 1995. The Oklahoma LEND Program now offers a unique practicum experience for long-term trainees involving Family Mentors. The goal of this experience is to provide a range of exposure to both families and their members with disabilities as well as provide the multifaceted perspective necessary for “leadership” in the field. Jan Moss, Core Faculty in Parent and Family Issues, designed the experience to include family members who have participated in previous practicum experiences and who currently serve on the Executive Board of the “Family Supportive Health Care Network.” The “Family Mentors” were unanimous in responding with the need to broaden the exposure of future leaders to such things as the process a family experiences in accessing or maintaining services including service requirements, forms and timelines. Each practicum experience is structured by the Family Mentor to meet the definition of an “absolute imperative” from the family perspective. “We feel if these are the future leaders they need to experience what we experience and have the opportunity to discuss the process, not only see how it is but discuss how it should be.”

Another unique facet of the new practicum is the Family Mentors themselves. Each Family Mentor is an acknowledged leader in the State of Oklahoma. They include program directors, agency representatives and experienced Family advocates. This elite group offers a unique set of systems perspectives on Family issues. Having such expertise has offered the long-term trainees in our program opportunities to see both the explicit issues one family might experience and the broader issues of many families in the complexity of service delivery and advocacy.

The Oklahoma LEND Family Mentors are coordinated by Jan Moss, Core Faculty in Parent and Family Issues, and include: Joni Bruce, Director, Oklahoma Neonatal Parents’ Network; Traci Castles, Director, Oklahoma Family Network; Jacqueline Devereaux, Executive Board, Oklahoma Parent Center; Juanita Killingsworth, Regional Coordinator for the Oklahoma Down Syndrome Association; Tara Lozano, Coordinator, Oklahoma Family One-Stop Resource Program; Heather Pike, Director, Oklahoma Special Parents’ Access Network; Lyn Thoreson, Director, Oklahoma Family Voices; Sally Selvidge, Director, Oklahoma Family Perspective Committee on Children and Youth.

For further information about the Oklahoma LEND Family Mentors, contact:
Jan Moss, Core Faculty in Parent and Family Issues and Family Mentors Coordinator
Oklahoma LEND Program
P.O. Box 26901 ROB 342
Oklahoma City, Oklahoma 73190
LEND Program Highlights

2005 Nation’s Best Children’s Hospitals Ranked by ‘Child’ Magazine

In this year’s awarding of the nation’s best Children’s Hospitals, a number of AUCD members and LEND programs have been chosen as the Nation’s Best. Read the entire article at http://www.child.com/kids/health_nutrition/top_hospitals05.jsp to learn more about each hospital and it’s distinctive qualities.

The rankings are based on a 164-question survey developed with the magazine’s Medical Advisory Board consisting of leaders in the pediatric healthcare field. The survey included questions pertaining to survival rates for childhood cancers, heart surgeries, organ transplants, and premature births; staff qualifications; nurse-to-patient ratios; research funding and the number of clinical trials; the availability of playrooms, lending libraries, and activities to help a child's hospital experience seem less frightening; and family services like support groups and sleeping accommodations for parents. The overall winners, runners up and the five best hospitals in cardiology, oncology, orthopedics and neonatology are shown below.

Congratulations, AUCD members!

Top Ten Children’s Hospitals

1. The Children’s Hospital of Philadelphia
2. Children’s Hospital Boston
3. Children’s Hospital of Wisconsin, Milwaukee
4. Texas Children’s Hospital, Houston
5. Rainbow Babies & Children’s Hospital, Cleveland
6. Children’s Healthcare of Atlanta
7. The Children’s Hospital, Denver
8. Monroe Carell Jr. Children’s Hospital at Vanderbilt, Nashville
9. Children’s Hospital of Pittsburgh
10. (tie) Children’s Hospital Los Angeles
10. (tie) St. Louis Children’s Hospital

The Runners-Up

13. Children’s Hospital and Regional Medical Center, Seattle
14. The University of Michigan C.S. Mott Children's Hospital, Ann Arbor
15. Primary Children’s Medical Center, Salt Lake City
16. Morgan Stanley Children’s Hospital of New York-Presbyterian, New York City
17. Schneider Children’s Hospital, New Hyde Park, NY
18. Riley Hospital for Children, Indianapolis
19. Children’s National Medical Center, Washington, DC
20. Columbus Children’s Hospital, Columbus, OH
21. All Children’s Hospital, St. Petersburg, FL
22. The University of Chicago Comer Children’s Hospital
23. Medical University of South Carolina Children’s Hospital, Charleston
24. Children’s Hospital of Orange County, Orange, CA
25. Arkansas Children’s Hospital, Little Rock

