

AUCD Network Connections Session

Thursday, October 30, 2025



Lightning Talks





Model Demonstration Development and Implementation in Rural Communities

Objective 1. Promote inclusive community-based education on healthy active lifestyles



Objective 2. Provide community-based PA



Objective 3. Support HAL through nutrition activities

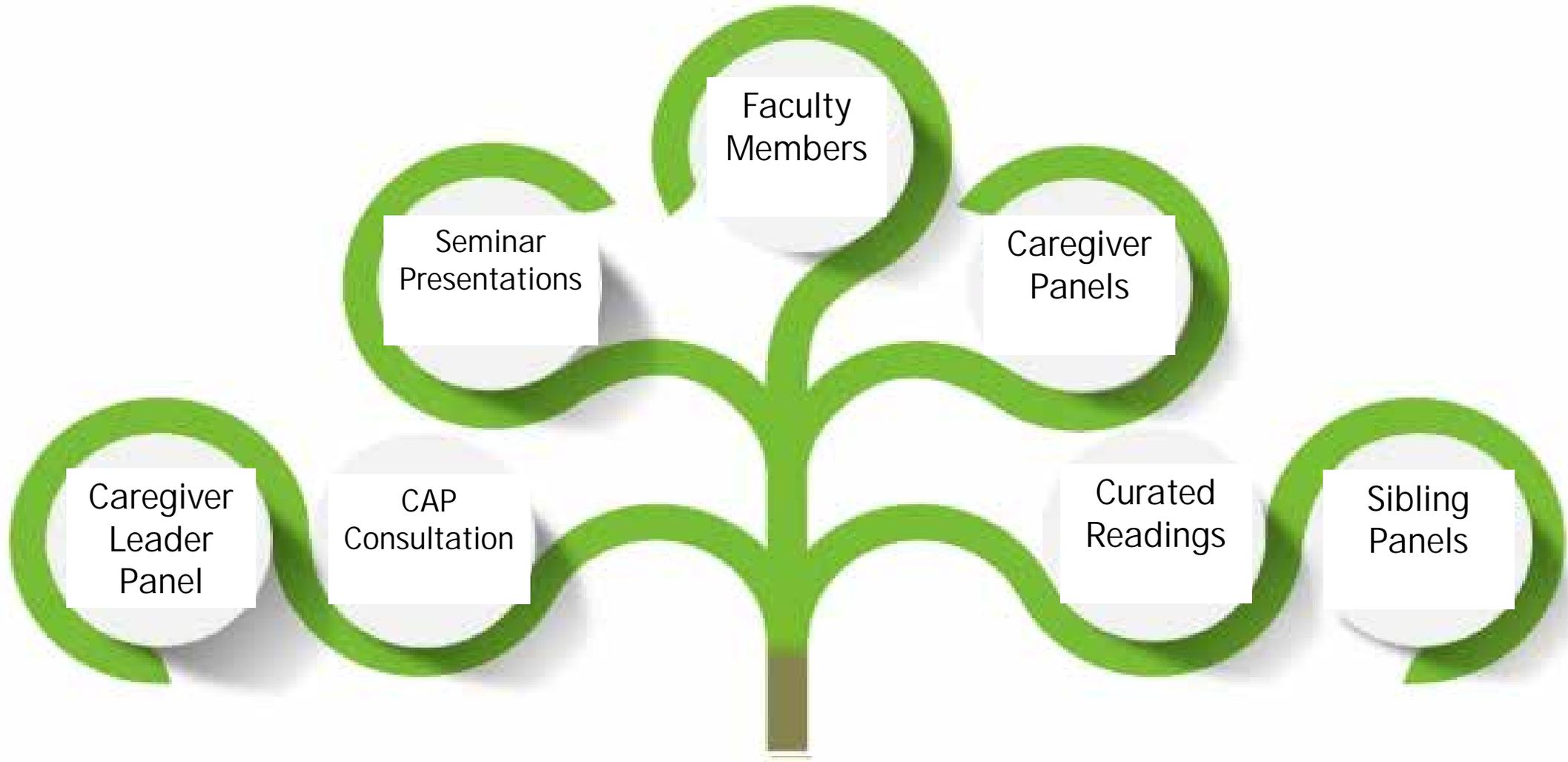


Objective 4. Dissemination

Supported by ACL Idaho Public Health Work Force Enhancement Grant



San Diego LEND Family Discipline:





Georgetown University Certificate in Early Intervention (GUCEI): What does the future hold for training in Early Childhood Intervention (ECI)

Toby Long, PhD, PT,
FAPTA
Rachel Brady, PT, DPT, MS

Purpose

Train interdisciplinary service providers in evidence-based early childhood intervention

Hybrid cohort competency-based learning
Critical skills needed to be competent & confident ECI providers

Expectations

Knowledge: IDEA, CwD, FCC, EBP, team-based decision making, and NELP

Skills: Eco-map, routines-based assessment, interpret information, outcome writing, coaching, teaming

Dispositions: respect, empathy & compassion, humility, reflection, flexibility & adaptability, social justice & rights, advocacy

Structure of GUCEI

September to June (Hybrid)

20 CEU credits/200+ hours

5 Major courses

Poster Presentation &
Conference

Cross-Disciplinary Capstone

Parent-Professional

Partnership

Graduates 2012-2025

"GUCEI equipped me with the knowledge and resources to holistically connect with families. I am now able to develop and implement a plan of care that's family-centered and evidence-based focusing on meaningful, functional, participatory outcomes."

