



LEADING CHANGE TOGETHER

AUCD Conference 2019
November 17-20 • Washington, DC

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President's Welcome

Welcome to the Association of University Centers on Disabilities' (AUCD) 2019 Conference! The theme of this year's conference is: Leading Change Together! This theme illustrates the power of our network of Leadership Education in Neurodevelopmental Disabilities (LEND) Programs, University Centers on Excellence in Developmental Disabilities (UCEDDs), and Intellectual and Developmental Disabilities Research Centers (IDDRCs) to lead change that results in inclusive communities and good lives for all. Together our network leads change by developing new knowledge; training and educating health, allied health, education, and other professionals; developing and demonstrating best practices; and advocating for effective policies. This conference provides an opportunity to learn, network, share, and lead together!

It has been an honor to serve as AUCD President in 2018-2019. Our Association continues to support the network through technical assistance, networking opportunities, and partnerships on programmatic efforts. AUCD has demonstrated strong national leadership on critical issues such as education, employment, health care, and human rights. The Autism CARES Reauthorization Act of 2019 passed as a result of strong leadership and support from AUCD staff and network members who were tireless advocates. I want to thank our Board of Directors, Executive Director Andy Imparato, and the AUCD staff for their dedicated work and the daily actions they take to lead change together.

Many thanks to Sachin Pavithran, Conference Chair and AUCD President-Elect. I look forward to his leadership of the Board in the coming year and am excited for the energy and ideas he will bring as the Board President. I'd also like to thank the Conference Committee, AUCD staff, many proposal reviewers, and the awards committee for their time and effort in making the Conference come together. This Conference is a success because of their collective efforts.

On behalf of the AUCD Board, WELCOME, and thank you for leading change together in your communities! The AUCD Conference is a great time to connect with colleagues, meet new people, and share your work with others. Please reach out and connect with the many self-advocates, family members, students, trainees, professionals, and policymakers in attendance. Since you are in our Nation's capitol, I hope that you will make Hill visits and share all the great activities of our network with your elected officials and their staff.

Enjoy the Conference!

Amy

Amy Hewitt, MSW, PhD
AUCD Board President
UCEDD & LEND Director, Institute on Community Integration at
the University of Minnesota



Conference Chair Welcome

Dear Colleagues,

I am excited to welcome you to the 2019 AUCD Conference, “Leading Change Together,” in Washington, D.C. This year’s theme reflects the work being done across our network on research, policy, practice, and advocacy. We are all leading change through our work with diverse communities, disability types, and programming. Our Conference serves as a place to exchange ideas as well as celebrate accomplishments.

Our world is an ever-changing place of ideas and politics, as is our network. We can and do change the conversation around important issues as experts in the field. I hope that this Conference will energize you, introduce you to new ideas, and serve to improve your practice.

The AUCD 2019 opening plenary will kick off the Conference with four leaders in the disability space who will speak from lived experience and knowledge. Our concurrent and poster sessions will provide a diverse perspective on issues important to the work being done within the network. I encourage each of you to check out the Committees, SIGs, and Councils and join the important work they are doing. The Conference would not be complete without our awards ceremony that honors leaders in the field! We will wrap up the Conference by taking our collective voices to Congress where we will be briefed on critical policies by those closest to the issues. We will then meet with our respective members of Congress to educate them about pressing issues facing the disability community.

I would like to thank the AUCD staff, planning committee, and the Board for putting together such an exciting and transformative Conference.

Sincerely,

Sachin

Sachin Pavithran, MS
AUCD Board President-Elect and 2019 Conference Chair
Policy Director, Center for Persons with Disabilities, Utah State University



Need Information or Assistance?

Members of the conference staff are wearing red “staff” ribbons on their name badges. If you need assistance or information, just look for one of these individuals. They’re happy to help!

Accommodations

AUCD offers select conference materials available in alternate formats, CART transcription and ASL during the plenary, leading change sessions, awards ceremony; a sensory break room; and more for individuals who request or need accommodations. Please see a member of the conference staff if you would like assistance with any of these or other accommodations.



Food in the Hotel

The Renaissance Downtown has numerous dining options within the hotel so you don’t have to go far to get a snack, coffee, quick lunch, or great dinner.

- The Presidents Sports Bar features light fare and drinks. It is located just off the hotel lobby and is open daily for lunch and dinner.
- Starbucks Coffee House is located in the hotel lobby and is open for breakfast and lunch.
- Mixx is the hotel’s eclectic bar area located just off the hotel lobby and is open for dinner.
- Liberty Market is an on-site grab-and-go gourmet deli serving premium sandwiches and quick bites. Located at the top of the escalators just off the lobby, it is open for lunch and dinner.
- Fifteen Squares Restaurant on the hotel’s lobby level serves American food in a casual atmosphere, and may be open for breakfast and lunch based on demand; see the concierge.
- In-Room Dining is available daily for breakfast beginning at 6:45am and for dinner until 11:45pm (not typically open for lunch).

Food in the Area

The Penn Quarter neighborhood has many great options available to suit all palates. For dining options outside of the hotel, visit <http://bit.ly/1bJxM0j> to view a listing of great restaurants within a 3-block radius, or stop by the concierge desk. Some AUCD staff have recently visited several of these restaurants and deemed them guaranteed-accessible; stop by the AUCD registration desk for that list. To check full accessibility at other restaurants in the neighborhood, please call the restaurant directly.

Conference Evaluation

Please help us improve the AUCD Conference by completing the evaluation. You can access the complete online conference survey via the AUCD Conference App, or at www.surveymonkey.com/r/7ZZFGX3, and take the survey anytime you have an internet connection. A link to the survey will also be posted on www.aucd.org/conference and emailed to you at the close of the conference.



Audio-Visual Equipment

If you're a presenter and need assistance with the audio-visual equipment in your session, please see an AUCD staff member. They'll connect you with event technology staff who can help.

Fragrance-Free Event

AUCD strives to make the Conference a fragrance-free event. For the safety and comfort of those with chemical and environmental sensitivities, please refrain from wearing perfumes and colognes, and from using scented products such as aftershave, hairspray, and lotions.



Go Green: All Conference Long!

AUCD has bins at the registration desk to collect your used name badge holders so we can continue to use them at future meetings. We have limited our printed materials by using the Conference app to reduce waste. If you have paper you'd like to recycle before leaving the hotel, please place it in a bin at the AUCD registration desk.

Conference App

AUCD strives to make your conference experience exceed expectations and has again launched a conference app to provide you with real-time conference information, wherever you are. Plan your visit to the conference and to DC, learn about speakers and sessions, create your personal Conference schedule, connect with attendees, use social media, and share your experience - all at your fingertips before, during, and after the event. Visit <http://bit.ly/2OQmUe9> to learn more about the app, and search your app or play store for "Guidebook" then search Guidebook for the AUCD 2019 Conference.

Connect

AUCD and the Renaissance Hotel are pleased to offer free Wi-Fi to all conference attendees on all levels of the hotel. Simply make sure your device is connected to the hotel's network "Renaissance_Conference", then open your internet browser. Wait for the hotel's splash page to appear, then enter our exclusive conference code: auct2019.



Color Communication Badges

Commonly used at Autistic conferences, color communication badges help to communicate accessibility and conversation preferences in real-time. The wearer can choose to display a red badge (doesn't want to be approached right now), yellow (only wants to be approached by well-known friends), or green (actively seeking communication). Conference attendees are welcome to borrow color communication badges for the duration of the AUCD Conference from a table near the registration desk, and take a flyer to learn more about this resource. Please return the badges to the conference registration desk at the end of the event.



Pronoun Ribbons

AUCD places a high value on the comfort level of all attendees. Pronoun ribbons are designed to make it easy for attendees to indicate their pronoun preferences. All attendees are welcome to pick up a pronoun ribbon from the registration desk to attach to their name badge. By providing and using pronoun ribbons, AUCD aims to create an environment that supports comfortable conversation about identity.



Our Gift to You



Show your pride to be connected to one of the nation's leading disability organizations! All registered attendees will receive a free 4" AUCD sticker at check-in. This bold and permanent sticker is ideal for adhering to your car, office window, suitcase, or water bottle. Prefer something more temporary? Stop by the AUCD Market to purchase a removeable AUCD decal, ideal for your laptop, as well as other AUCD branded gear for sale.

**Our mission is clear.
We are pioneers in
neuroscience.**

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to support the
**Association of
University Centers
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Conference CEUs Available

We are excited to again offer certificates of attendance through the University of Minnesota's School of Social Work for select AUCD Conference sessions! While these certificates are being provided through the University of Minnesota's School of Social Work, they are not social work CEU's or social work specific certificates of attendance. These are certificates of attendance that may fulfill continuing education requirements across a variety of disciplines.



The sessions in which these certificates will be offered are:

Saturday, 9:00am-3:00pm

- Pre-Conference Summit on Early Childhood

Monday, 8:30am-10:00am

- Opening Plenary: Be the Change: Perspectives on a More Inclusive Movement

Tuesday, 8:30-10:15am

- Leading Change Session: Driving Health Outcomes
- Leading Change Session: From There to Here, from Here to There
- Leading Change Session: Disability Rights, Ethics and Genetics

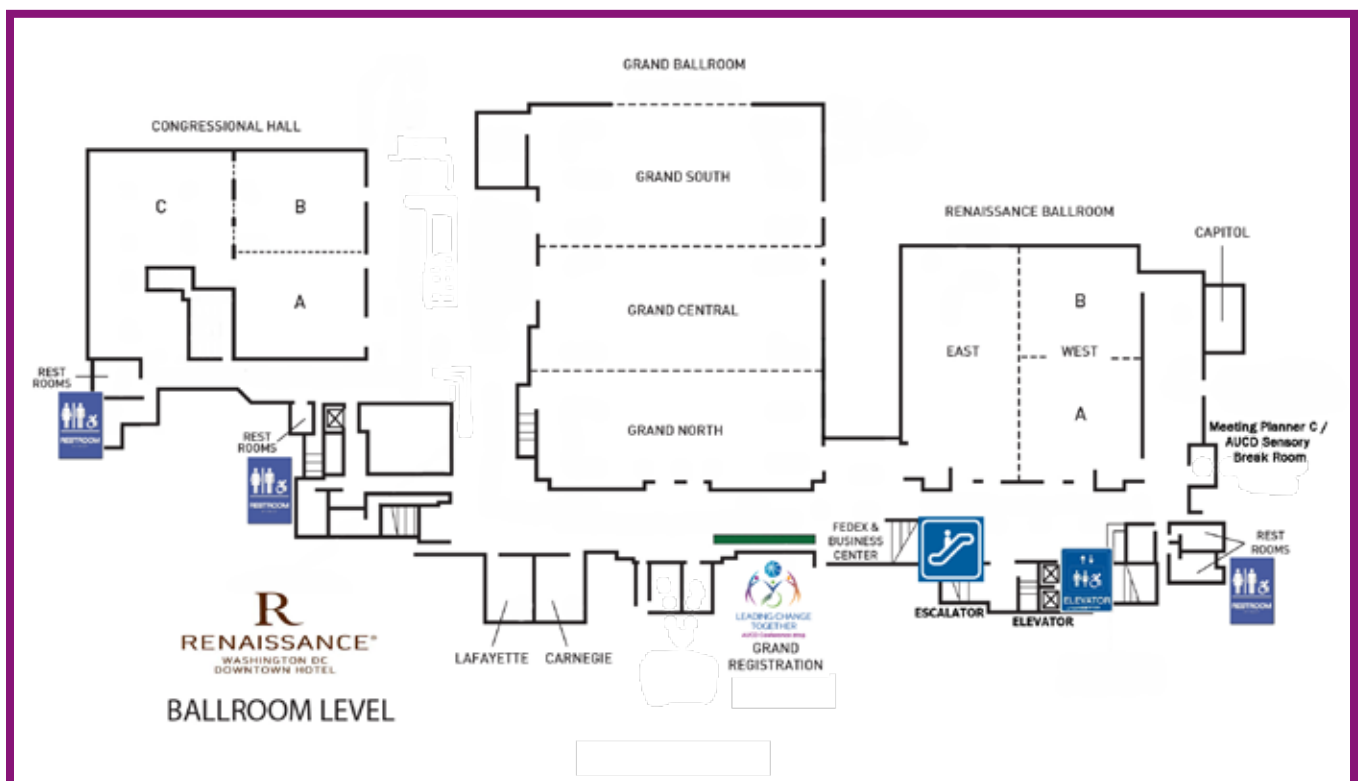
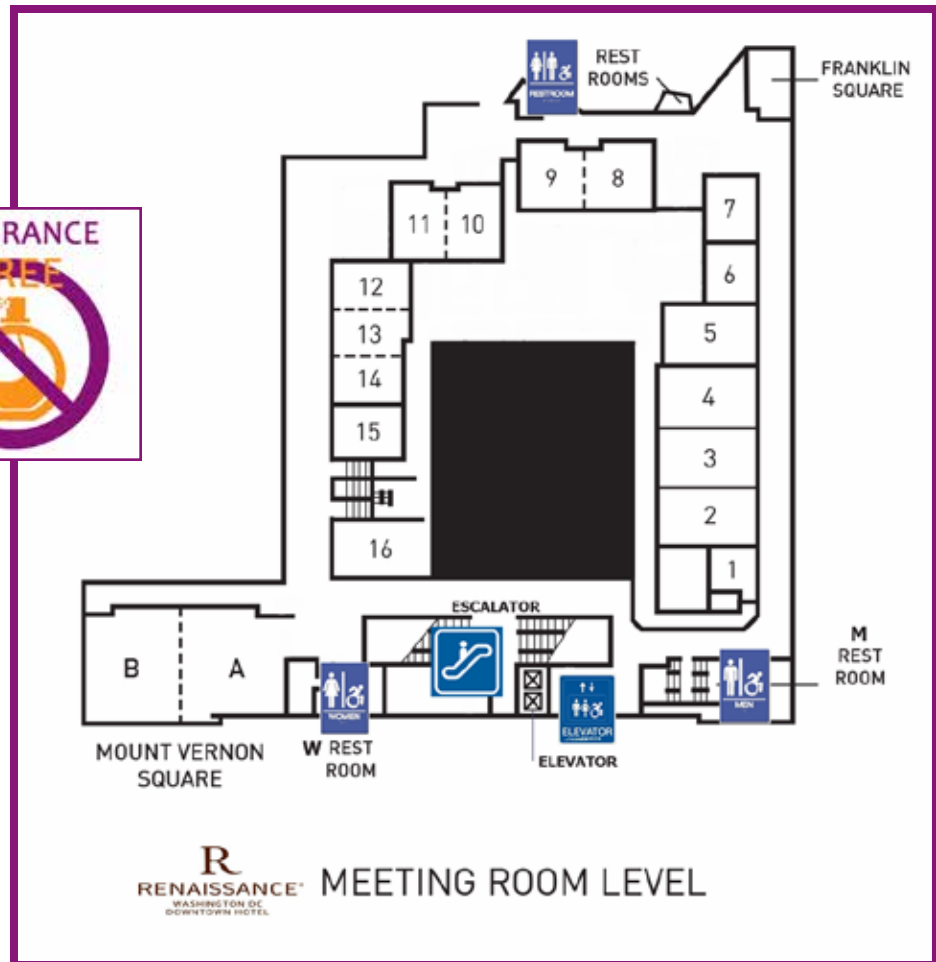
We encourage all attendees to take advantage of them as you are able. Announcements will be made during each session in which they are available and AUCD staff will be available in the room to answer any questions and administer the certificates. *Certificates will ONLY be given at the session. Attendees should present the certificate(s) you receive at Conference sessions to the licensing board for your profession in your home state to petition for approval of continuing education hours.

**Visit the Marketplace in-person at
AUCD 2019 for all your AUCD gear!**

• Shirts	• Phone wallets
• Sweatshirts	• Popsockets
• Mugs	• Publications
• Sling bags	• ...and more!

Open from Sun – Tues
check your app for hours

Maps



Sunday, November 17

EVENT	TIME	LOCATION
Registration Open	8:00am – 5:00pm	Grand Registration
Sensory Break Room	8:00am – 5:00 pm	Meeting Planner Office C
CEDC Council Meeting	9:00am – 11:30am	Renaissance West A
CORE Council Meeting	9:00am – 11:30am	Renaissance West B
MCC Council Meeting	9:00am – 11:30am	Renaissance East
Public Policy Committee	9:00am – 11:30am	Mt. Vernon A
Rural Area Code Caucus	11:30am – 12:30pm	MR16
Lunch on Your Own	11:30am – 12:30pm	
NTDC Council Meeting	12:30pm – 3:00pm	MR 12/13/14
COLA Council Meeting	12:30pm – 3:00pm	Mt. Vernon A
NIRS Data Coordinators Meeting	1:00pm – 5:00pm	Mt. Vernon B
Trainee Networking Session	3:15pm – 6:00pm	Congressional A/B
LEND Directors' Meeting (paid event)	3:15pm – 4:45pm	Renaissance West
UCEDD Directors' Meeting (paid event)	3:15pm – 4:45pm	Renaissance East
UCEDD and LEND Directors' Joint Meeting (paid event)	5:00pm – 6:30pm	Renaissance East
Conference Welcome Reception- open to all attendees	6:00pm – 7:30pm	Grand North/Central
LEND Regional Meetings	7:00pm – 8:00pm	
PacWest		MR2
Northeast		MR3
Mid-Atlantic		MR4
South		MR5
ACC/Southeast		MR8/9
Midwest		MR15
Great Lakes		MR16
Dinner on your Own	7:30pm	



Start your morning off right!

AUCD Strong Run/Walk/Roll
Monday and Tuesday
6:00 - 7:00 am
Hotel Lobby



Monday, November 18

EVENT	TIME	LOCATION
AUCD Strong Run/Walk/Roll	6:00am – 7:00am	Hotel Lobby
Registration Open	7:00am – 5:00pm	Grand Registration
Sensory Break Room	7:00am – 5:00 pm	Meeting Planner Office C
LEND Purposeful Inclusion of People with Disabilities (PWD) Workgroup	7:15am – 8:15am	Mt. Vernon A
UCEDDs Involved with NCI	7:15am – 8:15am	Carnegie
Spanish Caucus	7:30am – 8:15am	MR16
Networking Breakfast for Professionals with Disabilities	7:30am – 8:15am	Grand South
General Hosted Continental Breakfast	7:30am – 9:00am	Grand/Congressional Foyer
Exhibitors Open	8:00am – 4:00pm	Grand Foyer
Opening Plenary: Be the Change: Perspectives on a More Inclusive Movement	8:30am – 10:00am	Grand North/Central
Group 1 Sessions		
Poster Symposia Group 1 Setup	10:00am – 10:15am	Congressional A, B, C
Concurrent Sessions: Group 1	10:15am – 11:30am	See program listings
Poster Symposia Group 1	10:15am – 11:30am	
1A: Transition		Congressional A
1B: Education: K-12		Congressional B
1C: Health, Wellness, Recreation, & Related Topics 1		Congressional C
Poster Symposia Group 1 Breakdown	11:30am – 11:45am	Congressional A, B, C
Lunch on Your Own	11:30am – 2:00pm	
Special Interest Groups	12:00pm – 1:15pm	
Emergency Preparedness		MR2
Early Childhood		MR3
Family Support		MR4
Employment		MR5
Disability Studies		MR8
Nutrition		MR15
Collaborative on Faith and Disability		MR16



(continued next page)

Autism		Mt. Vernon A
Abuse & Neglect / Sexual Health		Mt. Vernon B
Focus Group: Current Trainees	12:00pm – 1:15pm	Renaissance West A
Focus Group: Trainee Alumni/Formers Trainees	12:00pm – 1:15pm	Renaissance West B
International Committee Meeting	12:00pm – 1:30 pm	Grand South
Group 2 Sessions		
Poster Symposia Group 2 Setup	1:45pm – 2:00pm	Congressional A, B, C
Concurrent Sessions: Group 2	2:00pm – 3:15pm	See program listings
Poster Symposia Group 2	2:00pm – 3:15pm	
2A: Advocacy & Justice		Congressional A
2B: Training & Leadership 1		Congressional B
2C: Health, Wellness, Recreation, & Related Topics 2		Congressional C
Poster Symposia Group 2 Breakdown	3:15pm – 3:30pm	Congressional A, B, C
Group 3 Sessions		
Poster Symposia Group 3 Setup	3:15pm – 3:30pm	Congressional A, B, C
Concurrent Sessions: Group 3	3:30pm – 4:45pm	See program listings
Poster Symposia Group 3	3:30pm – 4:45pm	
3A: Training & Leadership 2		Congressional A
3B: Diversity Topics		Congressional B
3C: Clinical Service, Epidemiology, Early Intervention		Congressional C
Poster Symposia Group 3 Breakdown	4:45pm – 5:00pm	Congressional A, B, C
Dinner on Your Own	4:45pm	
UCEDD Directors: Meet the AOD Commissioner (invite only)	5:00 pm – 6:00pm	Grand South
LEND Pediatric Audiology Meeting	5:00pm – 6:15pm	Mt. Vernon B
LEND Self-Advocacy Trainee and Graduate Networking Meeting	5:00pm – 6:30pm	MR3
Act Early Ambassador Networking Session	6:00pm – 7:00pm	Mt. Vernon A

Tuesday, November 19

EVENT	TIME	LOCATION
AUCD Strong Run/Walk/Roll	6:00am – 7:00am	Hotel Lobby
Registration Open	7:00am – 5:00pm	Grand Registration
Sensory Break Room	7:00am – 5:00pm	Meeting Planner Office C
General Hosted Continental Breakfast	7:30am – 9:00am	Grand/Congressional Foyer
Family Discipline Meeting	7:15am – 8:15am	Mt. Vernon A
Trainee-Professional Networking Breakfast	7:15am – 8:15am	Renaissance East
Exhibitors Open	8:00am – 4:00pm	Grand Foyer
Leading Change Sessions	8:30am – 10:15am	
Driving Health Outcomes		Grand North
From There to Here, From Here to There		Grand Central
Disability Rights, Ethics, and Genetics		Grand South
Group 4 Sessions		
Poster Symposia Group 4 Setup	10:15am – 10:30am	Congressional A, B, C
Concurrent Sessions: Group 4	10:30am – 11:45am	See program listings
Poster Symposia Group 4	10:30am – 11:45am	
4A: Technology		Congressional A
4B: Self-determination, Ethics, and Emergency Preparedness		Congressional B
4C: Clinical Service, Health, Wellness		Congressional C
Poster Symposia Group 4 Breakdown	11:45am – 12:00pm	Congressional A, B, C
Lunch on your own	11:45am – 1:30pm	
Special Interest Groups	12:00pm – 1:15pm	
Assistive Technology		MR2
Mental Health Aspects of I/DD		MR3
Aging		MR15
Deaf, Blind, and Deafblind		MR16
Health and Disability		Mt. Vernon A
Postsecondary Education		Mt. Vernon B
UCEDD 5-Year Planning	12:00pm – 1:15pm	MR4 (continued next page)

Group 5 Sessions

Poster Symposia Group 5 Setup	1:15pm – 1:30pm	Congressional A, B, C
Concurrent Sessions: Group 5	1:30pm – 2:45pm	See program listings
Poster Symposia Group 5	1:30pm – 2:45pm	
5A: Employment		Congressional A
5B: Behavior Supports & Community Living		Congressional B
5C: Systems-level Implementation		Congressional C
Poster Symposia Group 5 Breakdown	2:45pm – 3:00pm	Congressional A, B, C

Group 6 Sessions

Poster Symposia Group 6 Setup	2:45pm – 3:00pm	Congressional A, B, C
Concurrent Sessions: Group 6	3:00pm – 4:15pm	See program listings
Poster Symposia Group 6	3:00pm – 4:15pm	
6A: Diversity Fellows		Congressional A
6B: Family Involvement, Disability Studies		Congressional B
6C: Postsecondary Education		Congressional C
Poster Symposia Group 6 Breakdown	4:15pm – 4:30pm	Congressional A, B, C

AUCD Honors Celebration

AUCD Honors Celebration	5:00pm – 6:30pm	Grand Ballroom
Dinner on your own	6:30pm	

Wednesday, November 20

EVENT	TIME	LOCATION
Registration Open	7:00am – 9:00am	Grand Registration
Sensory Break Room	7:00am – 12:00pm	Meeting Planner Office C
General Hosted Continental Breakfast	7:00am – 8:30am	Grand Foyer
Closing Plenary: Leading Change Together! Engaging with Congress on Pressing Issues Facing the Disability Community	9:30am – 11:30am	US Capitol Building, Dirksen Senate Office Building, Room SDG-50 *see AUCD registration for more information
Hill Visits (appointment needed)	12:00pm	Capitol Hill



uber

Uber is proud to work with the Association of University Centers on Disabilities to develop solutions that support everyone's ability to easily move around their communities.

Learn more about how we're working to improve the Uber experience for people with all types of disabilities at accessibility.uber.com



ADM is proud to support the 2019 AUCD Conference.



Leading Change Sessions

AUCD Leading Change Sessions are free to registered attendees and held on Tuesday morning of the conference. Participate in one of these sessions to hear from leaders around the network and beyond on important and emerging topics. See the below description of each session and its presenters.

Tuesday, 8:30am – 10:15am

Driving Health Outcomes: Engaging Stakeholders to Influence Managed Care Plans that Include Long-term Services and Supports



Room: Grand North

- Jazmin Burns, PsyD. LEND Clinical Psychology Post-Doctoral Fellow and AUCD Emerging Leaders Intern, Northern CA LEND at UC Davis MIND Institute: Sacramento, CA
- Merrill Friedman. Senior Director, Disability Policy Engagement, Anthem: Washington DC
- Ted Kastner, MD, MS. Commissioner, New York State Office for People with Developmental Disabilities: Albany, NY
- Michael Monson, MPP. Senior Vice President, Medicaid and Complex Care, Centene Corporation: St. Louis, MO
- John Tschida, MPP. Associate Executive Director for Research and Policy, Association of University Centers on Disabilities: Silver Spring, MD (Moderator)

Managed care plans that combine medical services with community-based, long-term services and supports now exist in 24 states. Several additional states are considering this approach. How can people with disabilities and the organizations that support them engage with the state and health plans to ensure the needs of people with disabilities are successfully addressed?

Attendees will be able to:

- Better understand the role of health plans, especially in managing Medicaid home and community-based services,
- Hear from state, AUCD network, and advocacy leaders about successful program models and challenges, and
- Learn how and where to engage to influence positive change.