Specialty Rankings

Cardiac Care
6. Morgan Stanley Children’s Hospital of New York-Presbyterian, New York City
7. The University of Michigan C.S. Mott Children's Hospital, Ann Arbor
8. Primary Children’s Medical Center, Salt Lake City
9. St. Louis Children’s Hospital
10. The Children’s Hospital, Denver

Cancer Care
6. Children’s Hospital and Regional Medical Center, Seattle
7. Monroe Carrell Jr. Children’s Hospital at Vanderbilt, Nashville
8. Texas Children’s Hospital, Houston
9. St. Louis Children’s Hospital
10. Primary Children’s Medical Center, Salt Lake City

Orthopedic Care
6. Children’s Hospital of Wisconsin, Milwaukee
7. Children’s Hospital and Regional Medical Center, Seattle
8. Columbus Children’s Hospital, Columbus, OH
9. Hasbro Children’s Hospital, Providence, RI
10. Children’s National Medical Center, Washington, DC

Neonatal Care
6. Children’s Hospital Boston
7. Children’s Hospital of Wisconsin, Milwaukee
8. Morgan Stanley Children’s Hospital of New York-Presbyterian, New York City
9. The Children’s Hospital, Denver
10. Medical University of South Carolina Children's Hospital, Charleston
LEND Program Highlights

New Mental Health Initiative in the Bronx for At-Risk Children

Arnold Birenbaum, MD
Rose F. Kennedy LEND

During the past five years, community agency directors, clinicians and foster-care personnel have often noted that there is a severe shortage of mental health services for young children in the Bronx, one of the poorest counties in the United States. Waiting lists for mental health services are very long in the Bronx and families are often at a loss as to what to do. Following a persistent effort on her part to highlight this problem, Dr. Susan Chinitz, Director of the Early Childhood Center, Rose F. Kennedy UCEDD, Albert Einstein College of Medicine, has found a partner to help build capacity to deal with this service shortage. The New York City Department of Health and Mental Hygiene has agreed to fund a one-year project to permit the Early Childhood Center to initiate outreach technical assistance and augment direct services by furnishing therapy to young at-risk children (including children in foster care) with behavioral and mental health challenges. This project will have both preventive and intervention components, with collaborations in pediatric primary care settings, the Bronx Family Court units that deal with child abuse and neglect cases, and foster care and child care agencies.

Adult Cerebral Palsy Survey Project

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

The Oregon LEND program has developed a research project exploring health care services for adults with neuromotor disabilities. The current LEND physical therapy trainee has led the effort to complete this project. The program in Oregon has had a long and close working relationship with United Cerebral Palsy of Oregon and SW Washington (UCP). A small work group, code-named “Docs For Adults” has identified the recurring problem of obtaining medical care for adults with cerebral palsy. A collaborative project between LEND and UCP addresses issues related to adult health care for people with specific physical disabilities acquired in childhood. The goal is to identify the incentives and the barriers influencing physicians’ levels of comfort in treating adults with these physical disabilities. The survey created will increase the understanding of physicians’ perspectives on caring for this population. The physicians’ opinions and concerns will be used as a guide to develop further projects related to this issue and to create a network of physicians who are interested in serving this adult population. The survey will be sent to 1,700 physicians in the Portland Metropolitan area.

In the future we intend to expand this project to a national level and hope to partner with the American Academy for Cerebral Palsy and Developmental Medicine (AACPDM) and with other LEND projects in order to promote health care for adults with neuromotor disabilities nationwide. The AACPDM is an interdisciplinary organization of professionals who are experts in the field of neuromotor disabilities. Their organization recognizes this issue as a national problem and has formed an Adult Lifespan Care Committee that is committed to promoting health care to meet the medical needs of adolescents and adults with developmental disabilities.