E. Russell, OTR

Unique Aspects of Program

4 Week Team-Based Practicum

LEND+

Grant funding supports tuition, stipend for in-training participants

N=221

Professionals (n=125)

International (n=10)

- Greece, Israel, Jordan, Lebanon,
- Mexico, Poland, UAE, UK, Mongolia

In-training (n=96) ECSE, SLP, PT, OT

- George Washington U
- Shenandoah University
- Catholic University
- Howard University
- Old Dominion University

THE **KEYS** to **SELF DETERMINATION**

SELF-AREA Statewide Training – No-cost training on Self-Awareness, Self-Regulation, Self-Efficacy, Self-Advocacy, and applied critical thinking and solution-finding skills.

Keys Embedded Across Campuses - SD practices built into coaching, peer mentoring, Person Centered Planning, and employment training.

National and Regional Impact – Effective Self Determination training designed to increase awareness and knowledge of practitioners, students, and families.

Student Outcomes - Students learn to solve problems, make decisions, set goals, and take ownership of their future.



Making Materials More Accessible

Presented by Indiana LEND: Brian Klein, Ph.D. & Ashley McGinn, Ph.D.

Handouts

Autism

Autism is based on two main areas: differences with social communication and repetitive or restricted behaviors. To be diagnosed, a child must show differences in all three areas of social communication and in at least two of the four areas related to repetitive or restricted behaviors.

Area	Examples
Social communication	<ul style="list-style-type: none"> Differences in interactions with others Differences speaking, making eye contact and using gestures at the same time Challenges in making and keeping friends
Repetitive or restricted behaviors	<ul style="list-style-type: none"> Doing the same movements or sounds over and over Sticking strictly to routines Having strong and narrow interests Differences in sensory experiences

Autism is made up of many traits
Every child with autism has their own combination of traits that affect how they communicate and behave. The following wheel shows how multiple traits can look differently within a person.

- Turn-taking
- Use of gestures
- Repetitive speech
- Making friends
- Sensory differences
- Specific interests
- Motor movements
- Eye contact

Traits can change over time
Autism traits can change over time. It starts when a child is young and stays with them for life, but their traits can change as they age. Other diagnoses and things in their environment can change how they learn new social skills and other behaviors.

Other conditions can impact behavior
When a child has more than one diagnosis, it can affect how they interact with others and behave. Other conditions might include global developmental delay, intellectual disability, speech or language delays, anxiety, depression or ADHD.

Riley Children's Health
Indiana University Health

Scan the code for more information.

Videos

Guiding Principles

1. Plain language materials
2. Educational videos
3. Translated resources

Understanding Autism
Learn about what autism is and what steps you will take to get a diagnosis.

Entendiendo el autismo
Aprenda qué es el autismo después del diagnóstico.

Websites

Riley Children's Health
Indiana University Health

217.844.5090 My IU Health Patient

Health Information Find a Doctor Departments & Programs Support

Autism Spectrum Disorder

Autism spectrum disorder, or ASD, is a disorder that affects a person's ability to communicate, how they interact socially and their behavior.

Autism is called a "spectrum" disorder because its symptoms and behaviors are different for every child. However, all children with ASD display:

1. Social challenges communicating and interacting with others
2. Repetitive patterns of behavior, interests or activities

To be diagnosed with ASD, a child must display symptoms in both of these areas.

Social challenges communicating and interacting with others

Children who find it challenging to communicate and interact with others socially may not be able to maintain a back-and-forth conversation when they talk with other people. They also may not pick up on nonverbal communication coming from other people, and they may struggle to maintain and understand relationships.