From There to Here, from Here to There: Leading Change in Transportation

Room: Grand Central

- Martin Blair, PhD. Executive Director, Rural Institute for Inclusive Communities: Missoula, MT (Moderator)
- Scott Bogren. CEO, Community Transportation Association of America (CTAA): Washington, DC
- Allie Hartzler. Innovation Coordinator, City of Sioux Falls: Sioux Falls, SD
- Jaime Junior. Former LEND Trainee and Public Transportation User: Detroit, MI



Accessible and reliable transportation is often the key to full community participation in employment, community integration, recreation, healthcare, and education. In this session, we will discuss multiple issues faced by policy makers and infrastructure planners as they design and implement accessible transportation solutions. We will learn about innovative community-level planning for improved transportation services in urban, rural and frontier settings. And, we will discuss the myriad issues related to transportation technology innovations and their impact on people's lives. Panelists come to this discussion with diverse experience and varied solutions to transportation needs in communities, large and small.

Participants will:

- Gain awareness of multiple issues faced by policy makers and infrastructure planners as they design and implement accessible transportation systems and solutions.
- Gain awareness of community-level transportation successes and how they came about in urban and rural settings; similar problems-different solutions.
- Gain awareness of transportation technology innovations and how they address transportation access by people with varied abilities.

Disability Rights, Ethics and Genetics: Generating Conversation for Policy and Practice

Grand South

- Kara Ayers, PhD. Associate Director, University of Cincinnati Center for Excellence in Developmental Disabilities: Cincinnati, OH
- Sunday Francis, PhD. Postdoctoral Associate Department of Psychiatry, University of Minnesota: Minneapolis, MN
- Leila Jamal, ScM. Genetic Counselor, National Institute of Allergy and Infectious Disease: Bethesda, MD
- Angela Martin, LMSW. Associate UCEDD Director, Michigan Developmental Disabilities Institute: Detroit, MI (Moderator)
- Stephanie Meredith, MA. Medical Outreach Director, Human Development Institute: Lexington, KY



This session is designed to create a foundation for AUCD network-wide dialogue about the impact of scientific advances in the arena of genetics and genomics on the policies, public education, and clinical interventions affecting people with disabilities and their families, with a particular focus on justice issues and historically stigmatized populations.

Participants will be able to:

- Appreciate the conversations that are currently happening on these topics in the scientific, advocacy, public health, academic, policy and practice settings,
- Discuss gaps in these conversations and opportunities to make systems-level improvements, and
- Identify where their voice and perspective would be most valuable to advancing the discussion at the local, state or national level.

Opening Plenary: Be the Change: Perspectives on a More Inclusive Movement

Monday, 8:30am – 10:00am

Grand North/Central

Don't miss this dynamic panel of next-generation leaders as they discuss the future of disability rights and ways that our network can help them lead and have an impact. What are some of the research questions that need to be answered that support the disability agenda moving forward? What's the best way for clinicians and researchers to partner with and support people with disabilities and their families? How can we reach underserved populations and elevate diverse perspectives as we work to build a more inclusive movement?



- Haben Girma, Advocate and Author
- Maria (Conchita) Hernandez Legorreta, State of Maryland
- Maria Town, American Association of People with Disabilities
- Liz Weintraub, Association of University Centers on Disabilities (Moderator)

Closing Plenary: Leading Change Together! Engaging with Congress on Pressing Issues Facing the Disability Community

Wednesday, 9:30am – 11:30am

US Capitol Building Hill: Dirksen Senate Office Building, Room SDG-50

With the goal of hearing from a broad spectrum of congressional leaders, AUCD is holding the closing plenary on Capitol Hill. Join us to hear from legislative champions about their priorities and policies.

Speakers

- Senator Kirsten Gillibrand (New York)
- Representative Deb Haaland (New Mexico)
- Congresswoman Cathy McMorris Rodgers (Washington)
- Senator Patty Murray (Washington)
- Commissioner Julie Hocker (Administration on Disabilities)



Hill Visits



You are strongly encouraged to visit your Members of Congress while in Washington for the AUCD Conference. Your Senators and Representatives need to hear directly from you about the work that you do and why it is important to people with disabilities in your state and nationwide as we work to build new congressional champions on disability issues. These visits ensure that your Senators and Representatives learn about the work that you do and why it is important to people with disabilities in your state and nationwide, and you form relationships with potential congressional champions on disability issues.

Embedding Cultural Diversity and Cultural and Linguistic Competence
A Guide for UCEDD Curricula and Training Activities

This website has dozens of vetted resources to help your center/program embed widely accepted CLC policies, structures, and practices across core functions – with a focus on unserved and underserved communities.

uceddCLCtraining.org

Join us for the closing AUCD2019 plenary on Capitol Hill!

YOU BELONG HERE!

Get up-to-the-minute details on transportation, Capitol security, and more at bit.ly/31IBCg0 your app, or at registration.

Brighter Future For All

Bridging the telecommunications gap for people who are deaf, deafblind, hard of hearing or have speech disabilities

Sprint
Accessibility

sprintrelay.com/accessibility

AUCD Honors Celebration

Tuesday, 5:00–6:30pm

Open to all conference attendees, the AUCD Honors celebration is a time to recognize deserving individuals and groups that have made distinct contributions to improve the lives of people with disabilities and their families. This year's program will be a short, awards-only event with light snacks and a cash bar. Join your colleagues and friends for this time-honored tradition to celebrate great disability leaders. (No extra ticket or fee required.)

Emcee: Andy Arias: Actor/Advocate: Washington, DC

Performance: Jourell Watkins, AUCD Diversity and Disability Fellow, Center for Disabilities and Development: Iowa City, IA



2019 Awardees

George S. Jesien Distinguished Achievement Award

- Daniel Crimmins, PhD. Center for Leadership in Disability: Atlanta, GA

International Service Award

- Charlotte McClain-Nhlapo, LLM, MA. World Bank Group

Special Recognition Award

- Lisa Beaudoin. ABLE-NH: Concord, NH

Gold Star Award

- Kelsey Griswold. Legislative Director, Office of U.S. Representative Chris Smith

COLA: Gordon Richins Award for Leadership and Advocacy Award

- Rochelle 'Shelly' Baer, MSW, LCSW. Mailman Center for Child Development: Miami, FL

Multicultural Award for Leadership in Diversity Award

- The Center for Human Development: Anchorage, AK

Young Professional Award

- Kate Caldwell, PhD. Institute on Disability and Human Development: Chicago, IL

Anne Rudigier Award

- E (Alice) Zhang, PhD, BCBA, LBA-KS. Kansas University Medical Center/LEND: Kansas City, KS

CORE Trainee Research Award

- Ariel Schwartz, PhD, OTR/L. Institute for Community Inclusion LEND: Boston, MA

Board President's Award

- Amy Hewitt, PhD, MSW. Institute on Community Integration: Minneapolis, MN

Board Service to the Organization Awards

- Jack Brandt, MS. Partnership for People with Disabilities: Richmond, VA
- Bruce Keisling, PhD. Boling Center for Developmental Disabilities: Memphis, TN
- Sheida Raley, MEd. Kansas University Center on Developmental Disabilities: Kansas City, KS
- Marc Tassé, PhD. Nisonger Center, Columbus, OH
- Stephan Viehweg, MSW. Riley Child Development Center, Indianapolis, IN

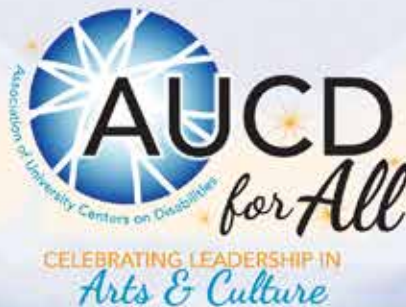


Notes

NOTES

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Join Us
for our
AUCD for All Gala,
Celebrating Leadership
in Arts and Culture.



April 22, 2020
Washington, DC

Concurrent Sessions

AUCD features over 80 concurrent sessions from which attendees can choose on a wide range of disability related topics. All concurrent sessions for the AUCD Conference will be presented throughout Monday and Tuesday and run at the same time as the poster symposia. To see more information about the content of each session and speakers, view the Schedule section of the AUCD Conference App.

Presentation Level: Presenters were asked to classify their proposals as one of the following information levels to help attendees better select the sessions suited for them:

- **Beginner-to-Intermediate (B/I):** Provides a broad-based overview of a topic; assumes attendees have minimal knowledge of the subject matter.
- **Intermediate-to-Advanced (I/A):** Provides content beyond a beginner level; assumes attendees have an in-depth understanding of the topics addressed.

In the concurrent session descriptions below, you will see a presentation level identified for each session. Please provide us your feedback on how this new system may have helped you in your selection of sessions when you complete your conference evaluation.

Monday, 10:15-11:30am, Group 1

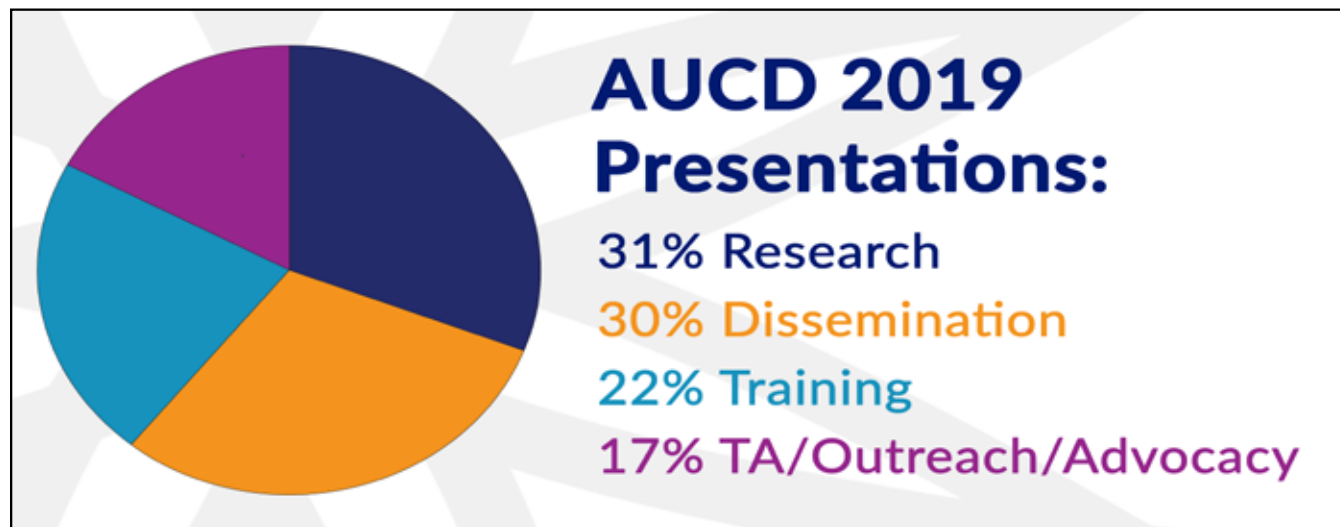
MR2

Statistics and Data Visualizations for Impact

This session will explore both the availability of disability statistics and the need for accessible data visualizations. Learn about the University of New Hampshire's StatsRRTC that advances the use and efficacy of disability data to improve the lives of people with disabilities. Followed by an interactive presentation exploring accessible data visualization including resources for best practice. Audience members are encouraged to bring data visualizations to discuss during the session.

Presentation Level: B/I

- Sarah Boege, MPP. Institute on Disability: Durham, NH
- Julie Atkinson, MS. Center for Human Development: Anchorage, AK
- Jodi Arnold. Institute for Human Development: Flagstaff, AZ
- Ronda Jenson, PhD. Institute for Human Development: Flagstaff, AZ



MR3

Enhancing Developmental Screening to Address Language and Literacy, Childcare, and Emerging Research

As developmental screening has become more established in daily practice, researchers and practitioners have begun to extend its traditional uses and approaches. We present studies that integrate additional research and support into developmental monitoring with a focus on language and literacy, that extend monitoring efforts into WIC and childcare settings, that promote early literacy in NICU follow-up clinics, and that tailor recommendations from ASD screening research to specific community needs.

Presentation Level: B/I

- Kathleen Lehman, PhD. Center on Human Development & Disability: Seattle, WA
- Maria Blanco, MEd. Louisiana State University Human Development Center: Metairie, LA
- Peter Doehring, PhD. ASD Roadmap: Chadds Ford, PA
- Brittany Powers, MPH. Center for Disabilities Studies: Newark, DE
- Beth Mineo, PhD, CCC-SLP. Center for Disabilities Studies: Newark, DE

MR4

Supporting the Special Needs of High-Risk Youth and Families

This session will examine ways that three organizations are meeting the needs of vulnerable youth and families. Two presentations focus on intersectionality between developmental disabilities and child welfare, through demonstration of an online training program and through chart review of children referred for ASD evaluations. The third will describe the use of PCIT with a vulnerable population.

Presentation Level: B/I

- Trupti Rao, PsyD. Westchester Institute for Human Development: Valhalla, NY
- Jason Jent, PhD. Mailman Center for Child Development: Miami, FL
- Beth Reiman, PhD, LCSW. Westchester Institute for Human Development: Valhalla, NY
- Leni Swails, PhD. Schiefelbusch Institute for Life Span Studies: Kansas City, KS

MR5

Supporting Culturally and Linguistically Competent Care: Barriers and Strategies

This panel discusses themes related to cultural and linguistic competence in organizational settings. Existing disparities and gaps in engagement will be reviewed, along with barriers to full engagement of those with disabilities and other marginalized identities. Ideas, resources, and specific examples will be provided about existing efforts to promote CLC in various settings (e.g., service providers, state agencies, academic centers). Experiences from self and family advocates will also be shared.

Presentation Level: B/I

- Suzannah Iadarola. Strong Center for Developmental Disabilities: Rochester, NY
- Jenean Castillo. Westchester Institute for Human Development: Valhalla, NY
- Jackie Hayes. NYS Developmental Disabilities Planning Council: Albany, NY
- Michelle Liu. Chinese-American Planning Council: Flushing, NY
- Hirah Mir. NYS Office for People with Developmental Disabilities: Albany, NY
- Diana Rodriguez. Rose F. Kennedy Center: Bronx, NY

MR10

Let's Get Connected: The National Self Advocacy Resource and Technical Assistance Center

Want to know more about the Self Advocacy Resource and Technical Assistance Center (SARTAC)? Learn how to access hundreds of resources created by and for self-advocates. Explore ways to host a self-advocate fellow who will complete a paid 1-year leadership or policy project of their own design. We will share examples of how SARTAC is collaborating with University Centers and LEND programs across the country to support the self advocacy movement.

Presentation Level: B/I

- Max Barrows. Self Advocacy Resource and Technical Assistance Center: Montpelier, VT
- Nicole LeBlanc. National Center on Advancing Person-Centered Practices and Systems: Silver Spring, MD
- Stirling Peebles. Self Advocacy Resource and Technical Assistance Center: Montpelier, VT
- Karen Topper. Self Advocacy Resource and Technical Assistance Center: Montpelier, VT
- Danielle Underwood: UMKC Institute for Human Development: Kansas City, MO

MR11

Peer Based User Groups for Supports-inclusive Engagement as Leadership

Bringing together individuals with disabilities to present their experiences in developing independent living based peer-user groups around issues of professional development, assistive technologies, electronic information access, parenting, and education. Existing services and supports too often deny individuals with disabilities the shared peer-only discourse space from which they may critically direct the creation, development, implementation, and evaluation of the goods and services provided in their name.

Presentation Level: B/I

- George McKinlay, MS. NATRC: Reno, NV
- Connor Fogal. Nevada Center for Excellence in Disabilities: Reno, NV
- Dora Uchel. Nevada Center for Excellence in Disabilities: Reno, NV
- Marjory S Olaes. Nevada Center for Excellence in Disabilities: Reno, NV
- Scot Youngs. Nevada Center for Excellence in Disabilities: Reno, NV

MR15

Increasing Access to ASD/DD Diagnosis and Intervention Among Medically Underserved Populations: Lessons Learned from Family Navigation, Tele-health/education, and Shared Resources

This panel will provide attendees the opportunity to hear reflections from four distinct HRSA Autism State Implementation grantees on their work to implement innovative and evidence-informed models of family support and navigation, shared resources, and tele-health/education technologies to achieve improved access to a coordinated, comprehensive state system of services that leads to early diagnosis and entry into services for children with ASD/DD, emphasizing medically underserved and rural populations.

Presentation Level: B/I

- Shanel Tage, MPH. Association of Maternal & Child Health Programs: Washington, DC
- Paige Bussanich, MS. Association of Maternal & Child Health Programs: Washington, DC
- Gail Chodron, PhD. Waisman Center: Madison, WI
- Brian Freedman, PhD. Center for Disabilities Studies: Newark, DE

MR16

Expanding Apprenticeship Opportunities for People with Disabilities, Including Intellectual and Developmental Disabilities: The Apprenticeship Inclusion Models (AIM) Initiative

This panel will discuss how inclusive apprenticeship can enhance career pathways for youth and adults with disabilities, including intellectual and developmental disabilities (I/DD). The presenters spotlight the Apprenticeship Inclusion Models initiative supported by the U.S. Department of Labor's Office of Disability Employment Policy (ODEP). They also describe efforts to improve national policy on inclusive apprenticeship, and support best and promising practices, including accessible technology and Universal Design.

Presentation Level: B/I

- Scott Robertson, PhD, MHCI. U.S. Department of Labor, Office of Disability Employment Policy (ODEP): Washington, DC
- Carolyn Jones, MBA. U.S. Department of Labor, Office of Disability Employment Policy: Washington, DC.
- Josh Christianson, MS. Ethos Strategic Consulting: Washington, DC
- Thomas Hooper, MA. Jobs for the Future: Boston, MA

Mt. Vernon A

Increasing Capacity for the Most Underserved: The ECHO Model to Flexibly Address the Missions of all UCEDDs and LENDs

Presenters from Kansas, Maryland, Missouri, and Wyoming will explore how the ECHO model has been adapted to meet the goals of all UCEDDs and LENDs. The diversity of applications will be highlighted including use with primary care pediatricians, tele-health, education, self-advocates, families and specific conditions (autism, neonatal abstinence syndrome, etc.). The flexibility of the model and its novel approach to reducing disparities and building capacity will be discussed.

Presentation Level: B/I

- Skylar Bellinger, PhD. Schiefelbusch Institute for Life Span Studies: Shawnee, KS
- Kristin Sohl, MD. University of Missouri: Columbia, MO
- Eric Moody, PhD. Wyoming Institute for Disabilities: Laramie, WY
- Alicia Curran. University of Missouri: Columbia, MO
- Mary Leppert, MB BCH. Kennedy Krieger Institute: Baltimore, MD
- Joyce N. Harrison, MD. Kennedy Krieger Institute: Baltimore, MD
- Nancy Grace, PhD: Kennedy Krieger Institute: Baltimore, MD



Mt. Vernon B**Changing Expectations, Changing Systems: Lessons Learned from PROMISE Youth and Families on SSI**

PROMISE was a national research and demonstration effort focused on improving the self-sufficiency of transition youth receiving SSI with disabilities and their families. The lessons learned from PROMISE and implications for culture and systems change will be explored. Discussions will focus on organizational culture, parent and professional expectations, and the limitations imposed by system-centered vs. person/family-centered paradigms. Presenters will provide both a state-specific perspective and a national perspective.

Presentation Level: I/A

- Kelly Nye-Lengerman, PhD. Institute on Community Integration: Minneapolis, MN
- Fred McFarlane, PhD. Interwork Institute at San Diego State University and California PROMISE: San Diego, CA
- Mari Guillermo, PhD. Interwork Institute at San Diego State University and California PROMISE: San Diego, CA

Renaissance West A**What Does It Take: Coordinating Supports for a Life Lived in the Community**

Iowa has participated in the Money Follows the Person Rebalancing Demonstration to assist people currently residing in facilities to transition to home and community-based long-term care services. Session participants will learn the six themes Iowa's MFP program has identified as key to supporting people to successfully make this transition. Participants will then engage in a mock planning transition process, working from case studies and navigating roadblocks along the way.

Presentation Level: B/I

- Lindsey Robertson. Center for Disabilities and Development: Iowa City, IA
- Julie Adams. Center for Disabilities and Development: Iowa City, IA
- Patti Bahr. Center for Disabilities and Development: Iowa City, IA

Renaissance West B**AUCD International Outbound Fellows: Inclusive Education Leads to Inclusive Employment**

In this session, AUCD International Outbound Fellows will share their experiences in hosting and mentoring International Fellows and participating in the outbound program. They will describe approaches to promoting inclusive education and inclusive employment in international settings. Participants will learn about ongoing efforts to sustain partnerships to impact the lives of individuals with disabilities internationally and how they can get involved in promoting AUCD's international efforts.

Presentation Level: B/I

- Jerry Alliston, PhD. Institute for Disability Studies: Hattiesburg, MS
- Martin Blair, PhD. University of Montana Rural Institute: Missoula, MT
- Megan Peters, DSc. Center for Learning and Leadership: Oklahoma City, OK
- Evan Borisinkoff, PhD. North Dakota Center for Persons with Disabilities: Minot, ND
- Angela Martin, LMSW. Developmental Disabilities Institute: Detroit, MI
- Wendy Parent-Johnson, PhD. Sonoran UCEDD: Tucson, AZ
- Alyx Medlock, MS. Center for Development & Disability: Albuquerque, NM
- Evan Dean, PhD. Schiefelbusch Institute for Life Span Studies: Kansas City, KS
- Kimberly Mills, PhD. Virgin Islands UCE: St. Croix, VI
- Karen Heath, MS. Center for Human Development: Anchorage, AK

Monday, 2:00-3:15pm: Group 2

MR2

The University Experience: Improving Accessibility and Inclusion for Students with Disabilities

This session is geared towards improving the college experience of students with disabilities. Broadly, the presenters will guide participants through the definition of disability, delve into the attitudes of university students towards disability, factors that may be associated with disability attitudes, and facilitate discussions about inclusion on campus surrounding accessible curriculum and physical activity engagement. Activities during the session will be grounded in the social-ecological model.

Presentation Level: B/I

- Winston Kennedy, DPT. Oregon State University: Corvallis, OR
- Joseline Raja. Oregon State University: Corvallis, OR

MR3

Trauma Assessment in Diagnostic Evaluations of Children with Autism & Transforming Bullying Trauma via the Expressive Arts

Given research that children with autism are at a heightened risk for trauma exposure and related sequelae, study results exploring factors that affect the use of trauma assessment during diagnostic evaluations will be presented. This is followed by an experiential presentation focused on transforming the trauma of the bullying cycle through the inclusive power of the arts. Integrating multiple art forms gives participants transformative tools to help lead change together.

Presentation Level: I/A

- Kaitlyn Ahlers, PhD. Center on Human Development & Disability: Tucson, AZ
- Maryam Mermey, PhD. Autism Society of Maine: Manchester, ME

MR4

The Wild Ride: Experiences and Interventions around Service Navigation in ASD

Through sharing their experiences, lessons learned, and successes, a self-advocate and parent will describe the process of navigating the healthcare, education, social service, and financial support systems around autism spectrum disorder (ASD). To address service navigation difficulties, we will also present emerging research and associated findings on Mind the Gap, a caregiver-focused intervention for families whose children have a new autism spectrum disorder diagnosis and who are living in a low-income households.

Presentation Level: B/I

- Suzannah Iadarola, MEd, MPH. Strong Center for Developmental Disabilities: Rochester, NY
- Peter Herrick, MEd, MPH. The Maine LEND Program: Biddeford, ME
- Davis Herrick. The Maine LEND Program: South Portland, ME
- Aubyn Stahmer. UC Davis at the MIND Institute: Sacramento, CA

MR5

The National Center on Advancing Person Centered Practices and Systems (NCAPPS): Collaborations to Support Truly Person-Centered Approaches

The National Center on Advancing Person Centered Practices and Systems (NCAPPS) assists states, tribes, and territories to transform their service and support systems and implement policy on person-centered thinking, planning, and practices. This presentation will include perspectives on NCAPPS work from stakeholders including participants with disability and state teams who work to make person-centered principles a reality in the lives of people who require services and supports across the lifespan.

Presentation Level: I/A

- Alixe Bonardi, MHA. Human Services Research Institute: Cambridge, MA
- Nicole LeBlanc. National Center on Advancing Person-Centered Practices and Systems: Silver Spring, MD
- Matthew Wappett, PhD. Center for Persons with Disabilities: Logan, UT

MR8

The Role of Psychological Flexibility in Supporting Individuals with Disabilities

Psychological flexibility will be explored in this fully interactive and inclusive presentation using Acceptance and Commitment Therapy (ACT) to lead participants through values clarification activities and a host of mindfulness exercises. Small and large group discussions will focus on potential benefits of using ACT to support individuals with disabilities in achieving desired outcomes and discuss how ACT might be incorporated into person-centered planning in behavior support initiatives.

Presentation Level: B/I

- Ashley Greenwald, PhD, BCBA-D, LBA. Nevada Center for Excellence in Disabilities: Reno, NV
- Jodie Soracco, MEd, BCBA. Nevada Center for Excellence in Disabilities: Reno, NV

MR10

Leading Change Through Learning Together: The National Community of Practice for Supporting Families of Individuals with Intellectual and Developmental Disabilities

The National Community of Practice for Supporting Families of Individuals with Intellectual and Developmental Disabilities (Supporting Families CoP) was formed to build capacity across and within states to create policies, practices, and systems to better assist and support families that include a member with IDD across the lifespan. This presentation will highlight the impacts and lessons learned throughout six years of transformational change efforts in sixteen states.

Presentation Level: B/I

- Jennifer Turner, LCSW. University of Missouri: Kansas City, MO
- Michelle Reynolds, PhD. University of Missouri: Kansas City, MO
- Jane St. John. University of Missouri: Kansas City, MO
- Barbara Brent. National Association of State Directors of Developmental Disabilities Services: Phoenix, AZ
- Julie Reynolds. Indiana Division of Developmental and Rehabilitative Services: Indianapolis, IN
- Beth Kessler. Oregon Council on Developmental Disabilities: Salem, OR

MR11

The Challenge of FASD: Will UCEDDs, LENDs, and IDDRCs Become Leaders for Change?

Fetal alcohol spectrum disorders (FASD) are a leading cause of developmental disabilities worldwide, yet it is diagnosed in less than 1% of cases in the U.S. Learn about the lived experience of a birth mother and hear from a representative of the National Organization on Fetal Alcohol Syndrome (NOFAS). Participants will discuss ways our network can become a national leader in diagnosing, treating, and supporting those with FASD.