The data collected from the survey will be analyzed to help identify the factors that affect physicians’ interests and capabilities in treating adults with disabilities. The results of this study will be available in Spring of 2005 and will be posted on the website of our UCEDD, the Oregon Institute on Developmental Disabilities http://cdrc.ohsu.edu/oidd1end/.
LEND Program Highlights

Transition Panel Discussion

Janet J. Willis
Virginia LEND

On December 3, 2004, the Virginia LEND Program sponsored a panel discussion on “Transitions for Young Adults,” featuring Anne Meacham, Va-LEND Youth Consumer, accompanied by her mother, Mary Beth Meacham, and Robert Doval, high school student, accompanied by his mother, Elin Doval. Anne is a Youth Consumer with Va-LEND, and a young woman with Down syndrome. She graduated from a community college and is currently working in the community. Robert is a talented high school student and an individual with autism. He is an artist and works in the community. The panel discussed their experiences with transitions from school to work. They described their process of planning for transition and learning work skills, as well as personal experiences on the job. The session was attended by Virginia LEND faculty and students.

Anne Meacham shared an article entitled, “Holding a Job at Ukrops,” that was recently published in the newsletter for the Down Syndrome Association of Great Richmond (The Achiever, November 2004, http://www.dsagr.com/newsletter.html). In the article Anne explains her transportation to work, her interactions with the people through her work, the satisfaction of being paid, and the enjoyment of having her weekends off to attend church and visit with friends.

Abuse and Neglect of Children and Adults with Developmental Disabilities

Ann Cox & Peggy O’Neill
Virginia LEND

We are pleased to introduce the new Web course, Abuse and Neglect of Children and Adults with Developmental Disabilities: A Problem of National Significance. The course was released by the Partnership on February 1, 2005, with CEU credits available.

The course was developed over the last three years by the Partnership for People with Disabilities, the UCEDD at Virginia Commonwealth University, as a Project of National Significance funded by the U.S. Administration on Developmental Disabilities. The Partnership collaborated with seven other UCEDDs and five Protection and Advocacy agencies across the nation, in addition to the project’s Local Planning Council, to produce a comprehensive 13-module Web course. The course is designed to be used by health and other professionals and students who work with people with developmental disabilities. It focuses on preventing, identifying, and reporting maltreatment of persons with developmental disabilities.

A Seminar Discussion Guide for use with groups is included on the CD.

Contact Peggy O’Neill, Partnership’s Abuse and Disabilities Coordinator at 804-827-0194 to find out more about this resource tool.
 NM Collaboration in Leadership Training

Carolyn Richardson
NM LEND

For over eight years, the NM LEND and UNM PPC program have shared leadership training. This past year this agreement became formalized and the MCH Nutrition Program Leadership Excellence Education in Pediatrics (LEEP) was added to the Leadership training. These three programs combined students and faculty for all portions of the leadership training activities. In addition, many of the students enrolled in one program choose to participate in the emphasis portions of the other programs. This new program is titled Interdisciplinary Leadership in Health Care and Education. This allows students and faculty to expand their knowledge, skills and interactions. This program provides 20 MCH funded faculty available for student interactions.

Former Trainee Profile - Christopher Loftis

Kennedy Krieger LEND

Clinical-setting training can pay off no matter what direction a student’s career path takes. Just ask Christopher Loftis, who spent two years completing an MCHB-LEND predoctoral fellowship and clinical internship at Baltimore’s Kennedy Krieger Institute. From October 2002 to October 2004, Loftis worked as a grant coordinator and psychometrician in the Institute’s Department of Developmental Cognitive Neurology, supporting large National Institutes of Health-funded studies of autism, ADHD and Tourette syndrome. He also completed six-month clinical rotations in Pediatric Neuropsychology and the Pediatric Psychology Consultation Service, all the while continuing to have near-constant interaction with the children seen at Kennedy Krieger.

Today, six months after completing his Ph.D. in Clinical Psychology with the help of a New Investigators in Maternal and Child Health Research Dissertation Award, Dr. Loftis has an all-new set of challenges. As an AAAS Congressional Fellow, Loftis spends each day on Capitol Hill working for Senator Edward M. Kennedy (D-MA). Most of his time is spent preparing briefs and writing speeches for the Senator on health policy topics, particularly child health, mental health, Medicaid, infectious diseases, medical marijuana, AIDS and obesity. He also assists the Senator in preparing for legislative hearings and debates, and is currently helping to draft a bill that will encourage federal agencies to include key indicators of health status in children.