ASD challenges in social-emotional exchanges may look like:

- Unusual approaches to interacting with others, such as ignoring someone or climbing on them
- Avoiding sharing their interest, emotions or facial expressions with others
- Lack of response to social interactions from others
- Inability to engage in back-and-forth conversation



Individualized Education Program (IEP) and 504 Team Meeting Simulations with Pediatric Medical Residents (Medium-Term LEND Trainees)

Tara J. Minor, PhD (tara.j.minor@vumc.org) & Rachel Goode, MD (rachel.goode@vumc.org)

- Learning Objective: IEP/504 Team as Interprofessional Team That Includes the Resident
- Interprofessional Socialization and Valuing Scale (ISVS) Scores Show Statistically Significant Improvement From Pre- to Post-Simulation (IEP)
- 196 Residents Have Done IEPs (2021); 61 have Done 504s (2022)
- Expanded to LEND Group Project: School-Based Resources Toolkit for Providers & Simulation for Multiple Professionals



"All on the Same Team: Simulated Learning to Introduce Pediatric Residents to Interprofessional Collaboration with Individualized Education Program Teams" *J DBP*



Simulated Individualized Education Program (IEP) Eligibility Meeting Toolkit



Feedback from Residents

- *"I know a little bit more about the [IEP] process, I think I should tell the families about it."*
- *"I didn't even know a physician would ever even go to an IEP meeting....so that part was new to me. That was kind of cool."*
- *The simulations "made me more aware of [the IEP process]... I just have more awareness of what goes on and what they talk about, which is helpful."*



What's happening in Alaska?

- University of Alaska Anchorage provides training for future behavior analysts
 - Planning for no cost while-you-wait parent training
 - Community engagement
 - First 2 MS graduates finished in May of 2025

How LEND helped

Participating in LEND connected me to other providers in the state as well as opportunities for professional development. The connections supported the development of a behavior analysis service line within our state's tribal health system, establishment of a behavior support team for a rural Alaskan school, and brought me to UAA.



Kristin Riall, Ph.D., BCBA
LEND Fellow 2016-17

HealthMatters Program Delivered through the National Healthy Brain Initiative for People with IDD



- Structured, evidence-based 12-week health promotion intervention tailored to people with IDD, delivered through a train-the-trainer model in community settings, focusing on improving physical activity, nutrition knowledge, and healthy lifestyles.
- Grew out of RRTC on Aging and Developmental Disabilities.
- Recognized as an evidence-based program under the Administration for Community Living (ACL) for Title III-D health promotion/disease prevention for people with IDD and their supports.
- CDC National Healthy Brain Initiative Partners:
 - Alzheimer's Association (Component A)
 - Component B organizations: UsAgainstAlzheimer's, The International Association for Indigenous Aging, HealthMatters Program, IDHD, UIC
 - CDC's BOLD Infrastructure Public Health Program (43 state, local, territorial, and tribal recipients)



HealthMatters™ Program
HEALTHY BRAIN INITIATIVE
People with Intellectual and Developmental Disabilities

New Project!



KUCD is **partnering** with three research groups interested in growing their inclusive research capacities:

- Pilot **Inclusive Research Learning Series** with adults with lived experience with disabilities
- Build **research career pathways** for individuals with intellectual and developmental disabilities

New Products!

Data
System



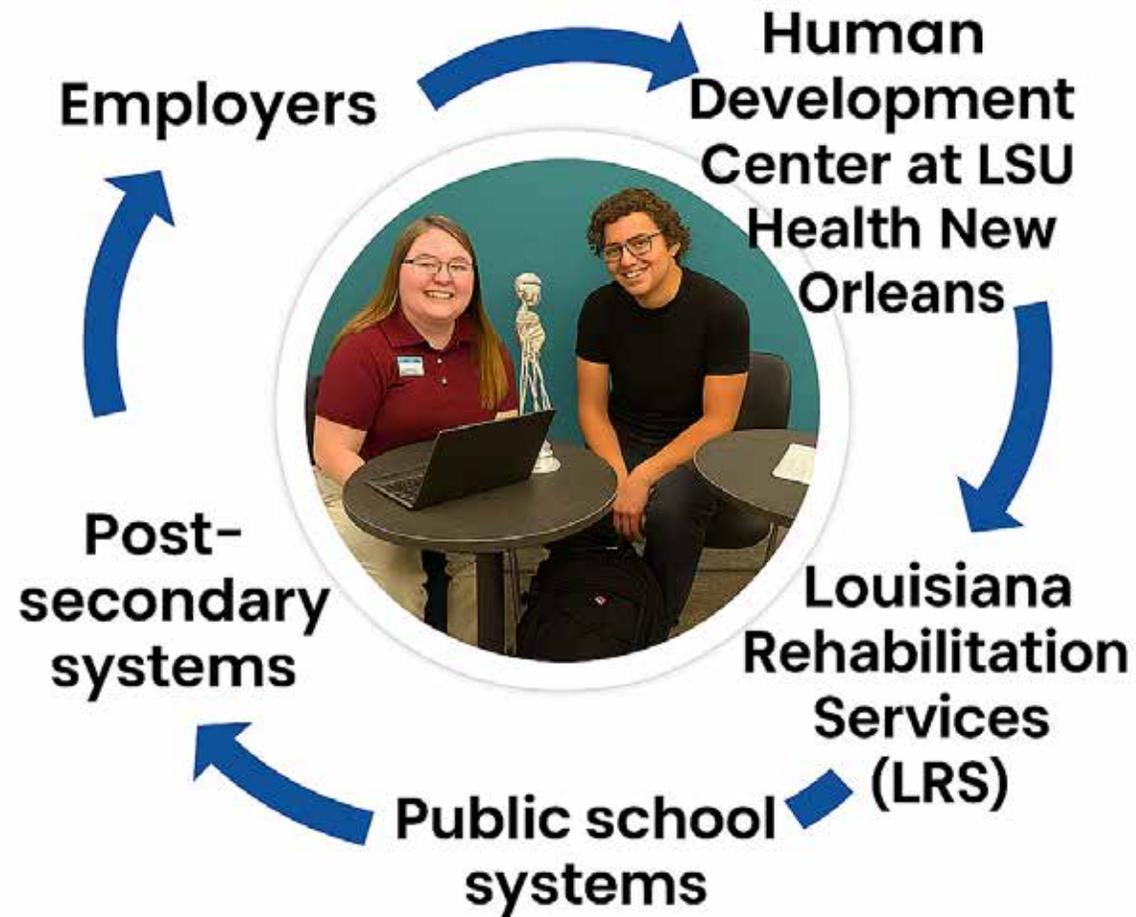
- Access validated self-determination measures
- Create surveys
- Manage data