Presentation Level: B/I

- David Deere, MSW, MTh. Partners for Inclusive Communities: Little Rock, AR
- Kathy Mitchell, MHS, LCADC. National Organization on Fetal Alcohol Syndrome: Washington, DC
- Wendy Parent-Johnson, PhD, CRC, CESP. Sonoran UCEDD: Tucson, AZ
- Leah Davies, LMSW. Texas Center for Disability Studies: Austin, TX
- June Malachowski, LMSW. Michigan Developmental Disabilities Institute: Detroit, MI

MR15

Sharing Lessons from a Citywide 'Women's Disability Leadership, Inclusion & Advocacy Training Series': A Best Practice Primed for Implementation

RespectAbility launched an unprecedented, six-part empowerment training series designed for women with disabilities and their allies in New York City, called Women's Disability Leadership, Inclusion & Advocacy Series. In this AUCD training, learn about this groundbreaking trainings' framework, curricular content, structure, and how to replicate such trainings in your community. This inaugural training was funded by New York Women's Foundation and Coca-Cola Foundation.

Presentation Level: B/I

- Debbie Fink, MA. RespectAbility: Rockville, MD



This interactive website features new strategies for realizing your **diversity, equity, and inclusion** goals. Check it out and share your story!

#ImplementDiversity



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I'm scared for his future.

Prepare for today's expenses or invest for tomorrow in a simple, affordable and tax-advantaged ABLEnow account that won't impact certain disability benefits.

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Call 1-844-NOW-ABLE or visit able-now.com to obtain information on the program. Seek the advice of a professional concerning any financial, tax, legal or federal or state benefit implications related to opening and maintaining an ABLEnow account. Participating in ABLEnow involves investment risk including the possible loss of principal. For non-Virginia residents, other states may sponsor an ABLE plan that offers state tax or other benefits not available through ABLEnow. © 2019 Virginia College Savings Plan. All Rights Reserved.

MR16

Collaborating to Enhance Training and Tools to Drive Better Outcomes

This panel includes representatives from a healthcare education, advocacy, IDD provider, and managed care organizations. They will describe how they individually enhance outcomes for individuals through innovative training and tools for providers, direct support professionals and other individuals providing support, as well as how they collaborate to address common challenges within their shared mission of supporting people with intellectual and developmental disabilities to lead meaningful lives in their home communities.

Presentation Level: B/I

- Jodi Fenner, JD. Anthem, Inc: Norman, OK
- Dan Raudenbush, MEd. Elsevier: Drexel Hill, PA
- Jenny Stonemeier, ED. APSE: Rockland, MD
- Ben Bledsoe, MA. Consumer Direct Care: Missoula, MT
- Ben Raichel, MBA. Anthem, Inc: Indianapolis, IN

Mt. Vernon A

Collecting and Integrating Data to Drive Information Dissemination, Service Delivery, and Policy in the Disability Space

Three presentations highlight innovative ways in which data drives service delivery and policy. They are: Tara Lutz, Disability in Health Surveillance: A Secondary Analysis of Connecticut Youth Risk Behavior Surveillance System Data by IEP Status; Shannon Griffin-Blake, Reaching People with Disabilities through Healthy Communities: Sharing Successes and Lessons Learned; Marcia Moriarta, Adverse Childhood Experiences and Disability in New Mexico: An Analysis of Data From the National Survey of Children's Health.

Presentation Level: B/I

- Tara Lutz, PhD, MPH, CHES. A. J. Pappanikou Center for Developmental Disabilities: Farmington, CT
- Shannon Griffin-Blake, PhD. Centers for Disease Control and Prevention: Atlanta, GA
- Marcia Moriarta, PsyD. Center for Development & Disability: Albuquerque, NM
- Heidi Fredine, MPH. Center for Development & Disability: Albuquerque, NM

Mt. Vernon B

Using Social Media as a Platform to Educate Communities about Disabilities and Services

This session will focus on how important is to use various forms of social media as a platform to educate parents and community members about services for people with disabilities. Radio shows, blogs, and other information platforms can be effective vehicles to educate families whose first language is not English. These alternatives to written materials are powerful tools to disseminate information.

Presentation Level: B/I

- Naomi Brickel, MEd. Westchester Institute for Human Development: Valhalla, NY
- Tara Klein. Westchester Institute for Human Development: Valhalla, NY
- Brendan Klein. Westchester Institute for Human Development: Valhalla, NY
- Raquel Quezada. Institute for Community Inclusion/Boston Children's Hospital: Haverhill, MA
- Conchita Hernadez, MAT. METAS International, Washington, DC

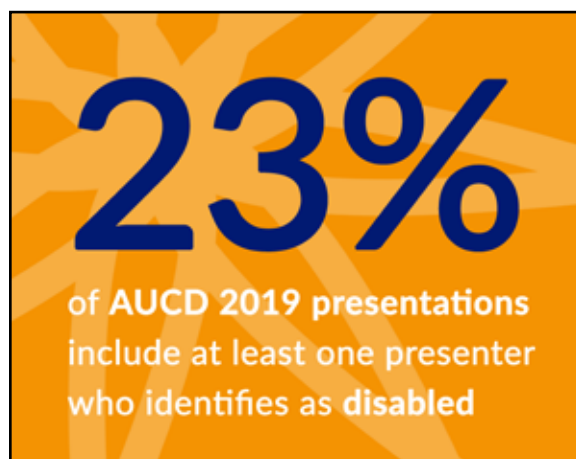
Renaissance West A

Building PROMISE with American Indian Tribes: Increasing Educational and Employment Outcomes for Tribal Youth and Families

American Indian communities are underrepresented in research, federal, and state initiatives. Tribes in six states participated in the PROMISE Model Demonstration Project, a joint project of SSA, DOE, DOL, and HHS. ASPIRE, one such project, partnered with tribal IRBs/ Councils to culturally and creatively support tribal youth and families receiving SSI, to pursue education and employment. This session leverages lessons learned as tools for developing future initiatives in partnership with Tribes.

Presentation Level: B/I

- Carol Ruddell, MS. Utah State Office of Rehabilitation: Salt Lake City, UT
- Tisha Harry. Montana: Billings, MT
- David Emenheiser, PhD. US Department of Education-OSEP: Washington, DC



Renaissance West B

Inclusive Medical Education at the Medical Residency Level

Lack of provider training contributes to the health care disparities experienced by people with intellectual/developmental disabilities. Representatives from two institutions will describe their efforts to develop curriculum for residents based on the National Curriculum in Developmental Medicine objectives. Presenters will engage in a panel discussion on residency education on IDD. Attendees will have the opportunity to discuss the barriers and successes they have encountered at their own institutions.

Presentation Level: I/A

- Tamsen Bassford, MD. Sonoran UCEDD: Tucson, AZ
- Priya Chandan, MD, MPH. University of Louisville: Louisville, KY

Renaissance East

The Future of Accessible Travel: A Conversation About the Changing Realities of the Travel Landscape

Public policy and corporate efforts impact access to travel for people with disabilities. During this time of change, people with disabilities are advocating for a leveling of the environment and enhanced access. Hear from our panelists as they provide a look into the promise of change and how best to influence it.

Presentation Level: B/I

- Rylin Rodgers. AUCD: Silver Spring, MD
- Srin Madipalli, MBA. airbnb: San Francisco, CA
- Malcom Glenn. Uber: Washington, DC
- Jacqueline Hubbard. NDRN: Washington, DC

Monday, 3:30-4:45: Group 3

MR2

Self-Determination and Self-Advocacy

This presentation includes topics related to self-determination and self-advocacy. First, findings on the impact of personal factors (age, gender, disability) and environmental factors (employment, education, guardianship, residence) on overall self-determination of adults with disabilities will be presented. Second, the relationship between personal factors (age, gender, race/ethnicity, disability label) and student self-determination will be described. Third, student's attitudes, perceptions, and experiences with self-advocacy and self-advocacy models will be explored.

Presentation Level: B/I

- Karrie Shogren, PhD. Schiefelbusch Institute for Life Span Studies: Lawrence, KS
- Valerie Frey-McClung, MA. Center for Excellence in Disabilities: Morgantown, WV
- Lesley Cottrell, PhD. Center for Excellence in Disabilities: Morgantown, WV
- Mayumi Hagiwara, MS. Schiefelbusch Institute for Life Span Studies: Lawrence, KS
- Sheida Raley, MEd. Schiefelbusch Institute for Life Span Studies: Lawrence, KS

MR3

Counting What Matters/ From Invisible to Visible to Valued: Using Data to Improve Health of People with IDD

This interactive session will provide an update on cross-agency and cross-organization efforts to improve the health of people with intellectual and developmental disabilities by improving data collection, analysis and utilization for policy and programs. Participants will gain an understanding of latest developments in health surveillance, contribute to envisioning a learning collaborative on data analysis and utilization, and develop connections within the network around advancing health through improved data.

Presentation Level: I/A

- Susan Havercamp, PhD. Ohio Disability and Health Program: Columbus, OH
- Alexandra Bonardi, PhD. Human Services Research Institute: Cambridge, MA
- Jennifer Johnson, EdD. AIDD: Washington, DC
- Gloria Krahn, PhD. Hallie E. Ford Center for Healthy Children & Families, Oregon State University: Portland, OR
- Julie Weeks, PhD. National Center for Health Statistics: Washington, DC
- Amanda Reichard, PhD. NIDILRR: Washington, DC
- Andrew Morris. AIDD: Washington, DC

MR4

Three Strategies for Improving Employment Outcomes

Join this conversation to discuss three strategies for improving employment outcomes of people with disabilities including: a) Sharing tips and tools for developing strong, lasting partnerships with employers to expand the pool of employers; b) Leveraging inclusive apprenticeship for honing job seekers' talents and skills to expand their employment opportunities; and c) Leveraging key metrics, data-based feedback, and micro-learning for improving the effectiveness of employment support professionals.

Presentation Level: B/I

- Alberto Migliore. Institute for Community Inclusion/Boston Children's Hospital: Boston, MA
- Josh Christianson, MS. Ethos Strategic Consulting: Washington, DC
- Wendy Strobel Gower, MS. Cornell University/Northeast ADA Center: Ithaca, NY

MR5

The HCBS Settings Rule: Accomplishments and Challenges

This presentation includes NCI data regarding selected mandates in the HCBS Settings Rule including choice, employment, inclusion, privacy and person-centered planning. It also provides information on the continuing role that national disabilities organizations are playing in support of the Rule, an overview of state successes and challenges in implementing the Rule, and the role played by the Michigan UCEDD in support of the Rule.

Presentation Level: I/A

- Valerie Bradley, MA. Human Services Research Institute: Cambridge, MA
- Angela Martin, LMSW. Developmental Disabilities Institute: Detroit, MI
- Mary Sowers, MA. National Association of Directors of Developmental Disabilities Services: Alexandria, VA
- Alison Barkoff, JD. Center for Public Representation: Washington, DC

MR8

Cross-Center Scale-Up of the EnvisionIT Curriculum: Ohio and Illinois UCEDDs Leading Change Together

Presenters from the Ohio and Illinois UCEDDs will share updates on the implementation of the EnvisionIT (EIT) curriculum in both states. EIT is an online college and career readiness curriculum for middle and high school students with and without disabilities. In addition to sharing observations and outcomes regarding EIT, presenters will reflect on challenges and opportunities afforded by the partnership and share strategies for effective collaboration within the AUCD network.

Presentation Level: B/I

- Tamar Heller, PhD. Institute on Disability & Human Development: Chicago, IL
- Helen Rottier, BS. Institute on Disability & Human Development: Chicago, IL
- Andrew Buck, MA. The Nisonger Center: Columbus, OH
- Margo Izzo, PhD. The Nisonger Center: Columbus, OH
- LaMetrice Lane, EdS. Illinois State Board of Education: Chicago, IL

MR10

Using Data to Identify and Evaluate Student Support Interventions

School climate initiatives are often evaluated through whole school reports where disaggregated data for subgroups are often overlooked, particularly at the secondary and tertiary tiers. This interactive presentation will walk participants through how to document and evaluate advanced tier supports by ensuring smaller subgroups, such as students with special education services, are receiving the attention they require as well as evaluating whether those interventions are benefiting students.

Presentation Level: I/A

- Jodie Soracco, MEd, BCBA. Nevada Center for Excellence in Disabilities: Reno, NV
- Kaci Fleetwood, MEd, BCBA, LBA: Nevada Center for Excellence in Disabilities: Reno, NV



MR11

Building a National Movement to Identify and Support Individuals with Fetal Alcohol Spectrum Disorders

Fetal alcohol spectrum disorders (FASD) are the leading cause of preventable intellectual disabilities, affecting approximately 1 in 20 persons and costing the nation more than \$4 billion annually. However, less than 1% are diagnosed (May, 2018). Case studies from four UCEDDS illustrate how community collaborations are forming to address the urgent concerns raised by the lack of identification and services for individuals with an FASD and their families.

Presentation Level: B/I

- Ann Carrellas, PhD. Developmental Disabilities Institute: Detroit, MI
- David Deere, MSW, MTh. Partners for Inclusive Communities: Little Rock, AR
- Wendy Parent-Johnson, PhD. Sonoran UCEDD: Tucson, AZ
- Leah Davies, MSW. Texas Center for Disability Studies: Austin, TX

MR15

Exploring the Role of University Centers of Excellence in Developmental Disabilities (UCEDDs) as Partners in Localized Community Equity Initiatives

This panel will discuss a state-local partnership approach to community-level work that aims to address disparities in the provision of developmental screens with subsequent referrals as appropriate. More specifically, the panel will highlight concrete examples of the role of three UCEDDs in partnering with local community leaders for their place-based equity efforts. Perspectives from both UCEDD staff and local community partners will be represented.

Presentation Level: B/I

- Anna Corona, MPH. Association of Maternal & Child Health Programs: Washington, DC
- Martin Blair, PhD. University of Montana Rural Institute: Missoula, MT
- Gail Chodron, PhD. Waisman Center: Madison, WI
- Celia Schloemer. University of Cincinnati UCE: Cincinnati, OH
- Troney Small. Waisman Center: Milwaukee, WI

MR16

Employment First: Turning the Queen Mary

Turning the Queen Mary requires tug boats and skilled navigation by people who have different roles and responsibilities, not so different from Employment First. This session will include presentations by six UCEDDs highlighting work that is underway in and across states to move Employment First forward. The session will include time for discussion and participants will be challenged consider what can be done to accelerate the pace of change.

Presentation Level: B/I

- Cindy Thomas. Institute for Community Inclusion/Boston Children's Hospital: Boston, MA
- Wendy Parent-Johnson. Sonoran UCEDD: Tucson, AZ
- Kelly Nye-Lengerman. Institute on Community Integration: Minneapolis, MN
- Elise McMillian. Vanderbilt University: Nashville, TN
- Derek Nord. Indiana Institute on Disability and Community: Bloomington, IN
- Phillip Wilson. Louisiana State University Human Development Center: New Orleans, LA
- Julie Christensen. APSE: Washington DC

Mt. Vernon A**Disability Studies Engagement on Campus**

The Institute for Human Development at Northern Arizona University and The Institute on Disabilities at Temple University present a model of engaging with Disability Studies beyond the traditional books and coursework to broaden the campus lens of diversity to celebrate disability. IHD at NAU will discuss Disability Heritage Month that happens every October on campus. Temple will discuss the use of first-person narratives in pre-service training and across different settings.

Presentation Level: B/I

- Kathryn Fialkowski, MTS. Institute on Disabilities: Philadelphia, PA
- Coreen Payne, MSW, MPH. Institute on Disabilities: Philadelphia, PA
- Sarah Mueller, MPP. AUCD: Silver Spring, MD
- Matthew Wangeman, MS. Institute for Human Development: Flagstaff, AZ
- John McDermott. Institute for Human Development: Flagstaff, AZ

Mt. Vernon B**Deinstitutionalization Today: Trends, Current Practices, and Ethnographic Examples**

This session highlights longitudinal research conducted by the University of Minnesota's Residential Information Systems project examining changes in living situations since 1977. Key research findings will explore the challenges associated with shifting our attention from closing large institutions to community living options. Temple University researchers will share the lived experiences of former State Center residents as they transition into the community in Pennsylvania, highlighting the processes of closing a state run institution.

Presentation Level: I/A

- Sally Gould-Taylor, PhD. Institute on Disabilities: Philadelphia, PA
- Sheryl Larson, PhD. Institute on Community Integration: Minneapolis, MN
- K. Eva Weiss, MA. Institute on Disabilities: Philadelphia, PA

Renaissance West A**Mental Health and Intellectual / Developmental Disabilities: Model Programs Across the Network**

This panel presentation will highlight some of the major initiatives across the AUCD network to address the mental health aspects of intellectual and developmental disabilities. This panel will highlight speakers from 6 different UCEDD/LEND programs and will showcase their collaborative and interdisciplinary efforts to build the capacity of professionals, families, and self-advocates through training, research, and service.

Presentation Level: B/I

- Matthew Wappett, PhD. Center for Persons with Disabilities: Logan, UT
- Joan Beasley, PhD. Institute on Disability: Concord, NH
- Paula Rabidoux, PhD. The Nisonger Center: Columbus, OH
- Verity Rodrigues, PhD. Vanderbilt Kennedy Center: Nashville, TN
- Karen Ward, PhD. Center for Human Development: Anchorage, AK
- Elaine Eisenbaum, PhD. Interdisciplinary Human Development Institute: Lexington, KY

Renaissance West B

Engaging Transition-aged Youth with Disabilities Receiving SSI and their Families to Improve Employment Outcomes

This presentation will report on findings from the ASPIRE, Maryland PROMISE, and Wisconsin PROMISE projects, three of six PROMISE demonstration projects focused on improving the economic outcomes of adolescents with disabilities receiving SSI and their families. It will explore different dimensions of youth and family engagement including (1) strategies for effective case management, (2) strategies for effective training delivery, and (3) use of incentives for increasing engagement in future-oriented activities.

Presentation Level: I/A

- Catherine Ipsen, PhD. PROMISE ASPIRE: Missoula, MT
- Jade Gingerich, MSc. Maryland PROMISE: Baltimore, MD
- Ellie Hartman, PhD. Wisconsin PROMISE: Menomonie, WI

Renaissance East

Project SCOPE: Changing the Paradigm for Technical Assistance in Addressing Neonatal Abstinence Syndrome

This panel will discuss the use of the Project ECHO Model for technical assistance to provide training and information to providers, educators, and family members in Ohio and Wyoming who serve or are connected to children and families impacted by the opioid crisis. Using teleconferencing technology, over 400 stakeholders were reached using this model. The panel will outline the processes and outcomes of using this paradigm.

Presentation Level: B/I

- Eric Moody, PhD. Wyoming Institute for Disabilities: Laramie, WY
- Canyon Hardesty, MS, CHES. Wyoming Institute for Disabilities: Laramie, WY
- Stephanie Weber, PsyD. University of Cincinnati UCE: Cincinnati, OH
- Andrea Witwer, PhD. The Nisonger Center: Columbus, OH
- Dawn Rudolph, MEd. AUCD: Silver Spring, MD
- Ethan Dahl, PhD. Wyoming Institute for Disabilities: Laramie, WY



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Tuesday, 10:30-11:45am: Group 4

MR2

Integration and Community Inclusion - HCBS

This presentation will begin with an overview of the Supreme Court's decision in Olmstead. In 1999, the Supreme Court held that public entities must provide community-based services to individuals with disabilities in the most integrated setting when (1) such services are appropriate; (2) the affected persons do not oppose community-based treatment, and (3) community-based services can be reasonably accommodated, taking into account the resources available to the public entity and the needs of others who are receiving disability services from the entity. The Justice Department continues to work day in and day out to fulfill the promise of the ADA in this area. Our Olmstead efforts incorporate issues that are key to the full participation of people with disabilities in all aspects of community life, such as living in the community and the right to integrated employment.

Presentation Level: I/A

- Jennifer Robins, JD. US Department of Justice, Civil Rights Division, Disability Rights Section: Washington, DC
- Jamie Ray Leonetti, JD. Institute on Disabilities: Philadelphia, PA
- Angela Martin, LMSW. Developmental Disabilities Institute: Detroit, MI
- Mary St Jacques, MS. Institute on Disability: Detroit, MI

MR3

Encouraging Professional Careers in Disability Practice and Policy: Expanding the Scope and Impact of LEND Training Programs

Although developed for graduate-level training, the individualized training experiences of LEND programs allow for the unique opportunity to involve undergraduates and promote engagement in professional careers in disability policy and practice. This presentation describes the efforts of two programs to integrate undergraduates in LEND programs. The methods and modifications utilized to involve undergraduates in the LEND training activities will be discussed. Lessons learned and future directions will be shared.

Presentation Level: B/I

- Hilory Liccini, MS. North Dakota Center for Persons with Disabilities: Minot, ND
- Anne Kinsman, PhD. Center for Disability Resources: Greenville, SC
- JoLynn Webster, MEd. North Dakota Center for Persons with Disabilities: Minot, ND

MR4

Improving Health Outcomes for People with Disabilities through National and State-level Programs

The Centers for Disease Control and Prevention's (CDC) Disability and Health Branch seeks to characterize the impact of select programs on the health of people with disabilities. This panel presentation will highlight how CDC leverages the capacity of its partners to evaluate interventions, using examples from national and state-based disability and health programs.

Presentation Level: I/A

- Jasmine Owens, MPH. Centers for Disease Control and Prevention: Atlanta, GA
- Edward L. Clark II, DrPH, MSW. Florida Department of Health: Tallahassee, FL
- Noelle K. Kurth, MS. University of Kansas: Lawrence, KS
- Molly Sadowsky, MPH. Special Olympics, Inc.: Washington, DC

MR5

Strategies for Inclusion in Health and Fitness Services and Programs

An array of programs implementing strategies for inclusion in a variety of community-based health promotion settings, from nutrition and fitness to primary care, will be presented. Presenters and attendees will engage in a discussion of approaches to such collaborations, as well as opportunities, barriers, and successes.

Presentation Level: B/I

- Lindsey Mullis, MS. Interdisciplinary Human Development Institute: Lexington, KY
- Donna Bainbridge, EdD. Special Olympics International: Stevensville, MT
- Samantha Ross, PhD, MPH. Oregon State University: OR
- Jonathan Jensen. IMPACT for Life: Corvallis, OR
- Tamsen Bassford, MD. Sonoran UCEDD: Tucson, AZ

MR8

How Agencies, UCEDDs, and Families are Leading Change Together in Texas Transition

Learn how the UCEDDs, Workforce Commission, Family Groups, Educators, and Self-Advocates are partnering together to instill deeper-level change in the way transition in Texas benefits transitioning youth with disabilities. The presentation will demonstrate how we share the goal of empowering youth and young adults with disabilities to create a self-directed path to adulthood and employment, and to participate in and contribute to the community.

Presentation Level: I/A

- Meagan Orsag, PhD. Texas Center for Disability Studies: College Station, TX
- Aimee Day. Center on Disability and Development: College Station, TX
- Jacqueline Turner, PhD. Center on Disability and Development: College Station, TX
- Dalun Zhang, PhD. Center on Disability and Development: College Station, TX
- Vanessa Richard. Center on Disability and Development: College Station, TX
- Shelbi Davenport. Center on Disability and Development: College Station, TX

MR10

Addressing Health and Well-being for Individuals with IDD Transitioning to Adulthood

This panel seeks to highlight important aspects of health and well-being among individuals with IDD entering into adulthood addressing both evidence-based information and real-world scenarios. Particular topics that will be covered by our panelists relate to healthcare transitions, social and emotional supports for transition-aged individuals, sexual violence prevention, and sexuality education.

Presentation Level: B/I

- Laura Hiruma, PhD. Carolina Institute for Developmental Disabilities: Chapel Hill, NC
- Diana Cejas, MD. Carolina Institute for Developmental Disabilities: Chapel Hill, NC
- Deb Zuver, MA, LMFT. Carolina Institute for Developmental Disabilities: Chapel Hill, NC
- Morgan Parlier, MSW, LCSW. Carolina Institute for Developmental Disabilities: Chapel Hill, NC

MR11

Authentic Person-Centered Services: A Grass-Roots Effort to Extend Inclusion into Adulthood

This session provides shared experiences of a grass-roots effort to provide authentic person-centered services to adults on waiver programs in Colorado. This family-owned Program Approved Service Agency is dedicated to providing services designed to discover each client's interests and pursue opportunities specific to those interests. In this session, presenters will share successes and lessons learned from the perspective of the person receiving services, a provider and the agency director.

Presentation Level: I/A

- Kelly Wilson. JFK Partners/University of Colorado Health Sciences Center: Aurora, CO
- Ben Allman. 4Abilities, LLC: Aurora, CO
- Ryan Wilson. 4Abilities, LLC/ JFK Partners/University of Colorado Health Sciences Center: Aurora, CO

MR15

Tackling Taboo Topics: Reproductive Health for Women with Disabilities

Society has stigmatized many topics surrounding reproductive health, which stifles the opportunity for all, but especially individuals with disabilities, to talk openly about these issues. While reproductive freedom is a broad spectrum of choices, options, and access, choices are often limited, options are foretold, and access is blocked for people with disabilities. In this session, attendees will learn about issues and potential strategies to increase access to reproductive health.

Presentation Level: B/I

- Kara Ayers, PhD. University of Cincinnati UCE: Cincinnati, OH
- Rosemary Hughes, PhD. University of Montana Rural Institute: Missoula, MT
- Ilka Riddle, PhD. University of Cincinnati UCE: Cincinnati, OH

MR16

Updates and Recent Developments on the Oyate' Circle (USD Center for Disabilities): Addressing American Indian Disability Needs and Issues

The USD Center for Disabilities (SD UCEDD) is experiencing great success with the Oyate' Circle, providing training and technical assistance for Tribal members with disabilities and the partners that work with our people. This effort has produced new partnerships on Tribal lands throughout South Dakota. Oglala Lakota Tribal member, Wayne Weston is the Oyate' Circle Coordinator and has had great impact in our Tribal communities.

Presentation Level: I/A

- Jim Warne, MS. Center for Disabilities: Sioux Falls, SD
- Wayne Weston. Center for Disabilities: Sioux Falls, SD
- Eric Kurtz, PhD. Center for Disabilities: Sioux Falls, SD



Mt. Vernon A**Life After LEND: Family and Self Advocacy Fellows Go from Lived Experience to Leaders to Agents for Change**

Family and Self-Advocacy fellows face unique challenges leveraging their LEND experiences in post-training advancement. Since their perspectives may not align neatly with a professional leadership track, they may require specialized mentorship. This interactive session, presented by the LEND Family Discipline Network and the Persons With Disabilities Workgroup, will highlight accomplishments of LEND Family/Self-Advocacy graduates and provide opportunities to share accomplishments and strategies for supporting trainees during LEND and beyond.