According to Dr. Loftis, experience with the wide range of disorders treated at Kennedy Krieger gave him the ability to provide expertise on several health policy issues addressed by the Senator’s office—and the background necessary to contribute positively to public health policy in variety of arenas. “I’ll always be grateful and honored to have trained at Kennedy Krieger,” he says. “The Institute’s comprehensive training in neurodevelopmental disorders, in clinical assessment and intervention, in a number of service settings and with allied health professionals endowed with me an extensive range of skills that provide a great deal of flexibility in the policy areas that I’m able to address. This current fellowship ends in October 2005—I’m currently applying for other fellowships in the executive branch of government. This experience has confirmed for me that this is where I want to be.”
Resources

MCH Training Website

The new MCH Training Web site is now available at www.mchb.hrsa.gov/training. This site includes general descriptive information about the MCH Training Program, including a searchable map of all currently funded projects, the National MCH Training Strategic Plan, information about current program competitions, history and roots of MCH, a calendar of events sponsored by MCH Training grantees and much more.

MCH All Grantee Meeting Archives

There is new web material from the MCH All Grantee Meeting available that displays the IOM findings for everyone’s perusal. Please click on the following link to access this section of the website: http://www.cademedia.com/archives/mchb/grantee2004/critical.htm. Please stay tuned for priority areas from this work that the Bureau will be concentrating on as they move forward with strategic planning.

Strengthening the Community System of Care

NEW Resource for Strengthening the Community System of Care for Children and Youth with Special Health Care Needs and Their Families

Developed by Suzanne Bronheim, PhD, Senior Policy Associate, Georgetown University Center for Child and Human Development and Thomas Tonniges, MD, Director, Department of Community Pediatrics, American Academy of Pediatrics, this workbook provides suggestions and exercises designed to help the health care system reach out to the broader system of community services and to help the community services system engage the health system to build a comprehensive community system of care. A list of other resources related to collaboration are provided.

For more information on this resource, visit the medical home Web site at: http://www.medicalhomeinfo.org/resources/general.html

Book Review

Book Review: Pediatric Nutrition in Chronic Diseases and Developmental Disorders

Pediatric Nutrition in Chronic Diseases and Developmental Disorders: Prevention, Assessment, and Treatment, 2nd edition, by Shirley Ekvall, PhD, FAAMD, FACN, RD, and Valli Ekvall, PhD, RD, LD, presents the current status of research on nutrition in chronic diseases and developmental disorders of children and helps to translate this research into clinical practice. It provides information on the nutritional implications of disease states, how nutrition can affect brain development, learning and behavior, and how to improve the health status of pediatric patients through nutritional measures. The second edition has been thoroughly updated and includes new chapters on sports nutrition, nutrition support, botanicals, genetics, and nutritional aspects of birth defects, and vegetarianism, as well as topics such as obesity/eating disorders, autism, and attention deficit-hyperactivity disorder.

Order from Oxford University Press at 800-451-7556.

Summer Camp Guide

Summer Camp for Children and Teens with Disabilities

Parents and caregivers of children and teens with disabilities can plan ahead for summer with the wealth of information offered in the “Camps 2005 Guide.” This guide was produced for the 20th annual free Special Camp Fair and is available by sending a check for $25 plus $8 postage and handling to Resources for Children with Special Needs, Inc., Dept. PR1, 116 E. 16th St., 5th Floor, New York, NY 10003.
International Journal of Nursing in Intellectual & Developmental Disabilities (IJNIDD)

http://journal.hsmc.org/ijnidd

The process of developing this free peer-reviewed electronic journal began in 2001 as part of a LEND Fellowship project at the Eunice Kennedy Shriver Center in Waltham, MA, to addresses an unmet educational need of nurses who provide nursing care and support to people with intellectual and developmental disabilities in diverse health care settings worldwide. This daunting endeavor reached fruition this year with further support from the Developmental Disabilities Nurses Association, www.ddna.org, the Evergreen Center and Human Services Management Corporation in Milford MA, the incredible efforts of an international interdisciplinary Editorial Board, and the wonderful contribution from experts in the field of this specialty. The IJNIDD provides convenient learning opportunities that will enhance the quality of nursing and health care supports for people with intellectual and developmental disabilities, their family members, and support staff and professionals who are part of community interdisciplinary teams. Please join us in spreading our mission, not only by visiting the Web site, but also by considering ways that you can share your expertise and contribute to the journal. For further information or comments about the journal, please contact Ann Smith, MSN, RN, CDDN, Editor, via email asmith4@comcast.net.

Planning Guide for Dental Professionals Serving CSHCN

The Planning Guide for Dental Professionals Serving Children with Special Health Care Needs was funded by the California Connections Project: Assuring Access to Preventive Services Under Managed Care Systems for Children with Special Health Care Needs and Their Families. California Connections Project was supported by a grant from MCHB, HRSA, DHHS.