Online Self-
Determination
Training

Asynchronous training on self-determination instructional practice!



Postsecondary Apprenticeship for Youth (PAYCheck) Collaboration





Institute for Community Inclusion

PROMOTING THE INCLUSION OF PEOPLE WITH DISABILITIES



Boston Children's Hospital

Where the world comes for answers

Job Extravaganza

Hands-on, job exploration skills event designed for students with disabilities, ages 14-21 – a Pre-Employment Transition service

- q Community-based, real businesses, and training
- q Provided first event in state
- q Hosted eight events
- q Moved from larger events to smaller events of 20
- q 400+ students and counting

Next Steps

- q Monthly events
- q Less businesses but more hands-on time



INSTITUTE FOR DISABILITY STUDIES
THE UNIVERSITY OF SOUTHERN MISSISSIPPI



**For more information,
connect Joseph King,
LCSW,
joseph.a.king@usm.edu**

NEBRASKA

Employ **ABILITY**

- ✓ In 2024, the Nebraska UCEDD was awarded a \$9.94 million Disability Innovation Fund grant to support increasing competitive integrated employment for people with intellectual and developmental disabilities.
- ✓ We partner with Nebraska-Voc Rehab and area school districts.
- ✓ We serve over 60 participants per day between the ages of 18 – 44.
- ✓ Over 174 participants have been served.
- ✓ 48 participants have been employed.
- ✓ We are launching a statewide Mobile Device Repair Training and Certification Program with iFixOmaha and iFixAmerica.

Trainee Research Project

- Purpose
 - Equip trainees with knowledge and skills to: critically analyze research & strengthen leadership and clinical competencies through EBP.
 - Objectives
 - Understand the research process.
 - Identify quality indicators for various research methods.
 - Critically review and synthesize published research.
 - Project Options
 - 1. Research Project.
 - 2. Critical Review.
 - 3. Programmatic Review.
 - Deliverables
 - Written product (one-pager handout, program evaluation, etc.)
 - Poster presentation at our “Annual Research Symposium”.
- 

Rose F Kennedy University Center For Excellence in Developmental Disabilities (UCEDD) – Advancing Training, Research, Service and Education

Miriam Franco, BA; Maria Valicenti-McDermott, MD, MS; Karen Bonuck, PhD; Lisa Shulman, MD
Elisa Muñiz, MD, MS, FAAP; Kathleen McGrath, MSS, LSW; Patrick George III, MSSR; Joanne Siegel, LSCW

Disability as a Difference Reducing Researcher Roadblocks



- 1-in-4 US adults has a disability, but < 5% of research engages PWD/PWDDs
- D2/R3 aims to researcher knowledge, desire, skills re: inclusion in studies
- PWDDs & D2/R3 team use mixed-methods to co-design an eLearning module
- Currently testing eLearning module's impact in a randomized trial

Infuse IDD Curriculum at Albert Einstein College of Medicine



- Offers classroom, clinical skill & service learning in all 4 years of med ed
- Builds professionalism & communication skills via direct engagement with self advocates and family members
- Prepares medical students to recognize and address barriers in care for people with IDD

Rose F. Kennedy UCEDD and Affiliated Programs:



CERC
Children's Evaluation and Rehabilitation Center
40K+ clinical visits annually, serving children and adults across the lifespan.