Presentation Level: I/A

- Fran Goldfarb, MA, MCHES, CPSP. USC, Childrens Hospital: Los Angeles, CA
- Jack Brandt, MS. Partnership for People with Disabilities: Richmond, VA
- Mark Smith, MS. Munroe-Meyer Institute of Genetics & Rehabilitation: Omaha, NE
- Dori Ortman. UCLID Center: Pittsburgh, PA
- Michael Hoenig, MA. Center for Disabilities and Development: Iowa City, IA
- Alicia Curran. University of Missouri: Columbia, MO
- Sarah DeMaio, MSW. AUCD: Silver Spring, MD

Mt. Vernon B**Value Assessments and their Potential for Discrimination**

Metrics for measuring “cost effectiveness” or value of treatments often relies on discriminatory methods, like the quality-adjusted-life-year (QALY), which values the lives of people with disabilities as worth less than non-disabled people. Value assessment is increasingly at the center of state and federal discussions about drug pricing. This panel gives an overview of value assessments, their potential for discrimination, and related public policy threats at the federal and state level.

Presentation Level: B/I

- Sara van Geertruyden, JD. Partnership to Improve Patient Care: Washington, DC
- Ari Ne’eman. Lion Group: Boston, MA
- Colin Killick. Disability Policy Consortium: Malden, MA
- Jennifer Bright. Innovation and Value Initiative: Washington, DC

Renaissance West A**Leading Change Together: Partnering with Communities of Diversity to Improve Health Outcomes at the Intersection between Diversity and Disability**

This panel will describe the structure and progress of a Mailman Center for Child Development initiative with two communities with high levels of ethnic, racial, and socioeconomic diversity to improve health outcomes and reduce health disparities associated with disability and diversity. The presentation will include (a) an overview of the initiative, (b) description of the community engagement process, and (c) description of specific initiatives/outcomes in each community.

Presentation Level: I/A

- Danny Armstrong, PhD. Mailman Center for Child Development: Miami, FL
- Jason Jent, PhD. Mailman Center for Child Development: Miami, FL
- Geneve Comeau, MS. Mailman Center for Child Development: Miami, FL
- Maite Schenker, PhD. Mailman Center for Child Development: Miami, FL
- Shelly Baer, LCSW. Mailman Center for Child Development: Miami, FL
- Ruby Natale, PhD. Mailman Center for Child Development: Miami, FL



Renaissance West B

Promising Practices for Engaging Families and Stakeholders

AAP and Family Voices will highlight program evaluation tools and strategies for engaging families/stakeholders in policy and QI projects. The AAP will discuss its National Resource Center for Patient/Family-Centered Medical Home's Promising Practices Initiative for implementing medical home and multi-stakeholder evaluation of its EHDI Chapter Champion's Program. Family Voices will preview its Family Engagement in Systems Assessment Tool for assessing and improving family engagement in systems-level initiatives.

Presentation Level: B/I

- Beth Dworetzky, MS. Family Voices: Albuquerque, NM
- Muge Chavdar, MPH. American Academy of Pediatrics: Itasca, IL
- Jamie Jones, MPH. American Academy of Pediatrics: Itasca, IL

Renaissance East

Developing Leaders

Developing leaders is critical to preparing the next generation of professionals, advocates, and change-makers. This session will share information about ways to develop leadership skills and build leaders within UCEDDs and through the Sibling Leadership Network. Katie Arnold will share about developing siblings to be leaders in the advocacy movement and fostering sibling ambassadors. Dr. Wappett will discuss ways to grow leaders within the network and ways to cultivate the skills necessary to lead within a UCEDD.

Presentation Level: B/I

- Katie Arnold, MS. Institute on Disability & Human Development: Chicago, IL
- Matthew Wappett, PhD. Center for Persons with Disabilities: Logan, UT

Tuesday, 1:30-2:45: Group 5

MR2

Training and Technical Assistance Impact Childcare Readiness to Identify Development Delays: Findings from a Study of Training and Implementation Support

Early identification of autism and other developmental disabilities is an important step for ensuring equitable and timely access to health and educational pathways. This session reports on a study of developmental monitoring training and implementation for childcare providers. Findings on pre-post training impact and outcome predictors, retention/loss of training impact over time, and implementation enablers/barriers are presented. Implications for community training and technical assistance to improve early identification are discussed.

Presentation Level: I/A

- Gail Chodron, PhD. Waisman Center, UCEDD/LEND: Madison, WI
- Brian Barger, PhD. Center for Leadership in Disability at Georgia State University: Atlanta, GA
- Stephan Viehweg, MSW, ACSW, LCSW, IMH-E. Riley Child Development Center - Indiana University: Indianapolis, IN
- Kris Barnekow, PhD, OTR/L. Waisman Center: Milwaukee, WI

MR3

Respite Employer Engagement Initiative and Building the Trained Provider Base and Direct Care Workforce with Respite Service Learning Certificate Programs

Respite support for working family caregivers is vital over the next 30 years. The aging of the baby boomer population will impact the availability and increase the need of respite providers. The Respite Employer Engagement Initiative demonstrates how to connect with working caregivers at their workplace, while the Respite Service Learning Certificate Program provides needed training for respite providers and builds the respite direct care work force.

Presentation Level: B/I

- Kim Falk. Munroe-Meyer Institute of Genetics & Rehabilitation: Omaha, NE
- Ellen Bennett, MS. Munroe-Meyer Institute of Genetics & Rehabilitation: Omaha, NE
- Sharon Johnson. Nebraska's Department of Health and Human Services: Lincoln, NE

MR4

Including People with Disabilities in Research

This panel will consider the challenges and prospects for the inclusion of people with disabilities in health-related research. We will share findings from two projects: 1) a participatory action research aimed at improving the health and function of people with intellectual and developmental disabilities; and 2) a study that explored the views of people with disabilities about participation in precision medicine research, a newly emerging model for healthcare.

Presentation Level: B/I

- Christine Brown. The Nisonger Center: Columbus, OH
- Margo Izzo, PhD. The Nisonger Center: Columbus, OH
- Maya Sabatello, LLB, PhD. Columbia University: New York, NY

MR5

One UCEDD's Journey to Lead Change for Supports and Inclusion of LGBTQ+ Individuals

We will provide an overview of a quality improvement initiative designed to improve the knowledge and comfort of staff related to LGBTQ+ individuals. Over a 12-month period staff developed trainings and implemented improvements to the work space to be reflective of inclusive practices. We will discuss the process of developing the workgroup and the outcomes of trainings that were provided to increase knowledge and comfort with LGBTQ+ individuals.

Presentation Level: I/A

- Martha Walter, PhD. Waisman Center: Madison, WI
- Lindsay McCary, PhD. Waisman Center: Madison, WI
- Danielle Scholze, MD. Waisman Center: Madison, WI
- Kellie Hagen, MS, CCC-SLP. Waisman Center: Madison, WI

MR10

Innovations in Interprofessional Training

Two innovative programs promoting interprofessional learning will be presented. GEORGE, an inter-professional, inter-university program trains professional students in an early-intervention curriculum meeting a variety of standards and competencies through on-line, face-to-face, and team-based practicum programming. The Interprofessional Event in Disabilities is a required interprofessional exercise for health sciences students that provides opportunities for collaboration with self-advocates. Following program descriptions, a discussion will take place on program benefits and sustainability challenges.

Presentation Level: I/A

- Toby Long, PhD. Georgetown University: Washington, DC
- Tamsen Bassford, MD. Sonoran UCEDD: Tucson, AZ



MR11**Taking Charge of My Health Care Toolkit: For People with Intellectual and Developmental Disabilities and Those who Support Them**

The 'Taking Charge of My Health Care Toolkit' aims to increase the skills of people with intellectual and developmental disabilities (IDD) to manage and advocate for their health and health care. It can also be utilized by families, caregivers, support workers, teachers, health care providers, etc. The toolkit is comprised of 9 modules and includes corresponding worksheets, PowerPoints, and videos, as well as a Leader's Guide and Fact Sheets.

Presentation Level: B/I

- Erin Taylor. Oregon Office on Disability and Health: Portland, OR
- Angela Weaver, MEd. Oregon Office on Disability and Health: Portland, OR
- Gabrielle Guedon. OSAC - Oregon Office on Disability and Health: Portland, OR
- Joe Basey. OHSU Community Advisory Committee: Portland, OR
- Sherri Osburn. OHSU Community Advisory Committee: Portland, OR

MR15**Leading Change Together: Improving Healthcare for People with I/DD through Accessible Measurement and Improved Access to Data and Education**

People with intellectual and developmental disabilities (IDD), including those with dual diagnosis or rare genetic conditions, face challenges accessing healthcare and participating in research. This session will identify factors associated with access to healthcare and discuss how to adapt standardized health measures. Because primary care physicians and specialists are often the gatekeepers of healthcare, the session will also share an innovative approach to the education of providers using online tools.

Presentation Level: B/I

- Rosemary B. Hughes, PhD. University of Montana: Missoula, MT
- Tamar Heller, PhD. Institute on Disability & Human Development: Chicago, IL
- Celia Schloemer, MA. University of Cincinnati UCE: Cincinnati, OH
- Raja Char. University of Cincinnati UCE: Cincinnati, OH

MR16**Florida Family Leaders' Network (FFLN), Early Childhood Personnel Center (ECPC), and Division for Early Childhood (DEC) – Models of Family Engagement**

Learn about the FFLN, a Family Leader/Self-Advocate-led, state-supported initiative. The FFLN supports collaboration and advocacy among Florida Family Leaders/Self-Advocates and key stakeholders involved in the care of CYSHCN. An FFLN Family Leader participated in the ECPC/DEC Family Cohort 1 to develop and implement an action plan, which supports the work of Family Resource Specialists. Together, we are building a model for family engagement.

Presentation Level: B/I

- Angela Miney. University of Florida Pediatric Pulmonary Center: Gainesville, FL
- Molly Cole. A. J. Pappanikou Center for Developmental Disabilities: Farmington, CT
- Maren Christenson. Institute on Community Integration: Minneapolis, MN
- Jeffrey Brosco, MD. Mailman Center for Child Development: Miami, FL
- Joni Hollis, RN, MSN, CCM, CNL. Florida Department of Health Children's Medical Services: Tallahassee, FL
- Linda Starnes. Mailman Center for Child Development: Orlando, FL

Mt. Vernon A**Successes and Challenges for the Self-Advocate Experience in LEND: Voices from the Pacific-West LEND Leadership Consortium**

In 2010, the first self-advocate trainee was recruited by a LEND Training Program. Since then, several LEND programs have provided LEND training to self-advocates. Nearly 10 years later, a panel of Pacific-West LEND Leadership Consortium members and self-advocates who have completed LEND training will share their experiences of successes and challenges. Topics include recruitment, eligibility criteria, support and mentorship, integration with clinical trainees, curriculum adjustments, distance learning, and long-term outcomes.

Presentation Level: B/I

- Kathleen Lehman, PhD. Center on Human Development & Disability: Seattle, WA
- Karen Ward, EdD. Center for Human Development: Anchorage, AK
- Debra Vigil, PhD, CCC-SLP. Nevada Center for Excellence in Disabilities: Reno, NV
- Sandra Heimerl, PT, MS, DPT. Center for Development & Disability: Albuquerque, NM
- Dina Johnson, MA. JFK Partners/University of Colorado Health Sciences Center: Aurora, CO
- Aubyn Stahmer, PhD. UC Davis at the MIND Institute: Sacramento, CA
- Eileen McGrath, PhD. The University of Arizona LEND: Tucson, AZ
- Alice Kuo, MD, PhD. UC-LEND: Los Angeles, CA
- Patrice Yasuda, PhD. CA-LEND, Childrens Hospital: Los Angeles, CA
- Ivanova Smith. Center on Human Development & Disability: Seattle, WA
- Brian Bernard. JFK Partners/University of Colorado Health Sciences Center: Aurora, CO
- Kristen Godfrey. UC Davis at the MIND Institute: Sacramento, CA
- Joshua Parsons. UC-LEND: Los Angeles, CA
- Maria Marquez. CA-LEND, Childrens Hospital: Los Angeles, CA
- Howard Zlamal. The University of Arizona LEND: Tucson, AZ

Mt. Vernon B**Leading Change Together to Prevent Abuse and Promote Sexual Health for People with Intellectual and Developmental Disabilities**

In this innovative session, the Abuse and Neglect SIG and the Sexual Health SIG will convene to address abuse prevention and sexual health promotion for people with intellectual and developmental disabilities. Leaders from six UCEDDs, community practitioners, and disability community advocates will describe promising programs that balance safety and aspects of sexual health. Panelists will discuss program frameworks, strategies, partnerships, and implementation. Interested conference attendees are invited to join us.

Presentation Level: B/I

- Julie Atkinson, MS. Center for Human Development: Anchorage, AK
- Donna Gilles, EdD. Partnership for People with Disabilities: Richmond, VA
- Lindsey C. Mullis, MS. Interdisciplinary Human Development Institute: Lexington, KY
- Tia Nelis. TASH: Washington, DC
- Liz Weintraub. AUCD: Silver Spring, MD
- Rosemary B. Hughes, PhD. University of Montana Rural Institute: Missoula, MT
- Flip Grey. Partnership for People with Disabilities: Richmond, VA
- Molly Dellinger-Wray, MEd. Partnership for People with Disabilities: Richmond, VA
- Linda Sandman, MSW. Institute on Disability & Human Development: Chicago, IL
- Lindsay Sauve, MPH. Oregon Institute on Development & Disability: Portland, OR
- Katherine McLaughlin, MEd. Elevatus Training: Westmoreland, NH

Renaissance West A

Building Cross-Cultural Collaboration across LENDs: Leading Change Together

As a distance accessible program, VT LEND has not only accessed trainees from states and territories beyond Vermont, but has added two American Indian faculty from LEND programs in Kansas and New Mexico. This presentation will describe the collaboration, strategies to diversify the program, and impact of the experience, including more engagement with local American Indian communities.

Presentation Level: B/I

- Christine Vining, PhD, CCC-SLP. Center for Development & Disability: Albuquerque, NM
- Maria M. Avila, PhD, MSW. Vermont LEND: Burlington, VT
- Joshua Allison-Burbank, PhD, CCC-SLP. Schiefelbusch Institute for Life Span Studies: Lawrence, KS
- Mary Alice Favro, MA, CCC-SLP. Vermont LEND: Burlington, VT

Renaissance West B

Supporting Social Inclusion, Self-Determination, and Inclusive Living on College Campuses

Panelists will share: how social work values can support social inclusion; the value and benefits of friendships and community engagement; how peer circles of support can facilitate self-determination; and, fostering inclusive living for students with I/DD in postsecondary education. Participants will leave with enhanced knowledge on the importance of the full inclusion of these students in campus life and ideas to lead change within their own institutes of higher education.

Presentation Level: B/I

- Carol Laws, PhD. Institute on Human Development and Disability/UGA: Athens, GA
- Rebecca Jewell. Center for Disabilities Studies: Newark, DE
- Jay Sellers. Center for Disabilities Studies: Newark, DE
- Kathy Miller, MSW. Institute on Disabilities: Philadelphia, PA
- Jack Badger. Institute on Disabilities: Philadelphia, PA
- Andrea Cahn. Special Olympics North America Unified Schools: Washington, DC
- Scott Gerson. Special Olympics North America Unified Schools: Washington, DC
- Mitch Bonar. Special Olympics North America Unified Schools: Washington, DC

Renaissance East

Cultural Perspectives on Disability: Implications for Health and Human Rights

Understanding disability across culture and how different cultural aspects inform the disability experience is necessary for providing leadership that advances inclusion of people with disabilities at all system levels.

Presentation Level: I/A

- Mirian Ofonedu, PhD, LCSW-C. Kennedy Krieger Institute: Baltimore, MD
- Maggie Butler, PhD. American Psychological Association: Washington, DC
- Derrick Willis, MPA. Center for Disabilities and Development: Iowa City, IA
- Deepa Menon, MD. Kennedy Krieger Institute: Baltimore, MD
- Thomas Horejes, PhD. Gallaudet University: Washington, DC



Tuesday, 3:00-4:15: Group 6

MR2

Family Navigation Programs

Family navigation programs function to connect children and adults with developmental disabilities to services in their community and provide guidance to caregivers. By adapting to families' cultural and linguistic needs, navigators can improve both the health and happiness of caregivers and their loved ones as they grow and age together. This presentation features three successful navigation programs, serving both children and adults, each with unique models and innovative initiatives.

Presentation Level: B/I

- Sharon Milberger, ScD. Developmental Disabilities Institute: Detroit, MI
- Allison Kumnick. Mailman Center for Child Development: Miami Beach, FL
- Nancy Torres, MA. Mailman Center for Child Development: Miami, FL
- Maite Schenker, PhD. Mailman Center for Child Development: Miami, FL
- Lismerys Toledo, LCSW. Mailman Center for Child Development: Miami, FL
- Jeffrey Brosco, MD. Mailman Center for Child Development: Miami, FL
- Tamar Heller, PhD. Institute on Disability & Human Development: Chicago, IL
- Mitchell Levitz. Westchester Institute for Human Development: Westchester, NY
- Robin Stewart, LCSW, EdM. UC Davis MIND Institute: Sacramento, CA
- Aubyn Stahmer, PhD, BCBA-D. UC Davis MIND Institute: Sacramento, CA
- Catharine Mikitka, MEd. UC Davis MIND Institute: Sacramento, CA
- Danielle Christy, MA. UC Davis MIND Institute: Sacramento, CA

MR3

Interdisciplinary Approaches to Address Sexual Health Education Across Disabilities and the Lifespan

Kennedy Krieger faculty and staff from a variety of disciplines will share best practices and approaches for providing sexual health education to our patients, students, and families, as well as training for clinicians. The panelists will discuss ways for breaking down stigma, fear, and barriers, in order to provide appropriate care for individuals with disabilities, who are frequently left out of the conversation about sexual health and wellbeing.

Presentation Level: B/I

- Maureen van Stone, JD, MS. Kennedy Krieger Institute: Baltimore, MD
- Carrie Cleveland, MS. Kennedy Krieger Institute: Baltimore, MD
- Stacey Herman, MEd. Kennedy Krieger Institute: Baltimore, MD
- Barbara Obst, MS. Kennedy Krieger Institute: Baltimore, MD
- Paula Reber, MS. Kennedy Krieger Institute: Baltimore, MD

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MR4**Bringing Positive Psychology, Cultural Competence, and Person-Centered Thinking to Life for People with Co-occurring IDD and Mental Health Issues**

This session from the Mental Health SIG will explore the convergence of Positive Psychology, cultural and linguistic competence, and Person-Centered Thinking in practical applications to support people with co-occurring developmental disabilities and mental health concerns. The session will feature approaches that shift focus from deficits to strengths and improve quality of life, strategies for deepening attention to culture and language, and practices to increase alignment of system structures.

Presentation Level: I/A

- Diane Jacobstein, PhD. Georgetown University Center for Child & Human Development: Washington, DC
- Joan B. Beasley, PhD. Institute on Disability: Concord, NH
- Tawara D. Goode, MA. Georgetown University Center for Child & Human Development: Washington, DC
- Mary Lou Bourne. National Association of State Directors of Developmental Disabilities Services: Alexandria, VA
- Kara Nicole (Nicci) Jones. Self-Advocate: Washington, DC

MR5**Leveraging Communities of Practice to Encourage Inclusion of People with Disabilities in Type 2 Diabetes Prevention Programs**

This presentation will include panelists discussing lessons learned while participating in a Community of Practice (CoP) focused on disabilities and type 2 diabetes prevention. During this presentation, participants will learn adaptive change techniques such as: 1) recognizing the benefits of participating in a CoP; 2) learning how to engage and partner with local community organizations; and 3) identifying how to recruit people with disabilities.

Presentation Level: B/I

- Adriane Griffen, DrPH, MPH, MCHES. Association of University Centers on Disabilities: Silver Spring, MD
- Bryan Russell. Florida Department of Health: Tallahassee, FL
- Ann Schulte. Minnesota Department of Health: St. Paul, MN
- JoAnn M. Thierry, PhD. Centers for Disease Control and Prevention/NCBDDD: Atlanta, GA

MR10**A Transdisciplinary Model of Change: A Family Centered Approach to Treating Neonatal Abstinence Syndrome**

Opioid exposure in neonates continues to be a national epidemic with significant hospital costs and public health implications. Banner University Medical Center-Tucson NICU has changed its model of care by utilizing the family as primary treatment for substance exposed infants. This model has resulted in decreased postnatal opioids, reduced length of stay, decreased hospitalization costs and strain on public resources, and increased preservation of the family unit.

Presentation Level: B/I

- Jennie Jacob, MSPT. The University of Arizona: Tucson, AZ
- Nichole Lensing, DPT. Banner University Medical Center Tucson: Tucson, AZ
- Eileen McGrath, PhD. The University of Arizona: Tucson, AZ

MR11**How the California UCEDDs Contribute to the Statewide Self-Advocacy Network (SSAN)**

All three California UCEDDs have paid staff who are individuals with intellectual and developmental disabilities. Each member of this panel plays an important role within their prospective UCEDD. In addition to creating positive change within each of the three California UCEDDs, the members of this panel are valuable contributors to the Statewide Self-Advocacy Network (SSAN). SSAN is a cross-disability network that is leading change in California.

Presentation Level: B/I

- Wesley Witherspoon. CA USC Children's Hospital: Los Angeles, CA
- Nicole Patterson. Department of Developmental Services: Sacramento, CA

MR15**Using Virtual Technology to Expand Employment Supports**

Technology provides opportunities to expand the reach of employment and behavioral supports, and create virtual networks that support job coaches to provide quality supported employment services. The Iowa, Nebraska, and South Dakota UCEDDs have partnered to implement this innovative project funded by the Kessler Foundation. We will share activities to date, outcome data, policy recommendations, and lessons learned for expanding the use of technology in the delivery of employment services.

Presentation Level: I/A

- Wendy Parent-Johnson, PhD. Sonoran UCEDD: Tucson, AZ
- Tammie Ansbaugh. Center for Disabilities and Development: Iowa City, IA
- Wayne Stuberg, PhD. Munroe-Meyer Institute of Genetics & Rehabilitation: Omaha, NE
- Julie Christensen, PhD. APSE & Harkin Institute: Rockville, MD

MR16**Supporting Self-Determination and Employment through Supported Decision-Making**

DC and Missouri have partnered with the National Resource Center for Supported Decision-Making and the National Supporting Families of People with Developmental Disabilities Across the Lifespan on multi-level strategies to launch supported decision-making and return decision-making to the hands of people with disabilities, seniors, and their families. Hear from subject matter experts, policy makers, self-advocates, and family members and learn about replicable partnerships and strategies for your state.

Presentation Level: B/I

- Joan Christopher, JD. Georgetown University Center for Child & Human Development: Washington, DC
- Jane St. John. University of Missouri: Kansas City, MO
- Erin Leveton, JD. Department on Disability Services: Washington, DC
- Morgan Whitlatch, JD. National Resource Center on Supported Decision-Making: Washington, DC
- Thomas Mangrum. Project ACTION! (DC's self-advocacy organization): Washington, DC

Mt. Vernon A**Tools for Effective Advocacy**

Join us for an engaging session in which we discuss increasing stakeholders' powers for advocacy. Marie Reilly will discuss Harnessing the Power of Twitter to Advance Your Cause. Caroline Gooden will introduce a Starter Kit for Advocacy for adults with intellectual disabilities. Stephen Sulkes will introduce a Legislative Toolkit to Activate a Trainee Network. Dylan Bulkeley will introduce the Brink Election Guide to use Accessible Technology in 2020.

Presentation Level: B/I

- Stephen Sulkes, MD. Strong Center for Developmental Disabilities: Rochester, NY
- Dylan Bulkeley. Brink Election Guide 501c3: Kensington, CA
- Caroline Gooden, PhD. Interdisciplinary Human Development Institute: Lexington, KY
- Jennifer Ulbricht. Interdisciplinary Human Development Institute: Lexington, KY
- Marie Reilly, MD. Institute for Community Inclusion/Boston Children's Hospital: Boston, MA
- Kiera Hayes, MD. Strong Center for Developmental Disabilities: Tacoma, WA

Mt. Vernon B**Self-determination and People with Disabilities: Rights and Decision-making in the Classroom and Across the Lifespan**

This session includes three thematically-linked presentations related to self-determination across the lifespan. The first presentation presents results from a survey of guardians and those in related roles to understand their knowledge and utilization of less restrictive alternatives. The second presentation explores recent developments in laws and policies that promote the right of people to make decisions. The third presentation presents findings on promoting self-determination in inclusive, secondary general education classes.

Presentation Level: B/I

- Karrie Shogren, PhD. Schiefelbusch Institute for Life Span Studies: Bloomington, IN
- Kristin Hamre, PhD. Indiana Institute on Disability and Community: Bloomington, IN
- Sheida Raley, MEd. Schiefelbusch Institute for Life Span Studies: Lawrence, KS

AUCD
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nationalcenterdph.org/get-started

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disabilityinpublichealth.org	phetoolkit.org	aucd.org/InclusiveHealth

Join us! The Disability in Public Health Learning Community on implementing these resources starts in December.
Sign up: nationalcenterDPH@aucd.org

nationalcenterdph.org @PHis4Everyone NationalCenterDPH@aucd.org

Renaissance West A

Promoting Integrated Employment Outcomes for People with Intellectual and Developmental Disabilities

This presentation will highlight research from a collaboration between two UCEDDs, the Kansas University Center on Developmental Disabilities and the Paul V. Sherlock Center on Disabilities at Rhode Island College. The session will address employment trends for adults with intellectual and developmental disabilities in Rhode Island and interventions to promote self-determination as part of efforts to promote integrated, competitive employment for transition-age youth with intellectual disability in the state.

Presentation Level: I/A

- Karrie Shogren, PhD. Schiefelbusch Institute for Life Span Studies: Lawrence, KS
- Kathryn Burke, MEd. Schiefelbusch Institute for Life Span Studies: Lawrence, KS
- Tyler Hicks, PhD. Schiefelbusch Institute for Life Span Studies: Lawrence, KS
- Anthony Antosh, EdD. The Paul V. Sherlock Center on Disabilities: Providence, RI
- Evan Dean, PhD. Schiefelbusch Institute for Life Span Studies: Lawrence, KS

Renaissance West B

Universal Design in the Classroom

How information is projected and received in society changes with the latest and greatest available technology. We incorporate technology into our social lives but then are reluctant to embrace technology to support new ways of thinking, learning, and working. This presentation explores the use of technology in universal design for learning, growing self-determination in virtual worlds, and employment-centered training for people with disabilities.

Presentation Level: B/I

- Patricia Bahr, MSE. Center for Disabilities and Development: Iowa City, IA
- Corinna Stiles, PhD. Center on Disabilities and Human Development: Martinsburg, WV
- Thomas Conway, PhD. Center on Disability Studies: Honolulu, HI

Renaissance East

Living Well- Follow the Journey as Eight States Create System Changes to Enhance Home and Community Based Services

The Living Well projects supported through ACL are designed to create replicable blueprints of state systems that support people with disabilities to live in the community with greater independence, safety, health, and well-being. This presentation provides a brief overview of the key principles driving the Living Well initiative and the road map each state has created to address the key principles. Unique successes, barriers, and solutions are addressed.