The Planning Guide is available for $20 (includes shipping) per un-bound copy, and includes the following five sections:

Preparations for dental visits
Oral assessment and prevention
Specialized treatments techniques
Indicators of quality dental care
Linking with community resources

For more information contact Cary Bujold Kreutzer, R.D., M.P.H., Community Education Director, 323-671-3830 or cbujold@chla.usc.edu.

Physician Education Resource

Developmental Disabilities – More Than Just Medicine, You Make the Difference

The USC University Center for Excellence in Developmental Disabilities at Childrens Hospital Los Angeles through funding from the CA State Council on Developmental Disabilities developed a multimedia continuing education product addressing early identification and preventive care for individuals (0-21 years) with developmental disabilities. This comprehensive, multi-topic, educational CD-ROM training package offers a multi-disciplinary approach to improve the quality of, and access to, preventive, primary and secondary medical care for individuals with developmental disabilities. Training topics include commonly overlooked areas of care -- oral health, nutrition, mental health, communication and sensorimotor (OT/PT).

The CD-ROM is available to programs at no charge while copies are still available. Physicians completing the entire CD-ROM curriculum can receive 4 CME credits. CME approval is for CA licensed physicians only.

For more information contact Cary Bujold Kreutzer, R.D., M.P.H., Community Education Director, 323-671-3830 or cbujold@chla.usc.edu.
Resources Available

Prenatal Care Knowledge Path

The MCH Library has released two new knowledge paths, Prenatal Care and Children’s Oral Health. MCH knowledge paths are electronic resource guides on recent, high-quality resources that analyze MCH topics. Produced by the MCH Library, each knowledge path includes information on and links to Web sites and electronic publications, databases, electronic newsletters and online discussion groups, journal articles and print publications. MCH Library knowledge paths on this and other maternal and child health topics are available at http://www.mchlibrary.info/KnowledgePaths/index.html.

National Children's Study

The National Children's Study is an effort of DHHS, NIH, CDC and the EPA to examine the effects of environmental influences on the health and development of more than 100,000 children across the United States, following them from before birth until age 21. The goal of the study is to improve the health and well-being of children. The National Children’s Study will be one of the richest information resources available for answering questions related to children’s health and development and will form the basis of child health guidance, interventions, and policy for generations to come.

Visit the National Children’s Study website to learn more – see "About" for basic study information, "The Research" for design information, "Get Involved" to download a Q&A or Study brochure, and "News/Job Opportunities" to see how you can get a job working for this exciting and groundbreaking study.

More information will be available at http://nationalchildrensstudy.gov/index.cfm as the Study progresses, and watch for future updates and teleconferences from AUCD on how trainees and practitioners can use the data for local, state and national research projects.

Keeping Our Children Safe (KOCS) Abuse & Neglect Resource

Children with developmental disabilities are at greater risk for abuse. Keeping Our Children Safe (KOCS) is a 25-page resource made possible by the California State Council on Developmental Disabilities Program Development Fund, Cycle XXII administered to Project Heal in order to provide prevention and intervention for children with developmental disabilities at risk for abuse.

KOCS is available in English and Spanish with an option for in-house publishing. You may download all versions, free of charge, at www.uscuap.org with user registration.

Funding Opportunities Resource from AUCD

Based on results of a recent survey regarding communication strategies, AUCD has developed a separate funding notice from the AUCD Central Office. This is not meant to be exhaustive, but we will try to identify as many funding opportunities as we can and send them out to the AUCD Network approximately every two weeks. This should make the monthly AUCDdigest a little shorter and more manageable. As you receive these mailings over the coming weeks, we would like to hear any suggestions you have regarding the content or how we can make this information more useful to you. All comments and suggestions can be directed to Mat McCollough at mat@aucd.org. Contact Mat if you are not currently receiving AUCDdigest or the Funding Opportunities Resource.
Resources Available

Inclusion Series: Friendship

The latest addition to the Inclusion Series www.inclusionseries.com
This program tells the story of the friendship between two boys, Joel and Bryce. Bryce has cerebral palsy, while Joel is a typical boy who has not been labeled. When they meet, the boys play and hang out, watch movies, fight bad guys, swim in the pool and have fun. In between meetings, they talk on the phone and exchange emails. This video offers a presentation by Joel and insightful observations and commentary by noted inclusion specialists Dr. Marsha Forest and Jack Pearpoint, and by Darryl and Janet Thomas, Bryce’s parents.