LEND

IDDRRC

Einstein-Montefiore is among just 10*
US institutions with a
UCEDD, LEND and IDDRRC

WIHD UCEDD-LEND: Growing our work through connections!



LEND cultural immersion and self-advocacy work: Collaboration with the Puerto Rico and Virgin Island UCEDDS to build capacity and share knowledge.

1



Aspiring LeaDDers: Ten month curriculum developed and facilitated as a collaboration between our self-advocacy team and Volunteer NY!



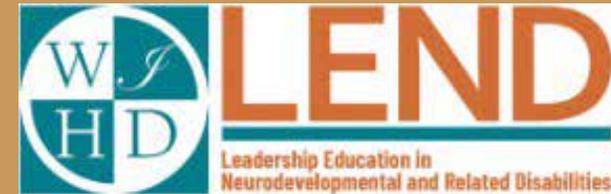
The Public Speaking Skills Coaching Model: Customizable content in partnership with Post-Secondary programs and Self-Advocacy leaders.



The Speaker's Network: Supporting Self-Advocates in sharing their lived experience in the community.



Westchester Institute
for Human Development



UH Center on
Disability Studies

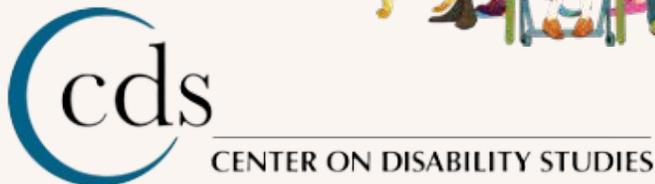
UCEDD* TRAINEE Programs



LEADERSHIP OPPORTUNITIES



ANNIVERSARY
Pac Rim Conference 2025
UH Mānoa College of Education



www.coe.hawaii.edu/cds/current-projects/

Case-Based Interprofessional Simulation Exercises for Team Collaboration in Neurodevelopmental Disabilities



THE OHIO STATE
UNIVERSITY
NISONGER CENTER

Authors: Katarina Garibian, B.S. Trevor Nguyen, B.S., Crystal Williams, PhD, Luke Miller, B.S. Dawn Allain, M.S., C.G.C., Elizabeth Barnhardt, D.O., MAEd
Institutions: Ohio State University with collaboration from University of Cincinnati and University of Illinois-Chicago.

Introduction

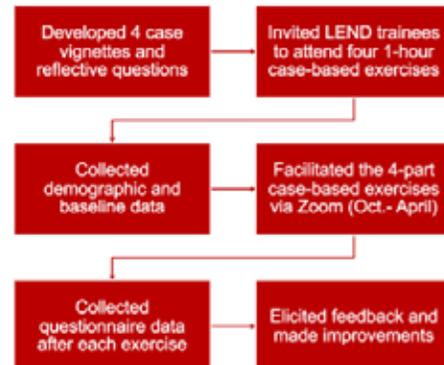
Conflict among team members who support children and families is not uncommon.¹ This is because professionals come from varying educational backgrounds and may have opposing core values, fundamental goals, and overall approaches.¹

The Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Program focuses on promoting Interdisciplinary/Interprofessional team building. Some of the specific goals of this competency include increasing trainees' ability to:

1. Understand the roles and responsibilities of members within the team to contribute to positive outcomes.
2. Facilitate group decision-making
3. Promote team synergy
4. Demonstrate leadership skills

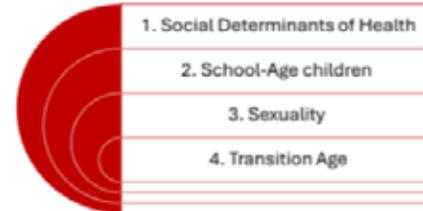
Project Purpose and Method

This project aimed to pilot a case-based exercise to improve interprofessional competence of graduate-level trainees when treating individuals with intellectual and developmental disabilities (IDD/DD) across the lifespan.



Method Continued

Vignette Topics:



Scan this QR Code to read the vignettes:



Data Sources:

1. *Attitudes Toward Healthcare Teams*- A 15-item scale that assesses trainees' beliefs about interprofessional teaming.
2. *Interprofessional Collaborative Competency Attainment*- A 20-item scale that assesses trainees' ability to use interprofessional teaming.