Presentation Level: B/I

- Julie Fodor, PhD. I Center on Disabilities and Human Development: Moscow, ID
- Linda Bimbo, MS. Institute on Disabilities: Concord, NH
- Carol Britton Law, PhD. Institute on Human Development and Disability: Athens, GA
- Teresa Grossi, PhD. Indiana Institute on Disability and Community: Bloomington, IN
- Jennifer Magelky-Seiler, MPA. Center on Disabilities and Human Development: Moscow, ID
- Karen Ward, EdD. Center for Human Development: Anchorage, AK
- Leann Smith DaWalt, PhD. Waisman Center: Madison, WI
- Jennifer Turner, LCSW. University of Missouri: Kansas City, MO
- Parthenia Dinora, PhD. Partnership for People with Disabilities: Richmond, VA

Poster Symposia

AUCD poster symposia seek to deepen levels of engagement and connection between those interested in common topics. Posters have been hand-selected by a review committee and grouped by room according to theme.

All posters for the AUCD Conference will be presented throughout Monday and Tuesday in a series of Poster Symposia that run at the same time as concurrent sessions. During these 75 minute poster symposia, small groups of posters on a similar theme will be grouped together in a room. The session will be introduced by an AUCD staff member, presenters will provide a very brief 1-2 minute introduction of their poster, and attendees will be free to move about the room to speak with presenters directly for the remainder of the session. Attendees are welcome to move between symposia rooms and view posters on other topics. Posters submitted ahead of time are also available electronically in the conference app.

MONDAY, 10:15-11:30AM: GROUP 1

1A: Transition	Congressional A
1B: Education: K-12	Congressional B
1C: Health, Wellness, Recreation & Related Topics 1	Congressional C

MONDAY, 2:00-3:15PM: GROUP 2

2A: Advocacy & Justice	Congressional A
2B: Training and Leadership 1	Congressional B
2C: Health, Wellness, Recreation & Related Topics 2	Congressional C

MONDAY, 3:30-4:45PM: GROUP 3

3A: Training and Leadership 2	Congressional A
3B: Diversity Topics	Congressional B
3C: Clinical Service, Epidemiology, Early Intervention	Congressional C

TUESDAY, 10:30-11:45AM: GROUP 4

4A: Technology, Assistive Technology, and Universal Design	Congressional A
4B: Self-determination, Ethics, and Emergency Preparedness	Congressional B
4C: Clinical Service, Health, Wellness	Congressional C

TUESDAY, 1:30-2:45PM: GROUP 5

5A: Employment	Congressional A
5B: Behavior Supports & Community Living	Congressional B
5C: Systems-level Implementation	Congressional C

TUESDAY, 3:00-4:15PM: GROUP 6

6A: Diversity Fellows	Congressional A
6B: Family Involvement, Disability Studies	Congressional B
6C: Postsecondary Education	Congressional C

Monday 10:15-11:30am: Group 1

1A: Transition

Congressional A

Inter-agency Collaboration Capacity Building between Texas Workforce Commission (TWC) and Texas Education Agency (TEA)

The Capacity Building project was established by the Center on Disability and Development to provide training and technical assistance to regional and local transition teams for the purpose of building statewide capacity in providing quality transition services to students with disabilities. Join us to experience the successes of Capacity Building and interactive activities proven to improve the capacity of communities across Texas.

- Meagan Orsag, PhD. Texas Center for Disability Studies: College Station, TX
- Dalun Zhang, PhD. Texas Center for Disability Studies: College Station, TX
- Vanessa Richard, MS, CRC. Center on Disability and Development: College Station, TX
- Joana Idakwo, MEd. Center on Disability and Development: College Station, TX

Leading the Way - CDD Developing Employability Skills Curriculum for High School Students with Disabilities in Texas

Learn the steps taken to develop a research based high school elective and how the UCEDDs, Workforce Commission and Educators collaborate to create an innovative employability skills curriculum for high school students with disabilities.

- Jacqueline Turner, PhD. Center on Disability and Development: College Station, TX
- Dalun Zhang, PhD. Texas Center for Disability Studies: College Station, TX

Delivering Exemplary Pre-Employment Transition Services: How Stakeholder Feedback Can Drive Implementation

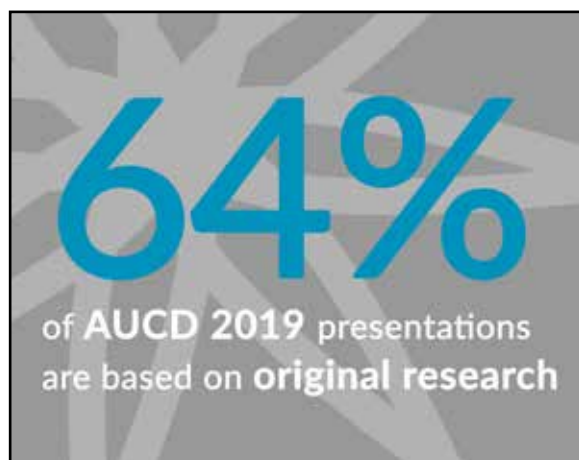
Equipping youth with disabilities for the world of work is at the heart of strong transition services. In this presentation, we share a study in which we captured the views of more than 1,000 transition stakeholders to drive the delivery of Pre-ETS services in Tennessee. We share key findings, address implications for Pre-ETS delivery, and share resources we created to better connect youth with disabilities to desired employment outcomes.

- Jessica Awsumb, PhD. Vanderbilt Kennedy Center: Nashville, TN

The Impact of Goal Types and Personal Factors on Goal Attainment for Transition-Age Students with Intellectual Disability

This session will address how the types of goals transition-age students with intellectual disability choose to set using the Self-Determined Learning Model of Instruction (SDLMI) and students' personal factors predict levels of goal attainment. This study is part of a series of analyses on the impact of teacher implementation of the SDLMI, an evidence-based practice to promote self-determination, led by researchers at UCEDDs in Kansas and Rhode Island.

- Kathryn Burke, MEd. Institute on Disabilities: Philadelphia, PA



Transition Tennessee: A Blueprint on Preparing Students with Disabilities for Life After High School

Helping students transition well to adulthood is a primary purpose of special education. Stakeholders involved in the transition process need comprehensive and easily accessible training and resources to consistently deliver exemplary services to students with disabilities. We will share our online portal for high-quality, on-demand professional development. This online professional development series addresses the best of what we know works for promoting successful transitions for students with disabilities.

- Jessica Awsumb, PhD. Vanderbilt Kennedy Center: Nashville, TN
- Erik Carter, PhD. Vanderbilt Kennedy Center: Nashville, TN
- Elise McMillan, JD. Vanderbilt Kennedy Center: Nashville, TN



Evaluation of the Impact of a Telehealth Series on Supporting Transition Needs of Individuals with Developmental Disabilities

Providers' competence in supporting youth and young adults with developmental disabilities' transition needs is important. The presentation will share how Project ECHO, a form of telehealth, was used to connect healthcare professionals and other professionals in the community to increase competence in supporting transition needs. The presentation will share data measuring the impact of the telehealth training on attendees' knowledge and self-efficacy in supporting transition needs.

- E. Zhang, PhD. Schiefelbusch Institute for Life Span Studies: Lawrence, KS
- Skylar Bellinger, PhD. Schiefelbusch Institute for Life Span Studies: Kansas City, KS
- Chandra Gordon, MSW. Schiefelbusch Institute for Life Span Studies: Kansas City, KS
- Eve-Lynn Nelson, PhD. Schiefelbusch Institute for Life Span Studies: Kansas City, KS

Developing a Transition Timeline for Families: A Parent-Professional Partnership

"Transition to Adulthood for Young Adults with Developmental Disabilities: A Timeline for Parents," provides a one-page overview of considerations at different points throughout transition, national resources, and information about services in New Jersey. To ensure this resource reflects the informational needs of families, the UCEDD/LEND partnered with a diverse group of parent leaders. This presentation focuses on the parent-professional partnership for identifying and implementing changes to maximize accessibility and applicability.

- Caroline Coffield, PhD. The Boggs Center on Developmental Disabilities: New Brunswick, NJ

Transitioning to Adulthood: How to Plan For It

Transition from high school to adulthood can be a stressful time for families of children with developmental disabilities. Families often hear the word transition and know that they need to plan for their child's future but do not know where or how to start. This can cause stress for the family and for the individual. This presentation will focus on how to prepare families for transition and decrease stress.

- Tammy Fried, MSW. Rose F. Kennedy Center: Bronx, NY

Monday 10:15-11:30am: Group 1

1B: Education: K-12

Congressional B

A Needs Assessment of How Certified Health Teachers in CT Include Students who Receive Special Education Services in their Classes

Data from the Connecticut State Department of Education (CSDE) indicate that for 2017-2018, 14% of students in grades K-12 received special education services. This study will gather data from Connecticut certified health teachers from the 2018-2019 to better understand if and how students who receive special education services are included in health, the strategies used, and the training teachers have received to include them and to adapt curriculum.

- Tara Lutz, PhD, MPH, CHES. A. J. Pappanikou Center for Developmental Disabilities: Farmington, CT

Strengthening Educator Self-Efficacy through an Autism ECHO Tele-Mentoring Model

This presentation describes a tele-mentoring program utilizing the Project ECHO model aimed to increase capacity for supporting students with ASD in resource-scarce educational contexts. Project structure and measures of perceived efficacy will be shared.

- Valerie Smith, MS. University of Rochester Medical Center: Rochester, NY

Stethoscopes and NO. 2 Pencils: A School Success Clinic Model

This poster will outline the development and preliminary information on impact of a novel clinic model initiated to address the complex medical-educational needs of children across the state of Indiana. The team includes a developmental-behavioral pediatrician, child psychologist, and special education teacher; community partners include IN Department of Education and educational advocacy group IN*Source. Future steps include outpatient school program track development and a triage tool for medical teams.

- Michelle Curtin, DO, FAAP. Indiana Institute on Disability and Community: Indianapolis, IN

Universal Design for Learning: Intersections between Inclusive Education and Neurodiversity

This poster provides an overview of the historical and political contexts of Universal Design for Learning (UDL) and illustrates how this educational framework relates to the concepts of neurodiversity and inclusive education.

- Susan Zimmermann, PhD. Institute on Disability: Concord, NH

School Kits for Students with Developmental Disabilities

A toolkit was created in collaboration with LEND healthcare students from a variety of disciplines to provide information and tips relating to student with disabilities health and educational needs. The toolkit serves a single resource for parents and educators outlining information: about common characteristics of a variety of given disorders, materials for supporting students in the classroom, and resources to help parents assist students during transition into the classroom.

- Debora Downey, PhD. Center for Disabilities and Development: Iowa City, IA
- Brittany Hershey, MA. Center for Disabilities and Development: Iowa City, IA

Examining the Experiences of General Education Teachers Including Students with Autism Spectrum Disorders

We conducted focus groups with general education teachers who include students w/ASD to better understand their experiences and use of evidence based practices. As previous research has demonstrated, teacher attitudes, knowledge, and resources affect outcomes for inclusion. After reviewing themes identified through our focus groups, we concluded that Classroom Pivotal Response Training and Universal Design for Learning hold great promise as tools for training general education teachers.

- Danielle Christy, MA, LEP. UC Davis MIND Institute: Sacramento, CA
- Kelsey Oliver, PhD. UC Davis at the MIND Institute: Sacramento, CA

Utilizing Transition Students for the NCI and NCI-AD Surveys: Gaining Valuable Skills for College and Employment

The NE UCEDD partnered with the Westside Community School District's transition program to design a work-based training program for transition students to support the Nebraska NCI and NCI-AD survey project. Students participated in trainings and worked in an integrated setting on a college campus preparing mailings and entering data.

- Rachel Ray, MA, LEP. Munroe-Meyer Institute of Genetics & Rehabilitation: Omaha, NE

Out-of-School Time: Possibilities for Inclusion

This poster reviews current rates of participation by students with disabilities in out-of-school (OST) time opportunities and outlines necessary steps to changing the low rates of inclusion. In addition, the benefits of increasing rates of participation with improved access are presented.

- Shannon Haley-Mize, PhD. Elizabethtown College: Elizabethtown, PA
- Allie Hoffman. Elizabethtown College: Elizabethtown, PA
- Hannah Rosengrant. Elizabethtown College: Elizabethtown, PA
- Anthony Cameron. Elizabethtown College: Elizabethtown, PA

An Interdisciplinary Training Model for Educators: Inclusive Strategies for Students with Sensory Needs

This poster provides summary of the training program and resource guide created and implemented by Maine LEND trainees at an elementary school on the Passamaquoddy reservation in Maine, the experiences of LEND trainees as they collaborated to build this program, and program evaluation results.

- Lisa Jade, MS. Portland, ME

Language Skills in Bilingual English-Spanish Children with Language Impairment

This study assessed language skills and co-morbid factors in children with language impairment, evaluated in an urban, ethnically diverse UCEDD center. Bilingual English Spanish children had few differences with monolingual English children, but overall skills were not worse. Children with language impairment with accompanying learning disabilities in reading presented poorer language skills. More research in this area is needed.

- Maria Valicenti-McDermott, MD, MS. Children's Evaluation and Rehabilitation Center: Bronx, NY

Impacts of Suspension Bans and Reduction

There are currently no federal laws specifically limiting school suspensions or expulsions, with the exception of protections that are established for students with disabilities under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and civil rights laws guarding against discrimination. This research explores the impacts of a recent influx in states and school districts instituting suspension bans- particularly for younger students.

- C. Nadine Forrester, MEd. Kennedy Krieger Institute: Baltimore, MD

Inclusive PeaceJam at Elizabethtown College

This poster presents an overview of the Inclusive PeaceJam after school program at Elizabethtown College. The components of the program are outlined. Qualitative data on the impact of an inclusive after school program, study of peace making and conflict resolution skills, and design of a unique service project on middle school participants is examined.

- Shannon Haley-Mize, PhD. Elizabethtown College: Elizabethtown, PA
- Caitlyn Howell. Elizabethtown College: Elizabethtown, PA
- Maura McDonald. Elizabethtown College: Elizabethtown, PA
- Jennie Guarneri. Elizabethtown College: Elizabethtown, PA
- Aubrey Mitchell. Elizabethtown College: Elizabethtown, PA

Alternative Schooling Options for Students with Disabilities - Homeschooling, Flexi-schooling, and Virtual Schooling

This poster presents a qualitative study to understand the experiences of families who use alternative forms of schooling including homeschooling, flexi-schooling (instruction at home and school) and online public schools (virtual schools) which are increasingly becoming the school of choice for youth with disabilities, especially low incidence disabilities and those on the spectrum.

- Hamida Jinnah, PhD. Institute on Human Development and Disability: Athens, GA

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63%

of AUCD 2019 presentations
represent a **collaboration** between
Centers or organizations

Monday 10:15-11:30am: Group 1

1C: Health, Wellness, Recreation & Related Topics 1

Congressional C

Reducing the Prevalence of Diabetes Among Persons with Disabilities in Florida

Persons with disabilities in Florida have limited opportunities for physical activity and nutritious food, leading to obesity rates nearly twice the national average and a greater risk of developing diabetes. Accordingly, Florida Disability and Health Program has implemented an adapted National Diabetes Prevention Program using an adapted curriculum. This poster will examine the implementation process, barriers and facilitators, and steps for continued improvement.

- Bryan Russell. Florida Department of Health Disability and Health Program: Tallahassee, FL
- Patrick Hodge, MPH. Florida Department of Health: Tallahassee, FL

Creating Access to Health Promotion Programs for People with Intellectual and Developmental Disabilities

People with Intellectual and Developmental Disabilities (I/DD) are more prone to higher rates of chronic illness compared to individuals without a disability. People with I/DD want to participate in health promotion activities but are challenged by accessibility to these programs.. This poster will provide evidence based tools to increase the accessibility of health promotion programs for people with disabilities.

- Elizabeth Janks, MSW. Michigan Developmental Disabilities Institute: Detroit, MI
- Amal Alsamawi, PHA. Michigan Developmental Disabilities Institute: Detroit, MI

New School Nursing: A Model of Care to Meet the Needs of Students with Neurodevelopmental Disabilities

New School Nursing: A Model of Care to Meet the Needs of Students with Neurodevelopmental Disabilities, is a comprehensive guide that empowers school nurses with enhanced knowledge, attitude, and skill so that they may better serve students and families as an extension of the medical home. This text provides school nurses with education related to pathophysiology, clinical care, interdisciplinary collaboration, communication, cultural competency, diversity, inclusion and much more.

- Kathryn Bouziane, RN. Center for Disability Resources: Mt Pleasant, SC

'Walking in Our Shoes'; Parents and Providers Together Teach Patient-Centered Care in WVU's Simulation Center to interprofessional team learners

West Virginia University Center for Excellence in Disabilities is piloting an interprofessional education simulation experience in caring for children with special health care needs for residents and medical students, pharmacy, and nursing students. This parent-led presentation will describe the simulation's development and implementation and the parent partnerships developed with the school of medicine faculty. The simulation exercise is an adaptation of Project DOCC (Delivery of Chronic Care).

- Lori Heginbotham, MS. Center for Excellence in Disabilities: Morgantown, WV
- Erika Hastings, Parent of CYSHCN. Center for Excellence in Disabilities: Morgantown, WV
- Valerie Frey-McClung, MA. Center for Excellence in Disabilities: Morgantown, WV
- Lee Ann Miller, EdD, CHSE. West Virginia University STEPS Simulation Center: Morgantown, WV
- Wanda Hedrick, Parent of CYSHCN. Center for Excellence in Disabilities: Morgantown, WV

Health U. - A Weight Loss Intervention for Youth with IDD

Health U. was a family-based behavioral intervention randomized controlled trial for weight loss for youth with intellectual & developmental disabilities (IDD) ages 15-22 years who met criteria for overweight or obesity. The nutrition and physical activity education, nutritional counseling, and behavioral intervention components of the program will be presented along with outcome data on participant weight loss and nutrition knowledge.

- Carol Curtin, PhD, LICSW. UMass Medical School Eunice Kennedy Shriver Center: Worcester, MA
- Linda Bandini, PhD, RD. Eunice Kennedy Shriver Center: Worcester, MA
- Richard Fleming, PhD. UMass-Boston: Boston, MA
- Gretchen Dittrich, PhD. Simmons University: Boston, MA

Wisconsin Longitudinal Study of Adult Long-Term Care Supports: What's Been Learned Over 2 Waves of Data Collection

The Wisconsin UCEDD is conducting a 5 year study to understand changes in services, choice, and quality of life for individuals with intellectual and developmental disabilities (IDD) who receive state-funded adult long-term care supports. An online survey was distributed in 2017 and 2019. This poster aims to present findings on how different service provision models influence access, choice, and quality of life outcomes between data collection waves 1 and 2.

- Leann Smith DaWalt, PhD. Waisman Center: Madison, WI
- William MacLean, PhD. Waisman Center: Madison, WI

Creating a Webpage to Encourage Tobacco Cessation Among People with Disabilities and Support Staff

This poster will provide an overview of a tobacco cessation webpage created by the Ohio Disability and Health Program. Participants will hear testimonials from LIFT (Living Independent From Tobacco) workshop participants with disabilities, the staff who support them, and professionals who have taught the curriculum and experience resources for each group highlighting specific tips and guidance for those trying to quit using tobacco

- Erica Coleman, MS. University of Cincinnati UCE: Cincinnati, OH



Disability and Health Across Oregon: Using Community Listening Sessions to Inform Health Promotion Programming

In 2018-2019, the OHSU UCEDD and Oregon Office on Disability and Health partnered to conduct listening sessions with professionals, care providers and people with I/DD across Oregon. The goal of the sessions was to better understand the barriers to health and wellness for people with I/DD. The sessions identified unique training and resource needs in rural and metro areas and will inform development of statewide interventions.

- Lindsay Sauve, MPH. Oregon Institute on Development & Disability: Portland, OR
- Angela Weaver, MEd. Oregon Institute on Development & Disability: Portland, OR
- Rhonda Eppelshiemer, MSW. Oregon Institute on Development & Disability: Portland, OR
- Larissa Yoshino, MPH. Oregon Institute on Development & Disability: Portland, OR

Multimorbidity and Unplanned Hospital Utilization in Individuals with Intellectual and Developmental Disabilities: A Cross-sectional Study

Individuals with intellectual and developmental disabilities (IDD) often have unique health needs, but the extent to which they are affected by multimorbidity (having multiple co-existing health conditions) is under-researched. This creates gaps in understanding how to best meet these needs in ways that are inclusive and person-centered. This study examined multimorbidity and its relationship to unplanned hospital utilization as well as the implications for healthcare providers.

- Kathleen Sutton, PT, DPT, MPH. University of Kentucky: Lexington, KY

A Psychologist's Scope of Practice: Problem-Solving Patient Barriers Across Disciplines

Psychologists are specialized mental health professionals whose scope of practice includes treating individuals with psychological or behavioral barriers to accessing services. In this poster, the presenters will highlight how collaboration with psychologists can benefit the work of physicians, dentists, and assistive technology professionals to help overcome barriers to service provision.

- Stephanie Bader, PhD. Westchester Institute for Human Development: Valhalla, NY
- Nicole Turygin, PhD. Westchester Institute for Human Development: Valhalla, NY
- Kiley Bliss, PhD. Westchester Institute for Human Development: Valhalla, NY

Connecticut Primary Care Physicians Providing Primary Care to Adults with Disabilities

The purpose of this study was to describe the knowledge and skills of CT primary care physicians providing care to adults with disabilities. Ninety-one physicians responded. The biggest challenges to providing care reported were not enough time followed by lack of knowledge of community resources. Participants also reported an interest in receiving training, presenting an opportunity to increase provider competency to improve the health and well-being of people with disabilities.

- Tara Lutz, PhD, MPH, CHES. A. J. Pappanikou Center for Developmental Disabilities: Farmington, CT
- Kelly E. Ferreira, PhD. A. J. Pappanikou Center for Developmental Disabilities: Farmington, CT

Scoping Review. Physical Activity to Decrease Health Disparities for People with Intellectual Disabilities. Can Social Marketing Play a Role?

Social Marketing which draws from behavioral theory, persuasion psychology, and marketing science, can play a significant role in shaping physical activity interventions for people with intellectual disabilities which can be applied in a variety of sectors, including physical therapy and primary care. Social marketing can create tailored behavior change intervention to increase physical activity for adults with intellectual disabilities with the aim to decrease health disparities for this target population.

- Angela Makris, MPH. University of South Florida: Land O Lakes, FL

Relate to Me: Promoting Relational and Sexual Health for Adults with IDD

Collaborating with universal design researchers from the Human Development Institute at University of Kentucky, The Ohio State University Nisonger Center's Social Programs developed and piloted Relate to Me, a ten-week, group-based curriculum that promotes relational and sexual health for young adults with IDD. Relate to Me offers participants the opportunity to gain knowledge and confidence in navigating these important topics.

- Jillian Ober, MA. The Nisonger Center: Columbus, OH
- Jen D. Wong, PhD. The Nisonger Center: Columbus, OH

Service Delivery Models of School Based Speech Language Pathologists in Connecticut

This research project was completed to explore how speech language pathologists (SLPs) in schools in Connecticut provide services to their students. While IDEA states that students must be educated in the least restrictive environment, SLPs report providing pull out services the majority of the time. This research serves as a basis for exploring service delivery models, and the reason behind them, of school SLPs across the country.

- Karen Bassilakis, MA. A. J. Pappanikou Center for Developmental Disabilities: Farmington, CT
- Kelly E. Ferreira, PhD. A. J. Pappanikou Center for Developmental Disabilities: Farmington, CT

Peer Support - Mutual Learning

Peer supports has played an important role in promoting quality of life and wellness for people with mental illness and substance abuse. We believe peer supports may be valuable to a broad range of cross-disability and cross-system stakeholders and have developed a training curriculum to prepare a range of peer specialists. Particular attention will be focused on young adults in transition from school to adult life.

- Guy Caruso, PhD. Institute on Disabilities: Baden, PA

Barriers to the SLP Referral Process

Speech-Language Pathologists are known to provide intervention for children and adults with diverse abilities and diagnoses, but frequently refrain from referring for additional testing and in-depth diagnostic evaluations. This poster explains survey results about possible barriers to the SLP referral process and examines the differences between the barriers as they relate to both specific diagnoses (ASD, FASD, and ID) and as they relate to external vs. internal barriers.

- Elizabeth Cleveland, MS, CCC-SLP. Partners for Inclusive Communities: Conway, AR

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Monday 2:00-3:15pm: Group 2

2A: Advocacy & Justice

Congressional A

An Innovative Approach to Meet the Civil Legal Needs of Young Adults with Disabilities

The poster will highlight an innovative approach to meeting the civil legal needs of young adults with disabilities. The presenters will describe a multi-year collaboration among Maryland's UCEDD, a law school, and a law firm. The collaborators provide a free legal seminar and clinic for young adults with disabilities and their families. Participants execute advance directives, advance directives for mental health, and statutory powers of attorney.

- Maureen van Stone, JD, MS. Kennedy Krieger Institute: Baltimore, MD
- Mallory Finn, JD. Kennedy Krieger Institute: Baltimore, MD

Strategies for Collaborating and Engaging Parents in Becoming their own Advocates for their Children in Outpatient Mental Health Treatment

This interactive presentation includes a didactic presentation utilizing case scenarios and allow participants an opportunity to listen to parents describe their own unique experiences in the collateral groups and the advocacy strategies they have learned along the way. Additionally, role playing and guided interactive discussions allowing participants to engage in a pseudo group experience while practicing skills and gaining confidence in the use of recommended techniques and tools.

- Lina Rodas, MSW. USC, Childrens Hospital: Los Angeles, CA
- Sari Glassgold, PhD. USC, Childrens Hospital: Los Angeles, CA

Leading Change Together with our Community Advisory Councils

Community Advisory Councils (CACs) are required by the DD Act and are integral parts of UCEDDs. CAC members add value to our local, regional, state and national work in a variety of ways. Learn how to make the most of this partnership through meaningful engagement of CAC members to strengthen your UCEDD and improve connection with the disability community as a whole.

- Rhonda Eppelsheimer, MSW. Oregon Health & Science University: Portland, OR
- Yoshino, Larissa, MPH. Oregon Health & Science University: Portland, OR
- Joseph T Basey. Oregon Health & Science University: Portland, OR
- Ilka Riddle, PhD. University of Cincinnati UCE: Cincinnati, OH
- Kara Ayers, PhD. University of Cincinnati UCE: Cincinnati, OH
- Sharon Milberger, ScD. Developmental Disabilities Institute: Detroit, MI

Information is Power! Provider Profiles in PA

Based on the National Core Indicators' data, the PA UCEDD, in collaboration with the state DD agency, people with disabilities, families and providers has developed a strategy to analyze data at the provider level. These data are presented in tabular and graphic form along with provider-generated information. These data provide individuals and families with a data-based mechanism to begin the complicated process of choosing a provider.