The Inclusion Series is a unique resource for organizations and individuals. Produced and directed by acclaimed filmmaker Jacky Comforty, this award-winning video series is widely used by students, educators, professionals and parents world wide. It is used in workshops, university classrooms, parent-teacher meetings, in-service training programs, resource centers, and other educational settings. These documentary programs offer audiences inspiring examples of real people with disabilities in real-life situations. Initially created in conjunction with the Illinois State Board of Education’s Project CHOICES, the Inclusion Series is about individual children, families, and educators, and also about teamwork and support systems. These programs enable viewers to observe the challenges and rewards of inclusion in action, and provide ideas, solutions and inspiration.

For more information, to view excerpts, or to order on line visit www.inclusionseries.com, Other Inclusion Series programs include Choices; Inclusion: Issues for Educators; Families, Friends, Futures; Together We’re Better (3 VHS/DVD set); Best of the Inclusion Series; Inclusion High; and Step by Step: Heather’s Story (Winner of the Gold Hugo Award at the Chicago International Film Festival).

Branches to Recovery CD-ROM

Branches to Recovery is a multimedia CD-ROM designed to help both English- and Spanish-speaking families understand the basics of acquired and traumatic brain injury and the rehabilitation process. It can also be used as a resource for health professionals and students to deliver more family-centered care and improve communication skills with parents and patients. The CD includes narratives suitable for class case studies. Luis Montes, M.D., F.A.A.P., Director of Rehabilitative Medicine, and his team at Children's Hospital Los Angeles, developed the program for the families of his own patients. The cost of the CD-ROM is $19.99 (includes postage). Contact elhsu@chla.usc.edu for more information.

Medicaid Reimbursement for Nutrition Products & Services

Medicaid Reimbursement for Medical Nutrition Products and Nutrition Services for Children with Special Health Care Needs: A Washington State Case Studies Report documents the costs and health/nutrition outcomes of providing medical nutrition products, and nutrition services by a certified dietitian, to children with special health care needs covered by the Washington State Medicaid program. The report includes 17 case studies, describing diagnosis, nutrition products and services provided, outcomes and costs. The project was a collaboration between the Children with Special Health Care Needs Program, Washington State Department of Health, and the Center on Human Development, University of Washington. Download a copy at www.doh.wa.gov/Publicat/publications.htm.
Upcoming Events

26TH Annual Duncan Seminar: *Raising Special Needs Kids: Health, Growth, and Nutrition*  
Friday, March 18, 2005  
Children's Hospital and Regional Medical Center, Seattle, Washington  
[http://www.seattlechildrens.org/education](http://www.seattlechildrens.org/education) (Follow the link to Outreach Conferences)  
The Duncan Seminar is an annual interdisciplinary conference focused on the care of persons with physical disabilities. It recognizes the major contributions of Dr. William Duncan, Orthopedic Surgeon, to comprehensive interdisciplinary approaches to cerebral palsy in the Pacific Northwest. A limited number of scholarships to this conference for parents/family members are available on a first come, first serve basis; contact Marianne at (206) 987-5706 ext. 2 to apply.

*A Conversation on Transportation*: A free audio conference hosted by AUCD  
Wednesday, April 6, 2005 from 4–5:30 pm eastern  
Easter Seals Project ACTION—Accessible Community Transportation In Our Nation—(ESPA) is funded through a cooperative agreement with the US Department of Transportation, Federal Transit Administration. This audio conference will provide an introduction to ESPA and its resources as well as an opportunity to begin a dialogue with the AUCD network on areas of common interest including research, training, and community service.  
This audio conference is open to the public. Register on-line at [http://www.aucd.org/meetings/meeting.cfm?id=5](http://www.aucd.org/meetings/meeting.cfm?id=5).

**HEALTHY TRANSITIONS: Health Promotion and Transition Services for Adolescents and Adults with Developmental Disabilities**  
April 8-9, 2005, Cincinnati Children’s Hospital Medical Center, Cincinnati, Ohio  
Make plans to attend this two-day collaborative symposium of the Division of Developmental Disabilities featuring regional and national experts on the health care transition of adolescents with developmental disabilities (day one) and the health promotion of adults with developmental disabilities (day two). The course will feature three tracts, designed to meet the specific needs of health care professionals, community and vocational professionals, and families and self-advocates.  
For additional information or to register, please contact the Continuing Medical Education office at Cincinnati Children’s at (513) 636-6732 or email [kimberly.collins@cchmc.org](mailto:kimberly.collins@cchmc.org).