Participants

31 LEND Trainees participated in at least one case-based activity.

Attendance	#	%
Attended 3	22	70.97
Attended 2	5	16.13
Attended 1	4	12.90

The following roles/disciplines were represented:

- Advocacy
- Developmental Behavior Pediatrics
- Disability studies
- Family
- Genetic Counseling
- Medicine
- Nursing
- Nutrition
- Occupational Therapy
- Psychology
- Public Health
- Self-Advocacy
- Speech Language Pathology
- Social Work
- Special Education

Preliminary Results

ATHCT Results

Baseline scores:

M= 3.81/5

- Slightly greater than neutral attitudes about interprofessional teaming

M= 3.25/4

- Moderate familiarity with supporting and caring for individuals with intellectual and developmental disabilities

ICCAS Results



Feedback from Participants:

Strengths

- Informal, low stakes environment
- In-depth discussion
- Learning from other disciplines
- Convenience of Zoom
- Complex, real life cases

Requested Improvements

- Condense/ simplify cases and reflective questions
- Ensure discipline diversity within groups
- Help with tracking time

Improvements

After facilitating each case vignette, our team made the necessary modifications to improve the experience. Some of the changes included:

- Establishing and monitoring time intervals for each component of the case-based exercise
- Sending out vignettes ahead of time to promote clarity of the content
- Simplifying the cases and reflective questions using plain language and formatting suggestions from the Disability Experience Expert Panel (DEEP)

Discussion

Implications

The Interprofessional Case-Based exercise has the potential to support future LEND trainees to refine their interprofessional skills.

More attention needs to be given to determine how to assess trainees' interprofessional competence beyond quantitative self-report measures, including qualitative data.

Limitations

- Participants rated themselves highly on both scales at baseline data collection; thereby resulting in less significant change over time
- Some of the participant groups were less diverse in terms of disciplines and University affiliation than others

Future Directions



Acknowledgements

This work was completed with support from OSU LEND faculty (Dawn Allain, MS, LGC; Dr. Elizabeth Barnhardt, DO, and Dr. Andrea Witwer, PhD); the Ohio State University Division of Human Genetics, the Disability Experience Expert Panel (DEEP); University of Cincinnati LEND faculty; and the University of Illinois-Chicago LEND faculty.

Funded by the Maternal and Child Health Bureau Grant T73MC24481

Oklahoma

Center for Learning and Leadership UCEDD



Oklahoma LEND

Where are they now?

- Director of State DD Services
- Elected to State House of Representatives (2x)
- Elected School Board (4th largest school district)

SAME FAME

Self-Advocates and Family
Advocates as Medical Educators

Pre-Service Education





BEHAVIORAL HEALTH, EDUCATION, ACCESS
AND MANAGEMENT FOR SOUTH DAKOTA

Beam-sd.org



Kindred Stories of Disability

What:

- Topical booklets of stories that highlight experiences and challenges with disability services and supports in TN
- Shared (annually) with legislators and policymakers at TN Disability Day on the Hill and the Disability Policy Seminar

Why:

- To educate legislators and policymakers
- To assist people and organizations in their advocacy efforts
- To broaden students' understanding of the experiences of people with disabilities

Who:

- Storytellers-adults with disabilities, parents, caregivers, and professionals
- University grads & undergrads (SPED)
- DD Network and Community Partners
- Photographers with disabilities

How:

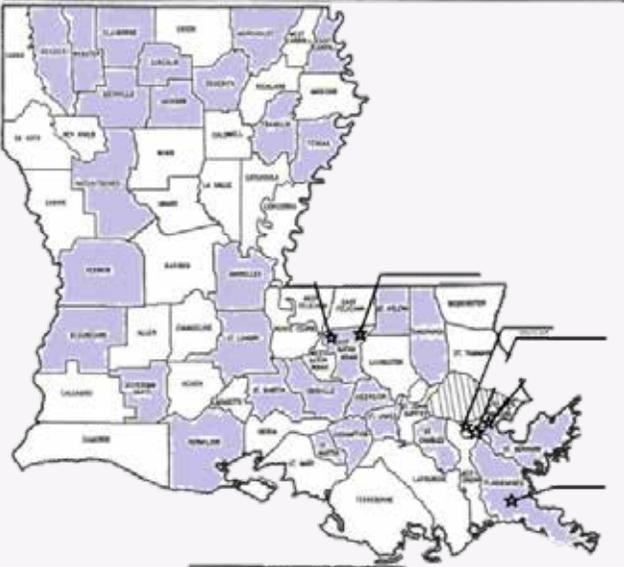
- New topic identified each year
- Recruit interviewees to share their stories
- UCEDD trainees and student interviewers
- Community Partner assistance with dissemination