- Celia Feinstein, MA. Institute on Disabilities: Philadelphia, PA
- James Lemanowicz, MBA. Institute on Disabilities: Philadelphia, PA

Using Radio Shows to Educate Parents and People with Disability about Community Resources

Presentation will focus on using a radio program as one form of communication and dissemination to deliver information to parents and self-advocates about services in their community.

- Raquel Quezada. Institute for Community Inclusion/Boston Children's Hospital: Boston, MA

Laws Related to Access to Services for Youths with Intellectual Disability in the Criminal Justice System

A disproportionate number of individuals with intellectual disability find themselves involved in the criminal justice system as juveniles, but only a few states have enacted laws to address the provision of appropriate services during periods of commitment or incarceration. Learn more about why strengthening data surrounding this issue is important to catalyzing the development of laws and policy that promote real change for youths with intellectual disability behind bars.

- Aniella Fignon. A. J. Papanikou Center for Developmental Disabilities: Woodbury, CT

Doing the Right Thing for the Right Reason: Building Community Collaborations to Support Crisis Intervention Team Training

The MMI UCEDD has built a coalition of individuals with disabilities and area crisis response teams to expand the Crisis Intervention Team training in Nebraska. MMI partners with Individuals with disabilities and their mentors, crisis response teams, law enforcement, and advocacy organizations to hold training sessions for law enforcement and children and youth with disabilities to learn appropriate skills during times of crisis.

- Rachel Ray, MA. Munroe-Meyer Institute of Genetics & Rehabilitation: Omaha, NE
- Dillon Denton. Munroe-Meyer Institute of Genetics & Rehabilitation: Omaha, NE

Determining Preferences for Terminology and Iconography Related to Autism

A survey was developed to gather responses from adults with autism spectrum disorder (ASD), family members of individuals with ASD, and professionals in relation to their preferences of terms and images. Survey questions asked respondents about person-first language, autism-related descriptors, and iconography.

- Kristen Godfrey. UC Davis at the MIND Institute: Orangevale, CA

Justice for Individuals with Cognitive Impairment Involved with the Criminal Justice System: Application of the Principles of Therapeutic Jurisprudence

This poster summarizes legal research conducted under a NIDILRR funded knowledge translation grant to the University of Washington. It describes the project, provides background information on the prevalence of individuals with cognitive impairment (TBI and ID) incarcerated in state correctional facilities in the United States, applies the principles of therapeutic jurisprudence to this population, and suggests alternative community-based supports in order to achieve justice for these individuals.

- Sharan Brown, JD, EdD. Center on Human Development & Disability: Seattle, WA



Monday 2:00-3:15pm: Group 2

2B: Training and Leadership 1

Congressional B

Connecting the Dots: Creating Organizational Commitment and a Purpose Driven Organization through Education & Knowledge

A common challenge of organizations is having employees understand the role of the UCEDD network and broader impact of the work that is done. In response to this, WIHD created an educational series with the goal of bridging the gap between WIHD and the greater work that is done through the AUCD network and inspiring organizational commitment by helping employees understand WIHD's purpose in connection to the association with AUCD.

- Kataliya Caiazzo, PT, MPT, MBA. Westchester Institute for Human Development: Valhalla, NY

Innovative Approaches to Interdisciplinary Training in UCEDDs

This poster is meant to: 1) Share the strategies that the UCEDD has been using to sustain the Interdisciplinary Training Program as an online model and 2) encourage discussion among other training directors, coordinators, and staff about innovative strategies to recruit, engage, retain, and effectively train a diverse pool of student-trainees, with a focus on online training and non-clinical careers.

- Laura Rodriguez Lopez, MAEd. Florida Center for Inclusive Communities: Tampa, FL

Using Fuzzy Cognitive Mapping to Initiate Trainee- and Faculty-Led Change in the Missouri LEND Activities, Policies, and Procedures

The Missouri LEND and UCEDD use an innovative evaluation methodology to develop a deep understanding of the LENDs impact. Specifically, they use fuzzy cognitive mapping (FCM) to identify trainee- and faculty-driven priorities. These priorities guide the development of didactic lectures, clinical activities, family shadowing, and clinical observations. The cognitive mapping methodology is highly participatory and fosters social learning between the multiple disciplines and perspectives represented among the trainees and faculty.

- George Gotto, PhD. Missouri UCEDD: Kansas City, MO
- Connie Brooks, PhD. Missouri LEND: Columbia, MO

Learning With and From One Another: KUCDD Joint Training Seminars

Kansas University Center for Developmental Disabilities (KUCDD) has sites in Lawrence, Parsons and at the KU Medical Center, where the Kansas LEND program resides. To support further connections between KUCDD sites, KUCDD-LEND piloted a model for quarterly joint training seminars, including state and national speakers, learner presentations, and opportunities for networking. Participants completed joint community-based observation experiences. Seminar structure, topics, satisfaction data, lessons learned, and next steps will be shared.

- Jessica Schuttler, PhD. Schiefelbusch Institute for Life Span Studies: Kansas City, KS
- Jim Thompson, PhD. Schiefelbusch Institute for Life Span Studies: Kansas City, KS

Creating Content: Emerging Leaders Creating Meaningful Products for Families and Self-Advocates

As emerging leaders, LEND family and self-advocate disciplines are uniquely placed to understand the needs of families and individuals with neurodevelopmental disabilities and create change. As part of their LEND capstone projects, these trainees created a product to provide resources and improve access to individuals in New Mexico. Supporting and mentoring all trainees is critical, but family members and self-advocates may require additional mentorship in realizing their plans.

- Alyx Medlock, MS. Center for Development & Disability: Cedar Crest, NM

Incorporating Maternal and Child Health Leadership Competencies and Objectives into LEND Trainee Curriculum

This poster presentation describes a LEND training curriculum completed at the Rose F. Kennedy Children's Evaluation and Rehabilitation Center in the 2018-2019 academic year. Curriculum was developed using the Maternal and Child Health Leadership competencies. The efficacy of the curriculum in promoting leadership competencies was assessed using an AUCD Network pre- and post- self-assessment tool.

- Mayra Alvarez, PhD. Rose F. Kennedy Center: Bronx, NY
- Kathleen McGrath, LSW. Rose F. Kennedy Center: Bronx, NY
- Elisa Muniz, MD. Rose F. Kennedy Center: Bronx, NY

Current Levels and Perceptions of ASD Knowledge Among LEND and UCEDD Trainees

Mixed-method findings reveal the current state of ASD knowledge and perceptions of the importance of ASD knowledge among professionals among LEND and UCEDD trainees (N=155). Descriptive, multivariate statistics, and thematic analyses were used to analyze data. Analyses indicated differences in ASD knowledge and perceptions regarding the importance of ASD knowledge across disciplines and geographical region. Implications and future directions for training, research, and service are discussed.

- Cassity Haverkamp. Utah State University: Logan, UT
- Rebecca Lindsey. Pullman, WA

Early Lessons Learned from Incorporating Universal Design for Learning (UDL) into the LEND Curriculum

Universal Design for Learning (UDL) is a framework designed to create teaching and learning practices that are barrier-free for all individuals. In 2019, the Georgia LEND program implemented UDL training into their curriculum. This study will examine the change in trainees' knowledge and confidence in UDL from pre-to-post- training, themes from trainees' reflections on the UDL process, and early lessons learned from incorporating UDL into the LEND program.

- Stephanie Baumann, MS, MA. Center for Leadership in Disability at Georgia State University: Atlanta, GA
- Emily Graybill, PhD. Center for Leadership in Disability at Georgia State University: Atlanta, GA
- Mark Crenshaw, MTS. Center for Leadership in Disability at Georgia State University: Atlanta, GA
- Daniel Crimmins, PhD. Center for Leadership in Disability at Georgia State University: Atlanta, GA





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Including People with Disabilities in LEND Programs

Based on MCHBs last grant cycle, it was highly encouraged that LEND Programs increase the inclusion of people with disabilities as faculty, trainees, and in various other capacities within the programs. As a Va-LEND trainee with a disability, I know that including people with disabilities in the program is imperative. Come see how various LENDs are including people with disabilities and the benefits it has for everyone involved!

- Alexis Nichols. Partnership for People with Disabilities: Chesterfield, VA

Learning Beyond the Clinic: Obtaining a Comprehensive Education on Developmental Disabilities in an Interprofessional Setting at the Vanderbilt Kennedy Center

This poster will provide an overview of an educational project undertaken as part of a developmental pediatrician's fellowship training at the Vanderbilt Kennedy Center. This project focuses on how collaboration on an initial project as part of the Special Olympics has opened other new learning opportunities that go outside of what is typically received during medical training to create a more comprehensive view of health.

- Katelyn Neely, MD. Vanderbilt University: Nashville, TN
- Evon Batey Lee, PhD. Vanderbilt University: , Nashville, TN
- Elise McMillan, JD. Vanderbilt University: , Nashville, TN

LEND Disability Policy Specialists: A Five Agency Collaboration to Develop People with Disabilities into Professional Policy Advocates

The NE LEND is partnering with four other disability agencies to recruit, train, and mentor four individuals with various disabilities to complete a long-term traineeship focusing on MCH leadership and policy advocacy competencies. Trainees receive training while maintaining a weekly presence at our state capitol. Trainees meet with Senators/staff, conduct web-based interviews of elected officials, write/deliver testimony and assist other self-advocates in advocacy.

- Kellie Ellerbusch. Munroe-Meyer Institute of Genetics & Rehabilitation: Omaha, NE
- Mary Angus, MSW. Munroe-Meyer Institute of Genetics & Rehabilitation: Omaha, NE

LEND Trainee Role in Developing and Utilizing Treatment Integrity Procedures to Incorporate Student Volunteers into an Intensive ABA Clinic

A cohort of four LEND Trainees effectively trained and utilized undergraduate students in an intensive autism treatment clinic using the principles of Applied Behavior Analysis (ABA). Through the development of specific treatment integrity procedures, these trainees have introduced novice students to the field of ABA, preparing them to work with young children diagnosed with Autism Spectrum Disorder in an evidence-based and safe environment for both the students and the clients.

- Susannah Poe, EdD. Center for Excellence in Disabilities: Fairmont, WV
- Kaitlin Lillard. Center for Excellence in Disabilities: Morgantown, WV
- Lydia Wolfe. Center for Excellence in Disabilities: Morgantown, WV
- Shelby King. Center for Excellence in Disabilities: Morgantown, WV
- Kacey Finch. Center for Excellence in Disabilities: Morgantown, WV

Sustaining Diversity in the Alaska LEND Program: Recruiting Self-Advocate Faculty from Rural Alaska

This presentation will address strategies to broaden diversity in the Alaska LEND Program. The experiences with engaging a self-advocate faculty member from a rural Alaska community will be addressed. The expertise and perspectives of the faculty member as well as her contributions to curriculum planning, interdisciplinary seminar discussions, mentoring Fellows and outreach and recruitment will be highlighted.

- Virginia Miller, DrPH, MS, MPH. Center for Human Development: Anchorage, AK
- Karen Ward, EdD. Center for Human Development: Anchorage, AK

Not Your Standard Patient

Session highlights the Not Your Standard Patient simulation experience created by the WVU Center for Excellence in Disabilities (CED) and the WVU School of Medicine. This experience consists of a lecture, simulated disability related cases, and personal experience discussions with a panel of professionals and individuals with disabilities. The creation, structure, and implementation of the simulation experience will be presented, as well as data from the first two experiences.

- Courtney Lanham, MSW. Center for Excellence in Disabilities: Morgantown, WV
- Lesley Cottrell, PhD. Center for Excellence in Disabilities: Morgantown, WV
- Diane Williams, MSW. Center for Excellence in Disabilities: Morgantown, WV



Monday 2:00-3:15pm: Group 2

2C: Health, Wellness, Recreation & Related Topics 2

Congressional C

ArtAbilities: Honoring Abilities of Students in Special Education through the Arts

The ArtAbilities program created through a partnership between the Mailman Center and the Miami-Dade Public Schools' Art Department to highlight the artistic abilities of children who are often singled out for their limitations. This poster will feature some of the artworks created by students with disabilities as well as photos from the exhibition and award ceremony. We will share how we are expanding leadership opportunities for these talented young artists.

- Roselyne Antao. Mailman Center for Child Development: Miami, FL
- Michelle Schladant, PhD. Mailman Center for Child Development: Miami, FL

Loneliness in People with Spinal Cord Injury

The presenter will discuss the importance of understanding and addressing loneliness in people with spinal cord injury (SCI). The presentation will review findings from a national survey study of 132 men and 86 women with SCI, the first study to include the full-length UCLA Loneliness Scale. The discussion of findings will focus on the relation of loneliness to gender, injury level, income, relationship status, and employment.

- Rosemary B. Hughes, PhD. University of Montana: Missoula, MT

Community Inclusion, Friendship, and Loneliness in Oregon: Findings from the National Core Indicators Survey

This poster will present data from the National Core Indicators survey. The author will present Oregon findings compared to national norms and other states, as well as identify differences in key indicators associated with residence type, support level, employment and health status, and more.

- Alice Miller, MSW, MPH. University Center for Excellence in Developmental Disabilities at OHSU: Portland, OR

Stoplight Healthy Living- Translating Research Into Practice

Stoplight Healthy Living is a research-based intervention targeting community-dwelling adults with IDD. Six engage the participants in hands-on activities to learn about and practice healthy eating and increased physical activity. Participants learn about dietary choices based on the Stoplight Diet. This program has implications for promoting health and research, practice, and policy on health supports.

- Kim Bruns, MEd. Schiefelbusch Institute for Life Span Studies: Lawrence, KS

Effectiveness of a Physical Activity Intervention on West Virginia Student Participants with Reported Special Health Care Needs

In this poster, we review findings from the Activate! research project. This project was designed to increase physical activity among children (10-17 years) through the public school and home settings. Findings support use of the Activate! curricula for children with special health care needs in these settings using cost-effective strategies.

- Lesley Cottrell, PhD. Center for Excellence in Disabilities: Morgantown, WV
- Sue Workman, CRRP: Center for Excellence in Disabilities: Morgantown, WV

Does Area Median Income Predict Physical Activity among U.S. Adults with Intellectual and Developmental Disabilities?

Using in-person survey data collected from 36 US states in 2017-2018, we examined the relationship between area median income and physical activity among adults with intellectual and developmental disabilities. We found that area median income can predict physical activity in our model after controlling for factors such as census region, personal characteristics and disability diagnoses, residence type, mobility status, and health status.

- Henan Li, PhD, MS. Human Services Research Institute: Cambridge, MA
- Eric Lam, MPH. Human Services Research Institute: Cambridge, MA

A Sense of Belonging: Examples of Inclusive Recreation in Iowa

Inclusive recreation creates opportunities for people with disabilities to participate in recreation opportunities alongside their peers without disabilities, with accommodations as needed. Iowa's UCEDD sponsored mini-grants to community-based organizations to promote inclusive and sustainable recreation programs. This poster will share stories of the selected projects and how each is building a culture of respect and appreciation for people with disabilities as valuable members of their communities.

- Anne Crotty, MPH. Center for Disabilities and Development: Iowa City, IA
- Tammie Amsbaugh. Center for Disabilities and Development: Iowa City, IA
- Derrick Willis, MPA. Center for Disabilities and Development: Iowa City, IA

Inclusion for People with Disabilities in Parks and Recreation Programs

The ADA has been in place for almost 30 years and though there are many benefits to the inclusion of people with disabilities in recreation, it is still not as widespread and prevalent as it could be. This research looked at the current landscape of inclusion practices in parks and recreation programs throughout the state of Connecticut and some of the factors effecting inclusion.

- Tom Cosker, MBA, MEd. A. J. Pappanikou Center for Developmental Disabilities: Farmington, CT

An Updated Look at Girls Night Out: A Social Skills Group for Females with and Without Autism/Related Disabilities

Girls Night Out (GNO) is a social skills and self-care program designed to address the unique needs of adolescent females with ASD and other related disabilities with the goal of improving social-emotional health. GNO incorporates empirically based strategies and collects data on program outcomes resulting in a meaningful and socially valid intervention for participants. GNO incorporates typically developing peers, providing socially valid cues and reinforcement for use of skills.

- Viviana Desmoineaux, MA. Schiefelbusch Institute for Life Span Studies: Kansas City, MO
- Toni Curry, EdS. Schiefelbusch Institute for Life Span Studies: Kansas City, MO
- Jessie Fox, MA. Schiefelbusch Institute for Life Span Studies: Kansas City, MO
- Candace Cunningham. Schiefelbusch Institute for Life Span Studies: Kansas City, MO

Bridging the Gap Between Medical and Spiritual Care for Families of Children with Disabilities

As the practice of spiritual care continues to grow in clinical settings, the question arises: How much do medical providers know about the uses and benefits of clinical spiritual care? This presentation explores the results of a pilot study aimed at answering that question for medical providers working with children and families in the IDD community.

- Kate Peterson, MTS. JFK Partners/University of Colorado Health Sciences Center: Denver, CO

A Survey of Participation of Children with Disabilities in Aquatic Programs Across the United States

This poster will discuss a study that examined current participation rates of children with disabilities in aquatic programs across the United States. Characteristics differentiating low and high inclusion programs are explored, alongside organization's perceived barriers to increasing participation by children with disabilities. Findings contribute to a better understanding of organizational factors contributing to disability inclusion in aquatic programs. Implications for program development and future research will be presented.

- Bridgette Schram, MS. Center for Leadership in Disability at Georgia State University: Atlanta, GA

Engaging Disability Provider Organizations in Development of an Inclusive Wellness Program

Disability provider organizations currently face problems with workforce recruitment and retention. Inadequate wages and high rates of job-related stress for direct support professionals can contribute to high turnover rates. Workplace wellness programs can increase staff health status and job satisfaction when offered as a benefit. This project engaged Ohio provider organization staff to create an inclusive workplace wellness program that responds directly to the needs of disability providers.

- Ann C. Robinson. The Nisonger Center: Columbus, OH

LEND Family Advocacy Discipline connects Project SEARCH to Wellness

This poster will review the development of the LEND Family Advocacy Clinical Experience at the University of Rochester Medical Center. The content of the poster will highlight the partnership that was formed with 5 Project SEARCH programs in the Rochester, NY area, and the experiences' focus on wellness. Initial results prove the program had positive wellness related outcomes for young adults with disabilities as they transition into employment.

- Carrie Burkin. Strong Center for Developmental Disabilities: Rochester, NY
- Kaitlyn Richardson. Strong Center for Developmental Disabilities: Rochester, NY

The Efficacy of Yoga as an Intervention in Children With Disability: A Systematic Review

As yoga has been commonly used as an adjunct intervention to traditional therapies, there has yet to be a systematic review of Level I Evidence regarding the impacts of yoga on children with or without disability or special medical need. This poster session serves to outline outcome measures, populations, and the impacts yoga has had on children with or without disability.

- Stephanie Prinsen. Center for Disabilities: Sioux Falls, SD

Karaoke for All: Singing the Night Away Together Enhancing Relationships and Participation

RFK UCEDD and Einstein Buddies' collaborative partnership with individuals/families with disabilities, therapists and medical students created a fun, exciting Karaoke Night for all. The night enhanced participation of people of varied ages and abilities to sing, dance and enjoy the camaraderie of being together. Participation programs like this one improves relationships, knowledge and comfort with disability leading to change and inclusion for all.

- Elizabeth Ridgway, OTD, OTR. Rose F. Kennedy Center: Bronx, NY
- Carol Terilli, PT, DPT. Rose F. Kennedy Center: Bronx, NY
- Heather A. Archer-Dyer, MPH, CHES. Rose F. Kennedy Center: Bronx, NY
- Daniela Feingold. Rose F. Kennedy Center: Bronx, NY
- Irene Chern. Rose F. Kennedy Center: Bronx, NY
- Bryn Selter, MS. Rose F. Kennedy Center: Bronx, NY

Monday 3:30-4:45pm: Group 3

3A: Training and Leadership 2

Congressional A

Wisconsin's Community of Practice on Autism Spectrum Disorders and other Developmental Disabilities -- Leading Change Together for Over 10 Years

The Community of Practice on Autism Spectrum Disorders and other Developmental Disabilities (ASD/DD) formed in 2008 through a collaborative state systems grant to improve services for children with ASD/DD in Wisconsin. Long after that project funding ended, the Community of Practice on ASD/DD continues to be an active, growing and vibrant group of ASD/DD stakeholders who meet three times a year. Come find out how we're doing it!

- Anne Harris, PhD, MPH, RD. Waisman Center: Madison, WI

Collaborating for Change: NH-ME Lend/New Mainers Public Health Initiative (NMPHI)-An Interagency Parent Advocacy and Information Project

Lewiston, Maine is a secondary resettlement area for refugees from Somalia. This poster describes a collaboration between NH-ME LEND Program and New Mainers Public Health Initiative leading to the development, delivery and evaluation of parent advocacy training (emphasizing Individualized Education Programs and advocacy within the K-12 system) for parents with children on the autism spectrum. Two NH-ME LEND trainees gained culturally competent training experience working with the Somali population.

- Marnie Morneault, MEd. The University of Maine, Center for Community Inclusion: Augusta, ME
- Hibo Omer, MPH. The University of Maine, Center for Community Inclusion: Augusta, ME

Supports for Transition Age Youth with ASD and their Families-Developed in Partnership with LEND Trainees

Transitioning Together, a nationally recognized intervention for transition-aged youth with ASD and their families, is implemented across the country in agencies serving individuals with ASD. This talk features the work of two clinics who have collaborated to train, study, and provide interventions in partnership with LEND trainees. Benefits of the clinic, research, trainee partnerships are discussed, as well as lessons learned partnering with LEND trainees to implement research-based interventions.

- Rebekah Hudock, PhD. Institute on Community Integration: Minneapolis, MN
- Katherine Szidon, MS. Waisman Center: Madison, WI

Northeast Regional LEND Programs Partner to Address Neonatal Abstinence Syndrome and the Opioid Crisis

New England has among the highest incidence of Neonatal Abstinence Syndrome (NAS) in the US. This poster describes a regional collaborative conference co-hosted by LEND programs in the Northeastern US. The LEND network is uniquely positioned to provide high quality interprofessional training to address opioid and substance use disorders and promote optimal developmental outcomes for infants diagnosed with NAS.

- Betsy Humphreys, PhD. Institute on Disability: Durham, NH





Methodology for the Development of Leadership Curriculum in Early Intervention

The purpose of this project is to identify knowledge, skills, and competencies for IDEA Part C/619 state administrators on leadership. Think tanks were used to collect raw data from state coordinators which was then refined into a list of competencies, which will be the basis for the development of a state administrator leadership curriculum.

- Mary Beth Bruder, PhD. A. J. Pappanikou Center for Developmental Disabilities: Farmington, CT

Training Front Desk and Support Staff in Behavior and ASD: CARES

Child Adult Relationship Enhancement (CARE) is a program for training adults in relationship building and behavior management strategies to use with children. This program was modified to include education in symptoms of ASD/DD, and was provided to front desk and support staff at a specialty ASD/DD center. An overview of the training workshop will be provided, as well as satisfaction survey data.

- Leni Swails, PhD. Schiefelbusch Institute for Life Span Studies: Kansas City, KS

Best Practices for Working with Individuals on the Autism Spectrum and Their Families in a Library Setting

The UAB Regional Autism Network provides free training related to caring for individuals with Autism Spectrum Disorder (ASD). These trainings present evidence-based intervention strategies to caregivers and providers. A specific need for trainings aimed at community partners has been identified. UAB RAN is joining with the Alabama Public Library system to provide guidance and instruction on how to more effectively meet the needs of their patrons that have ASD.

- Richard Rector, PhD. UAB Regional Autism Network: Birmingham, AL

Developing an Integrated and Interdisciplinary Understanding of Neurodevelopmental Disorders Through an Autism Diagnostic Lens

Our presentation is about a collaboration between the University of Nevada, Reno Center for Autism and Neurodevelopment (UCAN), Washoe County School District, and Nevada Early Intervention Services utilizing the Autism Diagnostic Observation Scale (ADOS-2). This partnership has focused on developing guidelines for assessment of autism for educational and early intervention settings.

- Jan Marson, OTD. Nevada Center for Excellence in Disabilities: Reno, NV
- Melissa McGovern, MS. Nevada Center for Excellence in Disabilities: Reno, NV
- Gwynne Partos, MA. Nevada Center for Excellence in Disabilities: Reno, NV
- Linde Pirtle, EdS. Nevada Center for Excellence in Disabilities: Reno, NV

Addressing Health Disparities for Individuals with Disabilities through Healthcare Provider Training

This poster presents an overview of a healthcare provider training model designed to reduce health disparities for individuals with disabilities through didactic and clinical training of current and future healthcare providers. Over the course of a 20-year partnership between the University of Iowa and the Iowa Department of Public Health, this initiative has reached thousands of students and practitioners of many healthcare disciplines throughout the state.

- Matthew O'Brien, PhD. Center for Disabilities and Development: Iowa City, IA
- Michael Hoenig, MA. Center for Disabilities and Development: Iowa City, IA

Building an Interactive, Individualized Leadership Project Curriculum for LEND Trainees

We describe a newly developed curriculum for LEND trainees to assist in development of capstone projects. The curriculum includes strategies for collaborative project development that capitalizes on the diverse expertise and research experience across LEND trainees. We will present an overview of the modular curriculum that includes topics and activities related to evaluating research methods, study design, research ethics, data collection, management, analysis and interpretation and dissemination of results.

- Aubyn Stahmer, PhD. UC Davis MIND Institute: Sacramento, CA





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Community

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A diverse community of trainees and early career professionals dedicated to making a difference for people with disabilities throughout the world. Learn, connect, get involved, and grow with us!

Monday 3:30-4:45pm: Group 3

3B: Diversity Topics

Congressional B

Supporting Transgender Patients with Neurodevelopmental Disabilities

This poster presentation will share the results of a LEND research project aimed to improve medical and mental health care experiences for transgender patients with neurodevelopmental disabilities. Specifically, this presentation will highlight the researchers' efforts to understand gender identity data collected in the electronic medical record, the prevalence of gender variance among patients with neurodevelopmental disabilities, and comfort and knowledge levels among care providers working with this unique population.