34th annual Midwest Symposium on Therapeutic Recreation and Adapted Physical Activity  
The conference will be held April 22-24, 2005, in Springfield, Illinois at the Crown Plaza Hotel.  
For further information, call 573-882-4038 or e-mail [muconfl@missouri.edu](mailto:muconfl@missouri.edu)  
[http://muconf.missouri.edu/midwest_symposium/MWTR_brochure.pdf](http://muconf.missouri.edu/midwest_symposium/MWTR_brochure.pdf)
Employment Opportunities

UAB Graduate Education Programs

The University of Alabama at Birmingham, Department of Maternal and Child Health receives funding through a HRSA Maternal and Child Health Bureau training grant to support health professionals (e.g., physicians, nurses, social workers, nutritionists, and other public health practitioners) in obtaining a Doctor of Public Health (DrPH) degree with an emphasis in MCH epidemiology/analytical skills, MCH policy/advocacy/practice, or MCH global and international health. This support can include tuition, stipends, and fees. The Department of Maternal and Child Health has additional funds to support the specific training of MCH epidemiologists at the doctoral and post-doctoral level. Additional information regarding the department and its graduate education programs can be obtained from Carol Reichle at (205) 934-3939 or at the web site http://soph.uab.edu/mch.

More employment opportunities can be viewed at
http://www.aucd.org/aucd_employment.htm

Postdoctoral Fellowships in Gerontological Public Health

The School of Public Health at the University of Illinois at Chicago, through the Health Research and Policy Centers, is currently accepting applications for postdoctoral fellowships in Gerontological Public Health. This training program is sponsored by the National Institute on Aging and provides 2 to 3 years of funding support for postdoctoral trainees. This is an integrated multidisciplinary program with academic faculty and researchers in public health, geriatrics, epidemiology, biostatistics, psychology, sociology, disability and human development, medicine, and occupational therapy. The goal of the program is to develop highly trained future faculty and researchers in health and aging. This program focuses on developing research skills through mentoring, a comprehensive curriculum, presentations and publications, and internal workshops and seminars. Fellows will be matched with a faculty mentor working in their area of interest for intensive training, collaboration, and scholarship.

Women and minority candidates are encouraged to apply. Candidates must be U.S. citizens or permanent legal residents. For more information, go to http://www.uic.edu/depts/ovcr/hrpc/centers/rha.html or contact Thomas R. Prohaska, Ph.D., Gerontological Public Health Training Program Director, Center for Research on Health and Aging (MC 275), 1747 W. Roosevelt Rd., Room 558, Chicago, IL 60608, e-mail: prohaska@uic.edu, T: 312-413-9830, F: 312-413-9835.
Trainee Corner

Trainee Reflections on AUCD’s Annual Meeting

Chandra Thompson
LEND Social Work Administration Trainee
University of Kansas Medical Center

“Ask and it shall be given and seek and it shall be found!”

My attendance at the annual AUCD conference was a blessing beyond my highest expectations. My intentions for attending the conference were to obtain a greater understanding of the field of developmental disabilities from an administrative perspective and to learn about the other LEND programs. I got just what I was looking for and more! My attendance at the conference provided me with insight into the various administrative aspects of the field, as well as opened my eyes to an area of social work administration careers that I had never considered.

I am grateful that I had an opportunity to work at the conference, because it allowed me to meet individuals from various backgrounds and training programs. Throughout the conference there was a sense of camaraderie among all the attendees, which made networking opportunities less intimidating as a trainee. In spite of the large number of trainees in attendance, I feel as if we were all welcomed with opened arms and encouraged to take an active role in the conference events. When I look back on my past experiences as a student conference attendee I can not recall a time where I was treated in this manner. My experiences have usually been where students were simply utilized as manpower for conducting the conference, but not this time around.

Prior to attending the conference my understanding of the program was that it was simply a leadership training program in the area of developmental disabilities. I was wrong! I learned that the LEND program is more than I could have ever imagined. By no means am I saying that the program has been taken lightly, but what I am saying is that the conference provided fuel to the fire. My heart smiled each and every time past trainees spoke about their experiences in the program and described it as a opportunity of a lifetime to be part of a nationwide network of programs all working together for the greater good of individuals with disabilities. At one particular time it was hard to hold back my tears, because at that very moment I grew to appreciate my opportunity even more. I am very grateful for being allowed to be part of such a program, grateful to have been identified as an up and coming leader, and grateful for the opportunity to serve with thousands of others across the country who promote social justice in such a way as this.