More: vkc.vumc.org/vkc/resources/kindred or courtney.taylor@vumc.org

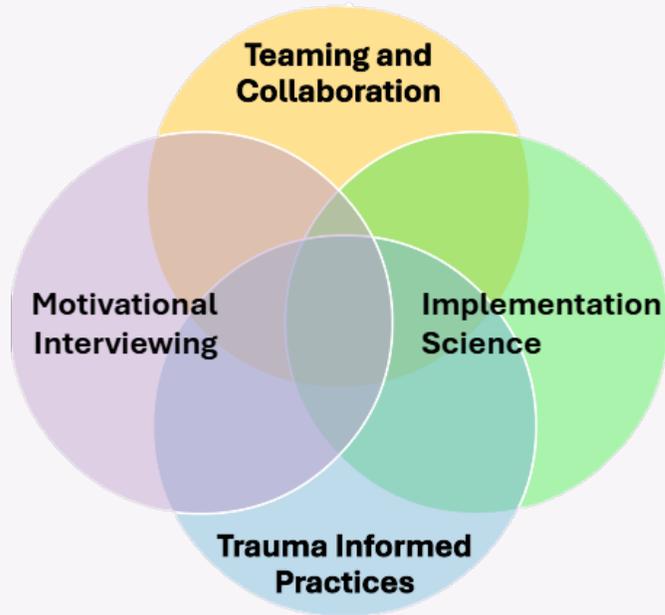




2024-25 School Partnerships



Our Model



In-Person Coaching

Observation



Modeling



+ Feedback



Our
Job-Embedded
Coaching



Texas A&M Work-Based Learning:

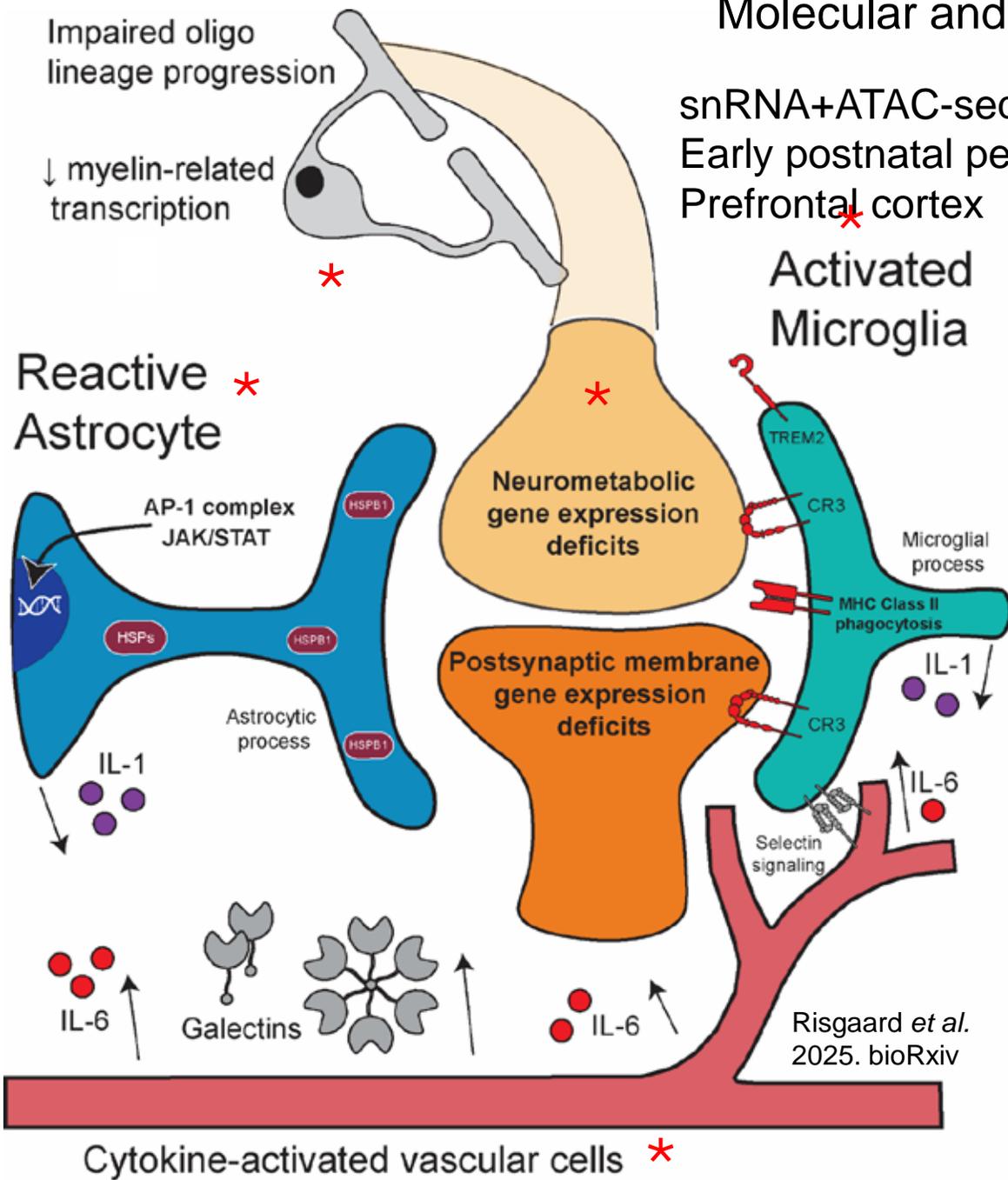


TEXAS A&M UNIVERSITY
Center on Disability
& Development

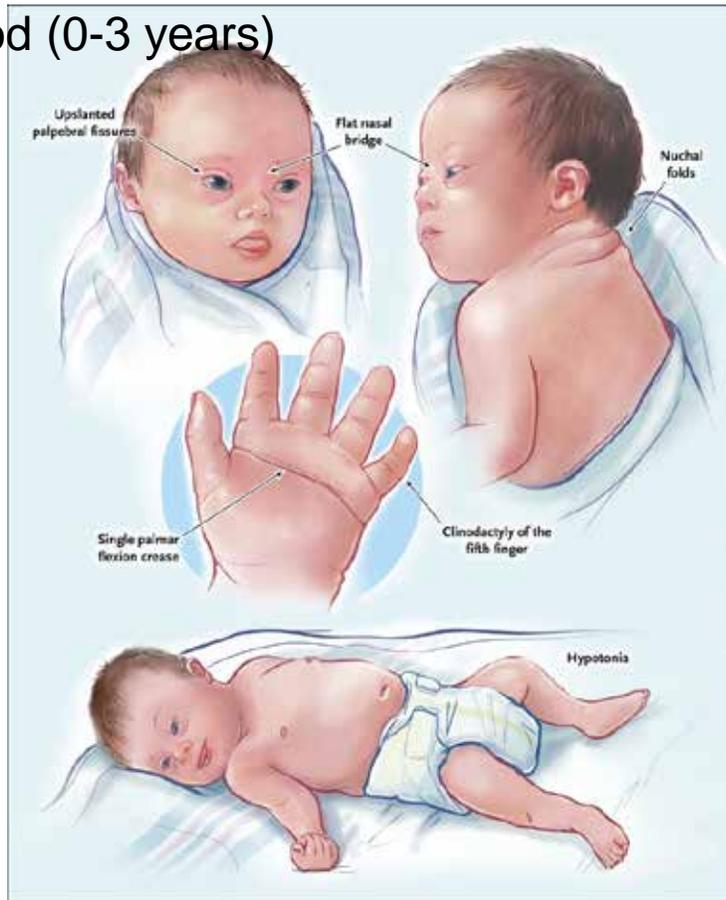
Providing authentic,
integrated work
experience and
employability skills
training to over
2,000 students with
disabilities across
Texas



Molecular and cellular processes disrupted in the early postnatal Down Syndrome prefrontal cortex



snRNA+ATAC-seq
Early postnatal period (0-3 years)
Prefrontal cortex *



Why does this matter?

1. Convergence of neurodevelopmental + neurodegenerative deficits
2. Shifts the paradigm of temporal onset of neuroinflammation
3. Early postnatal period is critical for:

Biomarker identification
Therapeutic development
Future studies

- Down Syndrome is the most common cause of intellectual disability worldwide
- Individuals present in **early infancy** with developmental milestone delays
- Our understanding of the molecular pathogenesis is limited

UH CDS POSTSECONDARY SUPPORT PROJECT RECEIVES 4TH TPSID GRANT

National summer hub - expanding camp mānoa + level-up mānoa (esports camp) into a national model with summer school, coaching, and a professional institute.

National student exchange - building the groundwork for ipse exchange network with partner campuses across the U.S. And pacific.

Expansion - new inclusive programs at uh mānoa, and cnmi.

Raising the bar & self-determination - ipse readiness & transition with lea partners.

Sustainability & leadership – formalizing pacific technical assistance center on Transition as a multi-state hub for training, TA, and IPSE innovation.

Systems, Policies, and Procedures

Successful
Transition to
Adulthood



Quality of Life

Framework

- Guiding Principals
- Infrastructure/Policy
- Individualized
- Workflows
- Evaluation

Family • Friends • Community • Schools • Autistic Youth • Professionals

STAY Project

Successful Transition of Autistic Youth (STAY)
 Funding Source: MCHB/HRSA
 Year 2 of 5-year project 9/24-8/29
 Dr. Ilka Riddle PD and Natasha Bigl PM



Autism Consortium of Texas
Leadership Education in Neurodevelopmental & related Disabilities

ACT LEND

Screening & Evaluation for Autism and Developmental Delays -

- Best practices & procedures; effective communication; cultural & linguistic considerations
- Clinical training sessions; practicum or research placements; community screening event & resource fair



Bright Sparks Chats



Topics



Room 1

Inclusive Technology & Digital Accessibility

Host: Jenean Castillo

Room 2

Building Inclusive Research & Data Practices

Host: Rhonda Eppelsheimer

Room 3

Workforce Development & Training Innovations

Host: Mark Crenshaw

Room 4

Innovation in Plain Language & Communication

Host: Sharon Milberger

Thank you!

www.aucd.org