- Sarah Girresch-Ward, PhD. Schiefelbusch Institute for Life Span Studies: Kansas City, KS
- Levi Baker, MSW. Schiefelbusch Institute for Life Span Studies: Kansas City, KS
- Rene Jamison, PhD. Schiefelbusch Institute for Life Span Studies: Kansas City, KS

Family Mentor Partner (FMP) Program: Culturally Responsive Strategies to Building Resilience and Support for Chinese and Latino Families

The FMP program is led by and for Chinese and Latino families who are experiencing barriers accessing developmental disabilities (DD) services in California. FMP addresses the cultural values and linguistic needs of families while preparing them to establish goals, identify community supports, and navigate the DD system. We will describe the cultural adaptation and use of the Charting the LifeCourse Framework and stress and resilience strategies to support families.

- Olivia Raynor, PhD. Tarjan Center UCLA: Los Angeles, CA
- Vanda Yung, MSW. Chinese Parent Association: Los Angeles, CA

A Bilingual Webpage Resource for Diverse Rural Families in the NICU

ArizonaLEND trainees collaborated with Flagstaff Medical Center's Special Care Nursery in order to create an accessible webpage with bilingual resources (English and Spanish) for culturally and linguistically diverse, rural families in the geographic region. The bilingual webpage provides: logistical information specific to the region (lodging, child-care, and transportation); resources to address the family's personal experiences during and after their infant's hospitalization; and glossary terms in English and Spanish.

- Megan Trout, MS. The University of Arizona LEND: Flagstaff, AZ

Changing the Way we Reach and Support Latino/Hispanic Families Having Children with Disabilities

Families of children from minority populations experience health disparities. Information from the Family Care Enhancement Project - which places Family Navigators in clinic locations across the state of Nebraska to connect families to Early Intervention programs, medical and educational services and connect them to community resources. Learn about common referrals made to community resources across Hispanic; non-Hispanic, non-white; and white populations. Strategies used to overcome common barriers.

- Jessica Gutierrez. Munroe-Meyer Institute of Genetics & Rehabilitation: Omaha, NE
- Tinisha Poitier. Munroe-Meyer Institute of Genetics & Rehabilitation: Omaha, NE

Assessing Cultural and Linguistic Competency of a Disability Organization

This project is intended to inform organizational efforts to enhance cultural and linguistic competency by identifying strengths and areas for growth to reduce health disparities and promote health equity for individuals with I/DD and their families through an assessment that includes staff, interns, volunteers, board members and community stakeholders. The results have helped to inform strategic efforts to advance a culturally and linguistically competent organization.

- Jenean Castillo, PhD. Westchester Institute for Human Development: Valhalla, NY
- Jade Bedell, MHA. Westchester Institute for Human Development: Valhalla, NY

Promotores de Salud: Perceptions about Cultural Appropriateness and Usefulness of the 'Autism Promotor Manual'

This project allowed collaboration between medical providers and Latino community members (Promotores) in Cincinnati, Ohio to increase awareness of early identification signs of Autism Spectrum Disorder using the "Autism Promotor Manual." Promotores provided feedback regarding the cultural appropriateness of training materials via a focus group for further adaptation of the training curriculum.

- Molly Sawyer, MEd. University of Cincinnati UCE: Cincinnati, OH

Advocating for Student Access on WVU Campus

People with disabilities have a difficult time when starting college due to the lack of accessibility doors, ramps, and awareness. Therefore, a student-based approach to minimize these challenges is necessary. During this fellowship, I visited colleges within West Virginia University and pointed out the needs of people with disabilities on campus. I would like to present my experience and encourage others to adopt similar programs to make universities more accessible.

- Mustafa Rfat, MSW/MPA. Center for Excellence in Disabilities: Morgantown, WV

Infusing Cultural Competence Training into Disability Leadership Programs: Perceptions and Recommendations

Cultural competence training has become an increasingly recommended component of workforce development. The current study examines data from a national survey of interdisciplinary trainees and faculty from a year-long graduate-level leadership program. The results suggested that the leadership program included a range of cultural competence content and instructional methods, and that participants desired more content than they received.

- Emily Graybill, PhD, NCSP. Center for Leadership in Disability at Georgia State University: Atlanta, GA
- Brian Barger, PhD. Center for Leadership in Disability at Georgia State University: Atlanta, GA
- Daniel Crimmins, PhD. Center for Leadership in Disability at Georgia State University: Atlanta, GA

Partnership of NH-ME LEND and New Mainers Public Health Initiative to Offer Training Experiences with Culturally and Linguistically Diverse Populations

With support from a Focused Assistance to Support Training Project (FAST) grant, the NH-ME LEND partnered with New Mainers Public Health Initiative (NMPHI) in Lewiston, Maine, to build the LEND's capacity to offer training or fieldwork experiences with culturally and linguistically diverse populations. Lewiston is Maine's second largest city and a secondary resettlement area for Somali refugees. NMPHI served as a translator for and cultural broker with the Somali families.

- Susan Russell, MS. Mary Hitchcock Memorial Hospital: Orono, ME
- Betsy Humphreys, PhD. Institute on Disability: Durham, NH

Integrating Best Practices of Cultural Diversity and Linguistic Accessibility into an Employment Training Program for Young People with Disabilities

Utilizing technical assistance through the AUCD "Embedding Cultural Diversity and Cultural and Linguistic Competence (CLC)" project, the Sonoran UCEDD evaluated Project SEARCH Arizona curricula to assess current practices and identify areas needing development to improve CLC of the program. A multi-level plan addressing CLC training, curricula, practice and policy across all Project SEARCH Arizona stakeholders was developed. Plan implementation and process utilization for other Sonoran UCEDD programming will be discussed.

- Jacy Farkas, MA. Sonoran UCEDD: Tucson, AZ
- Graciela 'Zonnie' Olivas, AS. Sonoran UCEDD: Tucson, AZ

Conducting an Organizational Assessment of Diversity and Inclusion

The Strong Center for Developmental Disabilities (SCDD) is conducting an assessment to provide analysis on the degree to which SCDD is addressing the preferences and needs of culturally and linguistically diverse populations, in addition to better understanding the workplace culture and environment as it relates to diversity and inclusion.

- Jennifer Ward, MS. University of Rochester: Rochester, NY

Single Parent Household: Parental Impression of Cultural Competence in an Ethnically Diverse UCEDD Center

This study assessed perceptions of staff cultural sensitivity in 31 families who attended a workshop in an urban/ethnically diverse center that serves individuals with developmental disabilities. The study focused on a vulnerable group, single parent households. We found that the majority of parents understood medical explanations and trusted their providers. In order to build a culturally competent workforce, more understanding of cultural context of the target community is needed.

- Diana Rodriguez, LMSW. Rose F. Kennedy Center / Montefiore Medical Center: Bronx, NY
- Maria Valicenti-McDermott, MD. Rose F. Kennedy Center: Bronx, NY
- Mayra Alvarez, PhD. Rose F. Kennedy Center: Bronx, NY
- Rosa Seijo, MD. Rose F. Kennedy Center: Bronx, NY

Special Education Training and Development for Spanish Speaking Parents/Families

A training was developed to offer support and resources to Spanish speaking families with children with ASD. This population continues to grow and families face many challenges including timely diagnosis, access and services. Through small group training facilitated by bilingual and bicultural trainers, Spanish speaking participants learned strategies and gained resources to actively participate in their child's educational program and other activities that promote healthy and meaningful lives.

- Luarben Bencosme, MEd. Westchester Institute for Human Development: Valhalla, NY
- Mariela Adams, MS. Parent to Parent of NYS: Valhalla, NY
- Naomi Brickel, MSED. Westchester Institute for Human Development: Valhalla, NY

Embedding Cultural Diversity and Cultural and Linguistic Competence
A Guide for UCEDD Curricula and Training Activities

This website has dozens of vetted resources to help your center/program embed widely accepted CLC policies, structures, and practices across core functions – with a focus on unserved and underserved communities.

uceddCLCtraining.org

Monday 3:30-4:45pm: Group 3

3C: Clinical Service, Epidemiology, Early Intervention

Congressional C

Diagnoses and Interventions Related to Auditory Processing Disorder and Parent/Provider Perceptions

Auditory Processing Disorder is a challenging diagnosis for parents and providers to understand and evaluate due to overlap with other disorders such as speech, language, attention and cognitive deficits. Due to this longstanding controversy, treatments for APD have not been proven to be effective. In this presentation, we will describe multidisciplinary diagnostic results for a group of children with listening difficulties who were evaluated for APD.

- Lisa Hunter, PhD. University of Cincinnati UCE: Cincinnati, OH

Examining the Opioid Crisis in the Utah Regional LEND States: A Survey-Based Assessment Addressing Family Needs and Developmental Effects

This project addressed current needs, supports, and barriers of families affected by prenatal opioid use and/or misuse in the Utah Regional LEND states. Taking an interdisciplinary team approach, LEND trainees surveyed or interviewed providers, social workers, and community members. Several content themes emerged, including that direct clinic/provider-based intervention is perceived as most helpful for affected families, yet several financial, geographic, and knowledge barriers continue to restrict access to services.

- Ethan Dahl, PhD. Wyoming Institute for Disabilities: Laramie, WY
- Canyon Hardesty, MS, CHES. Wyoming Institute for Disabilities: Laramie, WY

Factors that Predict Outpatient Follow-up and Discharge Summary Receipt Post-hospitalization in Adults with Intellectual and/or Developmental Disabilities

This study examines the transition of care of adults with IDD from the hospital to the appropriate outpatient facility. It specifically evaluates if any factors (e.g., demographics, housing situation, level of disability, etc.) that predict the time it takes for an individual to follow up with the appropriate outpatient provider and whether or not the discharge summary was available to effectively inform the provider of the hospitalization course.

- Jason Xenakis, MD, MPH. Westchester Institute for Human Development: Valhalla, NY

Improving the Care of Young Children with Gender Nonconforming Behaviors and Preferences

Primary care and developmental behavioral pediatric providers are often the first professionals with whom young gender nonconforming children and their families discuss their concerns about their emerging gender identity. It is important, therefore, that providers be knowledgeable about the conflicts and choices that are typical of these children and their families so that they are better able to guide them appropriately.

- Marie Reilly, MD. Institute for Community Inclusion/Boston Children's Hospital: Boston, MA

Using Social Cognitive and Narrative Curriculum to Improve Outcomes for Individuals Who Stutter

Children/adolescents who stutter and have concomitant social cognitive and language impairments present a unique challenge to therapeutic intervention. These differences require therapists to think outside the box and employ a variety of intervention strategies to accommodate individual differences. This presentation will address how the use of a social cognitive intervention and the development of narrative skills can help optimize treatment outcomes for individuals who stutter.

- Risa Battino, MSLP. Rose F. Kennedy Center: New York, NY

Screening of Behavioral Sleep Problems and Sleep Disordered Breathing in a Pediatric Population

This poster presentation describes a pilot study conducted among pediatric patients at the Rose F. Kennedy Children's Evaluation and Rehabilitation Center at Albert Einstein College of Medicine. Children receiving speech evaluations and/or speech-language therapy were screened for behavioral sleep problems and sleep disordered breathing. Final findings and suggestions for future research are discussed.

- Karen Bonuck, PhD. Rose F. Kennedy Center: Bronx, NY
- Akilah Collins Anderson, MPH. Rose F. Kennedy Center: Bronx, NY
- Kathleen McGrath, MSS, LSW. Rose F. Kennedy Center: Bronx, NY
- Ida Barresi, MA CCC-SLP. Rose F. Kennedy Center: Bronx, NY
- Risa Battino, MS CCC-SLP. Rose F. Kennedy Center: Bronx, NY

Everyone Learns, Everyone Teaches: Orientation to the ECHO Model

Interdisciplinary teams are critical to the success of individuals with special health care and educational needs, however specialty training and ongoing support is rarely available in rural communities. This session will describe the work of two national training sites, located in Alaska and Wyoming. Participants will receive an in-depth orientation to the ECHO model and develop action items to support replication in their local communities.

- Canyon Hardesty, MS. Wyoming Institute for Disabilities: Laramie, WY
- Meghan Clark, MBA. Center for Human Development: Anchorage, AK
- Wendy Warren. Wyoming Institute for Disabilities: Laramie, WY
- Danielle Reed, MBA. Center for Human Development: Anchorage, AK

Health and Other Disparities for Children and Youth With Special Health Care Needs in New Mexico

Data from the National Survey of Children's Health was used to identify Children and Youth with Special Health Care Needs (CYSHCN) in New Mexico. The presentation presents disparities faced by CYSHCN based on social determinants. Low household income, minority racial status, living in a rural area, and speaking a language other than English at home are correlated with CYSHCN. CYSHCN are also more likely to have multiple adverse childhood experiences.

- Heidi Fredine, MPH. Center for Development & Disability: Albuquerque, NM



Jump Start Early Childhood Consultation: Capacity Building Through Partnerships

Jump Start ECC supports social/emotional development in early education settings by increasing providers' capacity to address challenges that place particular children at risk for expulsion. Based on the Infant/Early Childhood Mental Health Consultation model, JSECC incorporates the tenets of solid program infrastructure, highly-qualified mental health consultants, and high-quality services. By providing program-focused, classroom-focused, and child-focused consultations, JSECC aims to capacitate early learning providers to reduce expulsion and build inclusive classrooms.

- Ellen Kolomeyer, PhD. Mailman Center for Child Development: Miami, FL
- Ruby Natale, PhD, PsyD. Mailman Center for Child Development: Miami, FL
- Ana Robleto, MPH, MEd, MEd. Mailman Center for Child Development: Miami, FL
- Maite Schenker, PhD. Mailman Center for Child Development: Miami, FL
- Rachel Spector, MSW. Mailman Center for Child Development: Miami, FL

The Oklahoma Early Access Project: A Retrospective Analysis on the Impact of Capacity Building Efforts for Developmental Monitoring and Screening.

Over the past 8 years, the Oklahoma Early Access project has worked to build capacity for developmental monitoring and screening across the state through partnerships with existing agencies and organizations serving young children. This presentation presents quantitative and qualitative data on the experiences and impact of the network of Community Screening Partners we have trained and supported across Oklahoma, including lessons learned and suggestions for similar initiative in other states.

- Seth Kastner. University of Oklahoma Health Sciences Center: Oklahoma City, OK
- Bonnie McBride, PhD, LTSAE State Ambassador. Center for Learning and Leadership: Oklahoma City, OK

Using Implementation Science to Translate Assistive Technology Research into Sustainable Practice for Early Literacy Development

Step Up AT for Early Literacy is a professional development toolkit promoting the adoption of assistive technology (AT) strategies in the early childhood setting for children with disabilities. This poster presentation will highlight how we are (a) using RE-AIM implementation science framework to translate our work from research to practice (b) building community partnerships as a plan for sustainable dissemination of the AT toolkit.

- Ruby Natale, PhD, PsyD. Mailman Center for Child Development: Miami, FL
- Michelle Schladant, PhD, ATP. Mailman Center for Child Development: Miami, FL
- Christina Sudduth, MPH. Mailman Center for Child Development: Miami, FL

Improving Family Centeredness Together: Engaging New York City Spanish- and Mandarin-speaking Early Intervention Stakeholders in Quality Improvement

Improving Family Centeredness Together is a collaboration between New York State Department of Health and three UCEDDs to improve the family centeredness of Early Intervention (EI) in New York. This poster will share how one UCEDD is supporting teams of Spanish- and Mandarin-speaking EI families and professionals to plan, implement, and evaluate quality improvement projects that highlight the need for engagement between EI programs and culturally and linguistically diverse communities.

- Emma Brezel, MBE. Rose F. Kennedy Center: Bronx, NY



Assessing the Feasibility and Impact of the CDC's 'Learn the Signs, Act Early' Program in an Early Head Start Setting.

The CDC's Learn the Signs. Act Early program aims to improve early identification of children with developmental disabilities by developing high-quality, evidence-based materials to promote and facilitate developmental monitoring among parents of children from birth to age five. The Early Head Start program serves this target audience by providing comprehensive developmental support to low-income infants, toddlers, and families. This study examines the feasibility of a partnership between these two programs.

- Jenni Koehler. Civitan International Research Center: Birmingham, AL
- Lizzie Griffith. Civitan International Research Center: Birmingham, AL

Children with Disabilities Tend to Stay in a Highly-resourced Early Head Start/Head Start Program Longer than Children Without Disabilities

We measured the rate at which children from birth to kindergarten-age exit from 21 Educare schools. These are highly resourced Early Head Start/Head Start programs targeting children at risk, especially children from poor families. About 10% of the children have a disability. Children with a disability tended to stay in the program longer, especially when enrolled in Early Head Start.

- Alan Cobo-Lewis, PhD. The University of Maine, Center for Community Inclusion: Orono, ME

iCON: Inclusive Child Outcomes Network

The focus of iCON is to create a network of early childhood providers that can contribute to the inclusivity of services within a child care setting. This includes creating a common vocabulary between child care staff and Early Intervention providers, understanding Early Intervention techniques within the CLASS observational scale framework and implementing Mentor Coaching strategies. Information includes video vignettes and partner activities to solidify iCON information.

- Ashley Steele, MEd. LSUHSC-New Orleans: New Orleans, LA
- Katie Rambeau, MEd. LSUHSC-New Orleans: New Orleans, LA

Tuesday 10:30-11:45am: Group 4

4A: Technology

Congressional A

Developing and Evaluating a Multimedia Technology Approach to Surveying Individuals with Cognitive Impairment to Promote Person Centered Practice

WIHD developed Multimedia Technology to promote person centered practice. This presentation will highlight a web based survey platform that allows for the development of custom surveys with multimedia to ensure cognitive accessibility. A multimedia platform allows the use of text, pictures/images, video, and sound to improve comprehensibility of content, allowing users to respond to surveys more independently by using touch screen technology and a user interface to promote self-report.

- Izel Obermeyer, MS. Westchester Institute for Human Development: Valhalla, NY
- Patricia Patrick, PhD. Westchester Institute for Human Development: Valhalla, NY
- Brendan Klein. Westchester Institute for Human Development: Valhalla, NY

Communicating Through the Oklahoma UCEDD Website: Building a Website through Collaboration, Community Feedback, and Principles of Universal Design

In this poster presentation, we will explore the process of updating our website in response to feedback from community and academic partners to reflect the diversity of our organization and community we serve. We looked to ideas of universal design and our founding principle of working in partnership with diverse self-advocates, family members, and professionals to find inclusive and welcoming ways to communicate with multiple audiences.

- Angela Harnden, PhD. Center for Learning and Leadership: Oklahoma City, OK
- Wanda Felty. Center for Learning and Leadership: Oklahoma City, OK
- Valerie Williams, PhD. Center for Learning and Leadership: Oklahoma City, OK
- Ellen Bannister, MA. Center for Learning and Leadership: Oklahoma City, OK

Assessing Internet Safety Risks among Youth with Intellectual and Developmental Disabilities

This poster presentation highlights parent perspectives on internet safety among youth with intellectual and/or developmental disabilities. A survey tool adapted from the Eurobarometer 250 "Safe Internet Use" survey was administered to parents at the Rose F. Kennedy Children's Evaluation and Rehabilitation Center at Albert Einstein College of Medicine. Questions addressed internet safety, parental regulation of technology use, and desire for internet safety training in the community.

- Diana Rodriguez, LMSW. Montefiore Medical Center/Rose F. Kennedy Center: Bronx, NY
- Mayra Alvarez, PhD. Rose F. Kennedy Center: Bronx, NY
- Kathleen McGrath, LSW. Rose F. Kennedy Center: Bronx, NY

Using Telehealth to Implement Intervention Services with Young Children and Families

Early intervention services are critical for supporting young children, however, families face many barriers accessing high-quality services. Telehealth can help increase family access to services. Early Discovery, an early intervention program funded by the Children's Trust, uses telehealth to increase accessibility to services for multiply stressed families. This presentation will discuss the successes and challenges experienced introducing telehealth and describe the course of research we embarked on as a result.

- Julie Van Weelden, PhD. Mailman Center for Child Development: Miami, FL
- Ellen Kolomeyer, PhD. Mailman Center for Child Development: Miami, FL
- Kristyna Pena, MEd. Mailman Center for Child Development: Miami, FL
- Ruby Natale, PhD, PsyD. Mailman Center for Child Development: Miami, FL
- Martha Bloyer, PT, DPT. Mailman Center for Child Development: Miami, FL
- Rachel Spector, MSW. Mailman Center for Child Development: Miami, FL

Utilizing UDL, Accessible Course Design, and the Constructivist Model in Developing Online Courses

The CDHD at the University of Idaho extended a multi-year training plan in accessible course design and accessible document creation. With emphasis on creating accessible online learning designed for adult learners, the Center moved to establish a uniform approach in integrating a one for all set of UDL guidelines for course design. This poster explores the positive strides made in assisting course designers in implementing these UDL authoring strategies and guidelines.

- Shawn Wright, MS. Center on Disabilities and Human Development: Moscow, ID
- Cari Murphy, PhD. Center on Disabilities and Human Development: Moscow, ID

Improving Language in Children who are Deaf/Hard-of-Hearing Using Augmentative and Alternative Communication Technology: The Technology-Assisted Language Intervention Study

Language deficits are a persistent problem for children who are deaf/hard-of-hearing (D/HH). Augmentative and alternative communication (AAC) technology offers an opportunity for language learning. In our study, 40 children were randomized to receive either the Technology-Assisted Language Intervention (TALI) that incorporates AAC into traditional speech-language therapy or treatment-as-usual (TAU). Results indicate that children who received the TALI had larger and faster language gains compared to children in TAU.

- Jareen Meinzen-Derr, PhD, MPH. Cincinnati Children's Hospital Medical Center: Cincinnati, OH

Communication for All: The Implementation of Augmentative and Alternative Communication into Sensory Friendly Events at Louisiana Children's Museum

Minimally verbal and nonverbal children benefit most from the use of augmentative and alternative communication (AAC) when they are able to engage with an experienced communication partner via partner augmented input (PAI). Our study aimed to train museum staff and student volunteers in PAI, as well as provide communication materials for sensory events to support full inclusion at the Louisiana Children's Museum in New Orleans, Louisiana.

- Ola Luba. Louisiana State University Human Development Center - New Orleans: New Orleans, LA
- Kaysie Gray, OT. Louisiana State University Human Development Center - New Orleans: New Orleans, LA
- Emily Kornman, SLP. Louisiana State University Human Development Center - New Orleans: New Orleans, LA

A Future Filled with UDL : One School's Vision

A middle school in Delaware, along with the ACCESS Project of the University of Delaware, is on their second year of UDL Implementation. In this session, accomplishments and barriers encountered during the first two years will be shared, as well as a plan for moving forward. The transformation of the middle school, while slow, has begun and a future filled with Universal Design for Learning is the ultimate goal.

- Amy Brown. University of Delaware: Newark, DE
- Esley Newton, EdD. Center for Disabilities Studies: Newark, DE

Exam performance and User Satisfaction after Optimizing Learner Accessibility: Acceptability, Feasibility and Efficacy of ASL and Text-to-Speech in Online Training

The CBHI CANS Training program has added two features, American Sign Language Interpreting (ASL) and Text-to-Speech (TTS) to help clinicians of all abilities use our online training. The Mass CANS training is designed for clinicians who provide behavioral health assessments to MassHealth covered children and youth. Results of exam performance and user satisfaction after use of ASL and Text-to-Speech learner accessibility features will be presented and discussed.

- Sarah Rulnick, MPH. Eunice Kennedy Shriver Center: Worcester, MA

Understanding the Role of Wireless Technology in Vocational Settings: A National Survey

Researchers will review findings from a national survey that examined the use of wireless technology in the training and retention of vocational skills for individuals with intellectual and developmental disabilities.

- Eliseo Jimenez, PhD. Center for Leadership in Disability at Georgia State University: Atlanta, GA
- Josephine Mhende, MPH. Center for Leadership in Disability at Georgia State University: Atlanta, GA



Continuing Education at AUCD2019

Certificates of Attendance are available through the University of Minnesota's School of Social Work for select AUCD 2019 sessions. bit.ly/2J4U9GW

Tuesday 10:30-11:45 am: Group 4

4B: Self-determination, Ethics, Emergency Preparedness

Congressional B

ReDiscovery Training and Education on the Needs of Individuals with Disabilities and Access and Functional Needs Following Hurricane Harvey

The Center on Disability and Development at Texas A&M University and the Texas Center for Disability Studies at the University of Texas at Austin created Project ReDiscovery to support individuals with disabilities recovering from Hurricane Harvey. ReDiscovery provides training, technical assistance, and educational materials for case managers, disaster- and disability-related organizations, and emergency personnel on long-term recovery services and resources for individuals with disabilities and access and functional needs.

- Kayla S. Sweet, PhD. Center on Disability and Development: College Station, TX
- Amy Sharp, PhD. Texas Center for Disability Studies: Austin, TX
- Laura M. Stough, PhD. Center on Disability and Development: College Station, TX

Assessment of Preparedness and Response to Emergencies or Disasters in Families with Children with Suspected or Diagnosed Developmental Disabilities

Families faced many challenges in meeting their health needs and the vulnerability of their children with disabilities during emergencies and disasters. Service providers are important sources of information for these families before and during emergencies and can facilitate preparedness activities. The main objective of this study was to describe the emergency preparedness strategies and needs of families with children with DD during Hurricane Maria in Puerto Rico.

- Carol Salas-Pagan, PsyD. Institute on Developmental Disabilities: San Juan, PR

Disability Awareness for First Responders and the Community

Good communication between first responders and individuals with disabilities is critical when responding to emergencies. First responders need to know as much as possible about a situation to make proper decisions and individuals must know what is happening to respond accordingly to situations, obtain assistance, etc. Join us as we “build a line of communication” between first responders and those with disabilities to enhance safety.

- Howard Zlamal, MEd. AZLEND: Tucson, AZ

Emergency Responders' Training in Working with Individuals with Disabilities

Emergency responders, including law enforcement and fire safety officials, impact the lives and safety of all Americans. Training for emergency responders allows them to meet people's needs safely, efficiently, and well. This presentation reviews survey research conducted with emergency responders in Connecticut examining what training they received in interacting with individuals with disabilities and how that training was given, in an attempt to gather information to improve emergency responder training.

- Heather Kwolek, MA. A. J. Pappanikou Center for Developmental Disabilities: Farmington, CT

Are There Gender Differences In Social Inclusion of Children with Autism?

We assess if there are gender differences in social inclusion of children and adolescents with comorbid diagnosis of autism spectrum disorder and intellectual disability. With this aim, we controlled the effect of variables such as level of supports needs, intellectual disability, and age. Then, we tested if there was item differential functioning. Results based on 420 participants will be presented. Implications for professionals, researchers, and policy makers will be discussed.

- Maria Lucia Moran. University of Oviedo: Salamanca, Spain

Assessing Parental and Professional Perceptions and Needs Regarding Guardianship and Supported Decision-Making

This poster presents the results of an online survey distributed to parents and professionals to: 1) determine their levels of understanding, perceptions and attitudes about guardianship vs. SDM; 2) ascertain what, if any, information do parents wish to receive about guardianship and/or SDM; and, 3) identify the preferred method of delivery for the desired information.