Words cannot explain all of my feelings and all of the things that I walked away from the annual conference with. I can truly say that I can see the light at the end of the tunnel. As I look back on my conference experience, I have to give thanks because the road to becoming a LEND trainee has not been without obstacles. How I learned about the LEND program initially one could argue was by coincidence, but I argue that it was by divine intervention. A person could argue that my acceptance into the LEND program was simply by selection, but I argue it was by divine appointment. A person could even argue that my attendance at the annual conference was simply a learning opportunity, but I argue that it was the door to my destiny!

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

www.aucd.org/aucd_trainees
Virtual Trainee Update

Ann Cameron Williams, Chicago UCEDD & AUCD Virtual Trainee

In December, January, and February I had the opportunity to go visit several of AUCD’s LEND and UCEDD Programs. As a UCEDD trainee, and as this year’s AUCD Virtual Trainee, it is my goal to observe how several LEND programs operate in action, as well as talk to trainees about the value of opportunities that the AUCD network can have for them at a national level.

Programs I visited included the LEND program at the Waisman Center at the University of Wisconsin-Madison; the UCEDD Program at the University of Illinois at Chicago; the LEND Program at the University of Indiana in Indianapolis, and the LEND Program at the University of Cincinnati.

The trainees were as diverse as the programs I visited; many are working towards graduate or PhD degrees in direct service fields such as social work, psychology, nursing, and occupational and physical therapy. The range of interests concerning their contributions to individuals and families with disabilities was very impressive, and I left each program feeling as though the people with disabilities will be well-served as these trainees move into the professional arena.

While programs are diverse, there was a clear thread of quality and organization that was woven into each setting. It emphasized the importance of overlaying clinical and educational experiences with opportunities to further enhance their training through focusing on the needs of individuals with disabilities and their families. Tours of each program following the visit resulted in my own increasing awareness of deep layers of support that are embedded within these University Centers and the many programs that they are engaged in. I suppose this is indicative of what AUCD LEND and UCEDD Programs are all about.

My visits also brought to light the clear need to connect AUCD trainees with the AUCD national network earlier in their tenure. So many said that while they understood that they were AUCD trainees, they did not realize that opportunities to become involved on the national level existed. It is understood that all trainees have significant academic and program responsibilities in addition to their social/family roles. However, if we can devise a way to at least get all trainees to subscribe to the Trainee Listserve as they begin their program, the messages and announcements that are sent will have a better chance of being received and acted upon.

I would like to thank the Training Directors who so willingly invited me to visit their programs: Rita Hohlstein, Mary Kay Rizzolo-Mann, Steve Koch, and Roz Parrish. Thanks are also extended to the many trainees who shared the time, attention, and thoughts with me about their experiences and opinions.

Hopefully, I'll have more chances to stop by at other programs over the next few months; in the meantime, keep up the fabulous work!

Ann Cameron Williams
AUCD Virtual Trainee
Current and back issues of LEND Links can be found on the AUCD website at: 
http://www.aucd.org/LEND/newsletter.htm

This newsletter is supported in part by MCHB. 
Editor: Crystal Clement, AUCD LEND Project Coordinator. 
For future submissions and comments, please contact Crystal Clement at clement@aucd.org or 301-588-8252.

The Alliance For Full Participation 
Summit 2005 
"Many Voices, One Vision" 
September 22-23, 2005 
Washington, D.C. 
http://www.allianceforfullparticipation.org

AFP Founding Members:
- American Association on Mental Retardation (AAMR) (www.aamr.org)
- American Network of Community Options and Resources (ANCOR) (www.ancor.org)
- Association of University Centers on Disabilities (AUCD) (www.aucd.org)
- National Association of Councils on Developmental Disabilities (NACDD) (www.nacdd.org)
- National Alliance for Director Support Professionals (NADSP) (www.nadsp.org)
- National Association of Protection and Advocacy Systems (NAPAS) (www.napas.org)
- The Arc of United States (www.thearc.org)
- The National Association of State Directors of Developmental Disabilities Services (NASDDDS) (www.nasddds.org)
- Self Advocates Becoming Empowered (SABE) (www.sabeusa.org)
- United Cerebral Palsy (UCP) (www.ucp.org)
- The Council on Quality and Leadership (www.thecouncil.org)