- Patricia Patrick, DrPH. Westchester Institute for Human Development: Valhalla, NY
- Janelle Richards, MEd. Westchester Institute for Human Development: Valhalla, NY

The Vanderbilt Kennedy Center's Community Advisory Council: Building Community and Leading Change

Community Advisory Councils (CAC) guide the leadership of UCEDDs and partner in the planning, implementation and evaluation of activities designed to enhance the lives of individuals with intellectual and developmental disabilities (IDD) and their families. However, developing a dynamic and effective CAC can be challenging. This poster describes features of the Vanderbilt Kennedy Center's CAC that promote creativity, community, and collaboration.

- Evon Lee, PhD. Vanderbilt University: Nashville, TN
- Elise McMillan, JD. Vanderbilt University: Nashville, TN
- Laurie Fleming, MFA. Vanderbilt University: Nashville, TN
- Tina Prochaska, MA. Vanderbilt Community Advisory Council: Knoxville, TN

Mapping the Literature on the Essential Characteristics of Self-Determination

This review maps the literature on the essential characteristics of self-determination (volitional action, agentic action, and action-control beliefs) outlined in Causal Agency Theory to identify how they have been theorized and examined in research, discern any significant gaps in the knowledge base, and serve as the basis for recommendations to the field for utilizing what is known and expanding upon it in future research and practice.

- Kathryn Burke, MEd. Schiefelbusch Institute for Life Span Studies: Lawrence, KS
- Karrie Shogren, PhD. Schiefelbusch Institute for Life Span Studies: Lawrence, KS

Participation, Inclusion, Support, and Strength-Based Initiatives of a Maine LEND Self-Advocate and his Mentor

The role of a self-advocate on a LEND team is evolving. Kaufman & Baer (2015) outline challenges and strategies to inclusion of self-advocates in LEND training. This poster highlights the success of a medium term self-advocate trainee whose strengths in policy and desire to learn led to successful inclusion. Participation in LEND included individual goals, specific programs, teaching/learning strategies, the trainee/mentor relationship, and policy initiatives.

- Kathryn Loukas, OTD, MS, OTR/L, FAOTA. The Maine LEND Program: Windham, ME
- Eric McVay. The Maine LEND Program: Bangor, ME

Self-determination of Children and Adolescents with ASD: a Systematic Review

This presentations will describe systematic review of the literature concerning self-determination of children and adolescents with autism spectrum disorder (ASD). The purpose was to identify existing assessment and intervention methods. A comprehensive interpretation of the results across eligible quantitative and qualitative studies will be provided as well as implications for research and practice to guide the field in enhancing the self-determination of children and adolescents with ASD.

- Maria Lucia Moran. University of Oviedo: Salamanca, Spain
- Sheida K. Raley. Kansas University Center on Developmental Disabilities: Lawrence, KS
- Mayumi Hagiwara. Kansas University Center on Developmental Disabilities: Lawrence, KS
- Karrie Shogren. Kansas University Center on Developmental Disabilities: Lawrence, KS

Understanding Experiences of Caregivers of Children with Disabilities through Photovoice

In low- and middle-income countries, a link exists between caring for children with disabilities and challenging life circumstances. Within Zambia, parents of children with disabilities face significant stigma and discrimination due to taboo beliefs about the causes of disability, adverse attitudes, and sub-par treatment of people with disabilities. This session presents a photovoice study completed in Zambia to understand the experiences of parents of CWD.

- Renee Hepperlen, PhD. University of St. Thomas: Minnetonka, MN

National Core Indicators and Monitoring Person-centered Practices at a Systems Level: The Challenge of Standardized Measurement of Individualized Supports

I/DD systems aim for consistent person-centered practices. Most state I/DD agencies gather data on quality-of-life, service satisfaction and other outcomes. National Core Indicators' In-Person Survey presents an example of a standardized monitoring approach to demonstrate the results of person-centered practices in systems. Presenters will discuss NCI's data reflecting person-centeredness, and how states use NCI data on person-centeredness. Opportunities to act on what is learned will be presented.

- Dorothy Hiersteiner. Human Services Research Institute: Cambridge, MA
- Alexandra Bonardi. Human Services Research Institute: Cambridge, MA
- Mary Lou Bourne. National Association of State Directors of Developmental Disability Services: Alexandria, VA

Tools for Successfully Transitioning Young Adults with Neurologic Conditions

This presentation will give an overview of the Child Neurology Foundation's tools that are available to manage the process of transitioning a child with neurologic related disabilities to adult medical care. You will leave with concrete resources and principles for a transition process whether you are a caregiver, clinician, or patient.

- Ann Tilton, MD. Children's Hospital of New Orleans: New Orleans, LA
- Katie Hentges. Child Neurology Foundation: Minneapolis, MN



Tuesday 10:30-11:45am: Group 4

4C: Clinical Service, Health, Wellness

Congressional C

Parent- Reported Barriers and Facilitators to Obtaining a Diagnosis of ASD: A Systematic Literature Review.

The importance of early intervention warrants efforts to identify potential strategies for supporting parents in obtaining an earlier identification (i.e., clinical diagnosis and/or educational identification) of autism spectrum disorder (ASD) for their child. In order to identify such strategies, we conducted a systematic literature review to examine parent-reported barriers and facilitators to obtaining a diagnosis of ASD.

- Jennifer Hall-Lande, PhD. Institute on Community Integration: Minneapolis, MN

An Instrument for More Comprehensive Sampling of Restricted and Repetitive Behaviors in Infants and Toddlers with Autism Spectrum Disorder

Campaigns such as Learn the Signs, Act Early endeavor to have children with ASD identified as early as possible. With the change in the DSM-5 diagnostic criteria, several studies have shown that younger, milder children, specifically with fewer restricted and repetitive behaviors (RRBs), are less likely to be diagnosed. This is a pilot study for a new instrument to comprehensively sample RRBs in very young children being evaluated for ASD.

- Patricia Towle, PhD. Westchester Institute for Human Development: Valhalla, NY

Understanding the History of Autism in Nepal to Support Ethnically Nepali Children with Autism and Families in the US

Addressing ASD need is in early developing stage in Nepal. Information for the presentation will include results of a literature review on autism in Nepal. The information from presentation can be utilized here in the US to develop ideas as to how providers can support ethnically Nepali community in the US to understand ASD assessment and intervention approaches in the US and access culturally appropriate comprehensive services.

- Bidur Dahal, MS. Vermont LEND: Burlington, VT

Moving the Needle- A Quality Improvement Initiative to Improve Access for Autism Diagnostic Evaluations

This poster presents an overview of a quality improvement initiative designed to improve access to autism diagnostic evaluations. The initiative includes implementation of an alternative evaluation model for children with a high likelihood of receiving an autism diagnosis. Preliminary data indicate this model successfully achieves a shorter evaluation length, thereby allowing more children to receive diagnostic evaluations, ultimately with the goal of decreasing wait times for an evaluation.

- Kathleen Kastner, MD. Waisman Center: Madison, WI
- Lindsay McCary, PhD. Waisman Center: Madison, WI
- Hayley Crain, PsyD. Waisman Center: Madison, WI

Longitudinal Development of Autism Symptomatology in Toddlers and Young Males with Fragile X Syndrome

This study presents original research examining the longitudinal development of autism symptomatology in young males with FXS between the ages of 2-8.

- Kelly Caravella, MA. Carolina Institute for Developmental Disabilities: Durham, NC

A Longitudinal Study of Children with Early Autism Spectrum Diagnoses: Predictors and Outcomes

Longitudinal studies of Autism Spectrum Disorder (ASD) are important for both clinicians and caregivers to understand outcomes of children diagnosed early. Few studies have followed children from as early as the age of two to school age. This study focuses on prediction of autism and disability severity at school age from early childhood characteristics. Seventy children were followed, half of whom were diagnosed before age 25 months.

- Patricia Towle, PhD. Westchester Institute for Human Development: Valhalla, NY

Toe Walking in Young Children with Autism: Prevalence and Clinical Associations

Assessment of toe walking in a clinical population of young children receiving an ASD diagnosis and the association of toe walking with age of ASD diagnosis, clinical features and autism severity in an ethnically diverse population.

- Rosa Seijo, MD. Rose F. Kennedy Center: Bronx, NY

Toe Walking: Intervention for Children with ASD

Toe-walking occurs in the general population though the incidence of toe-walking is more prevalent in children with autism spectrum disorder (ASD). It often impacts a child's gait and function and result in joint contractures. Despite a 20% toe-walking prevalence in children with ASD, there are no published intervention studies. Research results of the effectiveness of conservative management using casting and ankle foot orthoses will be presented.

- Sandra Heimerl, DPT. Center for Development & Disability: Albuquerque, NM

Identifying Strategies for Improving the Identification Process: Asking Parents

The importance of early intervention warrants efforts to identify potential strategies for supporting parents in obtaining an earlier identification (i.e., clinical diagnosis and/or educational identification) of autism spectrum disorder (ASD) for their child. To identify such strategies, we conducted a survey study to examine (a) parent-reported barriers and facilitators to obtaining an identification of ASD; and (b) sources parents access for information on ASD (e.g., scientific article, blog, Facebook).

- Jennifer Hall-Lande, PhD. Institute on Community Integration: Minneapolis

What We've Learned from Two Waves of the Wisconsin Family Autism Survey

As part of a federally-funded project to improve access to a coordinated, comprehensive state system of services that leads to early diagnosis and service entry for children with ASD/DD, a collaborative family survey was disseminated to learn about experiences in accessing the existing system. This poster will showcase similarities and differences over the 2 data collection periods, key take-aways and how the results can be used to improve the system.

- Lynn Hrabik, MPH, RDN. Waisman Center: Madison, WI
- Sara Jeglum, MS. Waisman Center: Madison, WI

Autism Spectrum Disorder (ASD) Readiness Research Survey to Pediatric Sub-specialty Fellowship Directors

The purpose of the study is to assess pediatric surgical fellowship program leaders' perceptions regarding readiness of institutional clinical sites to serve the needs of patients with ASD. An assessment of willingness to accept future training was included in the evaluation.

- Youjin Seong, PhD. LoneStar LEND: Houston, TX
- Miranda Simmons. LoneStar LEND: Houston, TX

Caregiver Training Video Series for Children with Autism Spectrum Disorder and Restricted Eating

The vast majority of children with Autism Spectrum Disorder experience selectivity with eating at some point in their lives. Parents report feeling overwhelmed and confused about how to help their child overcome difficulties with eating. This project describes training videos developed to guide caregivers during mealtime as well as our dissemination plan.

- April Johnson, MSN. LEND: Dayton, OH
- Karen Harpster, PhD, OTR/L. University of Cincinnati UCE: Cincinnati, OH
- Christine Cheung. University of Cincinnati UCE: Cincinnati, OH

Weight Management of Children with Autism Spectrum Disorder in Primary Care

This poster will present recommendations from the MCHB-funded Healthy Weight Research Network (HWRN), including a review of the extant literature on obesity in children with ASD, review and management of conditions associated both with obesity and ASD, strategies for child and family guidance, and the role that schools and other care providers can play in supporting healthy life style behaviors in children and youth with ASD.

- Carol Curtin, PhD, LICSW. UMass Medical School Eunice Kennedy Shriver Center: Worcester, MA
- Linda Bandini, PhD, RD. UMass Medical School Eunice Kennedy Shriver Center: Worcester, MA

Exploring the Impact of Selective Eating on Key Life Domains Among Transition-Age Youth with Autism Spectrum Disorder

This poster describes a qualitative research study designed to assess the impact of selective eating on key life domains of transition age youth with autism spectrum disorder.

- Linda Bandini, PhD. UMass Medical School Eunice Kennedy Shriver Center: Worcester, MA
- Carol Curtin, PhD. UMass Medical School Eunice Kennedy Shriver Center: Worcester, MA

Compassionate Care: Adjusting Clinical Practice to Meet the Needs of Patients with Autism Spectrum Disorder

A description of discrepancies in health equity for patients with ASD in the hospital setting, corroborated by published research. Provides information on the impact for patients, and how providers can adjust their clinical practice to meet those unique needs, as well as system-wide recommendations.

- Meggie Kobb, MDiv. Hospital of the University of Pennsylvania: Cherry Hill, NJ

Making the Case for Sex Education for Individuals with Autism Spectrum Disorder

This poster will present the process and final product of an issue brief created by UCEDD and LEND staff and trainees at the Waisman Center, University of Wisconsin- Madison. We make the case for expanding current sex education curricula and materials to better support the learning needs of individuals with autism spectrum disorder. We include findings from a comprehensive literature review as well as recommendations for future directions.

- Lindsay McCary, PhD. Waisman Center: Madison, WI



Tuesday 1:30-2:45pm: Group 5

5A: Employment

Congressional A

Supporting Employment Outcomes for Young Adults with ASD

Young adults with Autism Spectrum Disorder (ASD) are often disconnected from their communities, including experiencing lower rates of employment and higher rates of underemployment compared to their peers. This talk highlights strategies to promote employment and engagement within the community. We will highlight educational and coaching strategies, as well as evidence-based interventions that focus on improving employment outcomes for adults with ASD.

- Rebekah Hudock, PhD. University of Minnesota: Minneapolis, MN
- Kelly Nye-Lengerman, PhD. University of Minnesota: Minneapolis, MN

PAY Check: Braiding Funding Sources and Services to Support the Transition of Students to Community Life and Careers

The PAY Check program is an innovative partnership between LSU Human Development Center (HDC) - a UCEDD, state VR, LEAs, a Community College, and local employers. This partnership braids funding for services and supports for transition age students from various sources. PAY Check is a program where students are prepared for their independent adult life in the community with post-secondary education, work-based high school diplomas, self-determination training, and paid apprenticeships.

- Laura Stazio, MSEE. Louisiana State University Human Development Center - New Orleans: New Orleans, LA
- Susan Killam, MEd. Louisiana State University Human Development Center - New Orleans: New Orleans, LA
- Phil Wilson, PhD. Louisiana State University Human Development Center - New Orleans: New Orleans, LA

“Close the Gap”: A Different Kind of Employment Goal

Tennessee’s robust employment partnership, TennesseeWorks, decided last year to identify and commit to a statewide employment goal. This poster session will explain how the DD Network in Tennessee worked with state leaders to find and set a goal - and why we decided not to focus on the employment rate.

- Lauren Percy, MPP. Council on Developmental Disabilities: Nashville, TN
- Erik Carter, PhD. Vanderbilt Kennedy Center for Research on Human Development: Nashville, TN

Using Virtual Technology to Expand Employment Supports: A Midwest UCEDD Collaboration

This project, funded by the Kessler Foundation, is a partnership of the University Centers for Excellence in Developmental Disabilities (UCEDDs) in Iowa, Missouri, Nebraska and South Dakota, who have joined together to form the Midwest Disability Employment Consortium. The Consortium will implement model projects addressing regional and state-specific concerns through the creative use of virtual technologies to deliver supports for supported workers, job coaches, and the businesses that employ them.

- Tammie Amsbaugh. Center for Disabilities and Development: Des Moines, IA
- Judith Warth. Center for Disabilities and Development: Iowa City, IA
- Ian Froemming. Munroe-Meyer Institute of Genetics & Rehabilitation: Omaha, NE
- Jon Wallner, MS. Center for Disabilities: Sioux Falls, SD
- Tom McVeigh, MS. University of Missouri: Kansas City, MO

Building a Future in Innovative, Tech-Driven Industries for Students with Disabilities

STEM careers - Science, Technology, Engineering, and Math - are the jobs of the future. How can youth access careers in this rapidly growing field? Real-world exposure to exciting tech-driven industries! STEMSkills is a program that helps youth with disabilities build a future in innovative STEM-related fields. Hands-on skills development, workplace culture training, and career exposure in partnership with high-performing tech companies set youth on a path to STEM success!

- Eric Duer, MEd. STEMSkills: Silver Spring, MD

Employment Discovery Network at the Rochester City School District

This poster reviews a pilot program that is a partnership between Starbridge, the Rochester City School District and the Strong Center for Developmental Disabilities. In 2019 this program, the Employment Discovery Network, hosted weekly sessions at RCSD with 18-21 year old students who were transitioning from school to employment. Each session focused on cultivating conversations around future planning, increasing employment readiness skills and knowledge, and increasing expectations for employment.

- Jeiri Flores. Strong Center for Developmental Disabilities: Rochester, NY
- Kaitlyn Richardson. Strong Center for Developmental Disabilities: Rochester, NY

ROC EmployABILITY Summit

This poster reviews an upstate, NY community's effort to pull together businesses, disability service providers, families, advocates, state agencies, schools and higher education entities to discuss employment for people with disabilities. Come learn about the day-long summit that was hosted in October, 2018 and the coalition that has been formed to begin to implement the recommendations and strategies that were outlined during the summit.

- Kaitlyn Richardson. Strong Center for Developmental Disabilities: Rochester, NY
- Susan Hetherington, PhD. Strong Center for Developmental Disabilities: Rochester, NY
- Jeiri Flores. Strong Center for Developmental Disabilities: Rochester, NY

Neurodiversity in the Workplace

Kennedy Krieger Institute serves a diverse population with a variety of abilities. The institute has recently launched a multi-faceted neurodiversity initiative to increase employment outcomes for individuals with disabilities. As a result of this impactful initiative, Kennedy Krieger started two innovative programs: Project SEARCH and CORE Foundations, which are postsecondary programs serving transitioning youth and adults with disabilities.

- Rebecca March, EdD. Kennedy Krieger Institute: Windsor Mill, MD
- Nygil Simms. Kennedy Krieger Institute: Baltimore, MD

My First Job: The Journey to Personal Inclusion and Independence

Employment is the cornerstone of adult inclusion and independence. A job empowers an individual to participate in the economy and society. This presentation addresses the need for positive employment outcomes for students and young adults with disabilities.

- Chris Harper, MBA. Youth Transitions: Crofton, MD

Creative Business Engagement

The presentation describes how NYS APSE has developed a model to work with your local chamber of commerce to enhance business connections.

- Katie Page. AIM Services/ APSE: Saratoga Springs, NY

Tuesday 1:30-2:45pm: Group 5

5B: Behavior Supports & Community Living

Congressional B

Implementing the PEERS Social Skills Curriculum in an Inclusive High School

The PEERS Social Skills Training Intervention was developed by faculty at the UCLA UCEDD. The Georgia State University UCEDD piloted the PEERS curriculum in an inclusive high school in Georgia. The PEERS curriculum had high social validity for the participating students. Additional results from the pilot implementation will be shared.

- Emily Graybill, PhD, NCSP. Center for Leadership in Disability at Georgia State University: Atlanta, GA
- Daniel Crimmins, PhD. Center for Leadership in Disability at Georgia State University: Atlanta, GA

The Impact of Trauma on Early Childhood Development

In Westchester County, NY, over 50% of the children entering foster care from 2015-2018 were under the age of 5. The goals of this project are to create a developmental profile of these children and explore their number of traumatic experiences. This poster will present preliminary findings of the birth, developmental, and child welfare histories of children entering Westchester County foster care during this time period.

- Trupti Rao, PsyD. Westchester Institute for Human Development: Valhalla, NY
- Beth Reiman, PhD, LCSW. Westchester Institute for Human Development: Valhalla, NY
- Dana Dieterich, MEd. Westchester Institute for Human Development: Valhalla, NY
- Mayte Garcia. Westchester Institute for Human Development: Valhalla, NY
- Sabrina Mazzuocolo. Westchester Institute for Human Development: Valhalla, NY
- Monica Young, PhD. Westchester Institute for Human Development: Valhalla, NY

Individualized Treatment for Fear of Blood Draws for Individuals with Intellectual and Developmental Disorders: A Single Case Design Study

This study illustrates the treatment of two adults with intellectual/developmental disabilities who presented to an outpatient clinic for treatment of long-standing refusal of blood draws. A desensitization based on individual responses to blood-draw related stimuli was conducted and single case design methodology was used due to the heterogeneity of the participants. Both participants were able to successfully obtain blood draws by the end of their treatment.

- Nicole Turygin, PhD. Westchester Institute for Human Development: Valhalla, NY
- Angela Chen, PhD. Westchester Institute for Human Development: New York, NY
- Desiree Rodriguez, MS. Stony Point, NY

It Takes a Village: Training Case Managers to Support Parents with Disabilities

The "It Takes a Village" project emerged from a need identified by a UCCEDD community partners to train case managers in how to best support parents with disabilities. Increasingly, family-centered care is a standard of excellence and an expectation across multiple care systems. The "It Takes a Village" project demonstrates a curriculum to creatively support diverse families while upholding standards of care for all.

- Kara Ayers, PhD. University of Cincinnati UCE: Cincinnati, OH
- Ilka Riddle, PhD. University of Cincinnati UCE: Cincinnati, OH
- Caitlin Couch, BSN. University of Cincinnati UCE: Cincinnati, OH
- Kendall Ramsay, HBS. University of Cincinnati UCE: Cincinnati, OH
- Susan Koller, MPA. Cincinnati, OH

Where Have All the Children Gone? Preliminary Findings to Identify Segregated Residential Settings for Youth with IDD in the US.

This poster shows preliminary findings from a literature review/environmental scan aimed at identifying segregated community settings run outside of state DD systems likely to be considered ineligible for Medicaid HCBS funding under the 2014 CMS HCBS Settings Rule. This poster focuses specifically on sites for youth with IDD and is part of a larger study on policy implications of the rise in privately-run segregated residential settings for people with IDD.

- Rebecca Dosch Brown, MFA. Institute on Community Integration: Minneapolis, MN
- Lynda Lahti Anderson, PhD. Institute on Community Integration: Minneapolis, MN

Constructing New Personal Opportunity and Wellness Indicators Scales Using the National Core Indicators

This poster will present two newly developed scales, constructed from variables in the NCI. Using Confirmatory Factor Analysis, the researchers developed a new Personal Opportunity scale (consisting of factors clustered in the areas of social participation, rights, and choices) and a Wellness Indicators scale (consisting of factor clusters related to heart health and behavioral health). Implications for researchers and policymakers will be discussed.

- Parthenia Dinora, PhD. Partnership for People with Disabilities: Richmond, VA
- Seb Prohn, PhD. Partnership for People with Disabilities: Richmond, VA
- Matthew Bogenschutz, PhD. Partnership for People with Disabilities: Richmond, VA

Factors Impacting Access to Home and Community-Based Services and Supports for People with Intellectual and Developmental Disabilities

This presentation will present results about factors that impact access to 14 different long-term services and supports for people with IDD residing in the community, using National Core Indicators survey data from 2015-2016. Of particular importance are state-level factors that have not been studied in extensive detail.

- Caitlin Crabb, MPH. Institute on Disability & Human Development: Chicago, IL

Charting the LifeCourse: From Conceptual Framework to Promising Practices

The Charting the LifeCourse principles are recognized as a person centered framework, helping individuals, families, and teams develop a vision, think about what they need to know and do, and identify how to find or develop an integrated array of support. This presentation provides a theoretical overview of the framework, focusing on examples of promising practices for person centered collaboration across the lifespan, and in a variety of disciplines.

- Jennifer Turner, LCSW. University of Missouri: Kansas City, MO
- Erin Leveton. District of Columbia Department on Disability: Washington DC
- Celia Schloemer. University of Cincinnati UCE: Cincinnati, OH
- Jane St. John. University of Missouri: Kansas City, MO
- Michelle Reynolds, PhD. University of Missouri: Kansas City, MO

Collaboration with Parent-Run Organization, a Support Agency and Adults with Developmental Disabilities to Improve the Quality of Life

This poster describes our UCEDDs collaboration with a new parent-run organization and a provider agency to improve the quality of life for six adults with developmental disabilities. It will include a description of the evaluation activities we conducted of a residential program, programmatic recommendations we made based the evaluation, and our collaboration with the organization, agency, and residents in implementing those recommendations to improve residents' quality of life.

- Alan Kurtz, PhD. The University of Maine, Center for Community Inclusion: Orono, ME

A Qualitative Examination of Families' Experiences of Tube Feeding Children with Gastrostomy Tubes while in Community Environments

This was a qualitative study examining families' experiences when tube-feeding their children in community environments. Caregivers were interviewed to gain their perspectives. Caregivers were parents or foster parents to a child or multiple children who had a gastrostomy tube. It is important for professionals to understand the family experience when coaching other families on incorporating feeding tubes into their lives.

- Jaclyn Larson. The University of Arizona LEND: Tucson, AZ

Addressing the Issue of Fall Risk for Adults with IDD: Creating Solutions in the Community

This is a 3-part presentation to outline what we can do as a community to assess fall risk and reduce the prevalence of fall-related injuries in people with intellectual and developmental disabilities (IDD). We will review the most current research on fall prevention in IDD, share collaborative experiences in both rural and urban community settings and then discuss future needs and goals.

- Mindy Renfro, PT, PhD, DPT. American Physical Therapy Association: Henderson, NV
- Donna Bernhardt Bainbridge, PT, EdD, AT-Ret, CIFT. Special Olympics International: Stevensville, MT
- Joyce Maring, PT, DPT, EdD. George Washington University: Washington, DC

Examining Differences in Community Participation in Adults with Autism Spectrum Disorder

Adults with autism spectrum disorder (ASD) demonstrate low levels of community participation; studies have neglected to measure the satisfaction of community participation for each individual. This study examined patterns and perceived value of community participation of individuals with and without ASD. Findings point to a need for further exploration of predictors of poor community participation in adults with ASD as well as effective interventions to support greater engagement.

- Michael Murray, MD. Penn State Hershey/Penn State College of Medicine: Hershey, PA

Furthering the Faith and Disability Movement: What You Need to Know to Effect Change in Your Community

Over the past decade, including people with disabilities in faith community life has emerged as a movement. Researchers, authors, disability and faith-based organizations are impacting how congregations welcome, include, and support participation. Led by Shelly Christensen, Liz Weintraub, and Karen Jackson, participants will examine three components that drive the Faith and Disability Movement – individuals – stories, fostering belonging and inclusion, and developing local, regional and national networking communities.

- Shelly Christensen, MA. Inclusion Innovations: Burnsville, MN
- Liz Weintraub. Association of University Centers on Disabilities: Silver Spring, MD
- Karen Jackson. Faith Inclusion Network: Norfolk, VA

Innovations and Best Practices in Medicaid Managed Long-Term Services and Supports: An Opportunity for the AUCD Network

An increasing number of states are moving the management of Medicaid Long-term Services and Supports programs (I.E. Medicaid Waivers) to Managed Care Organizations (Insurance Companies). This poster will provide an overview of state implementation, will provide specific examples of innovations and offer strategies for the AUCD network to become involved in these efforts. Stop by to get a policy brief that was recently disseminated.

- Sarah Swanson, MPH. UNMC Munroe-Meyer Institute: Omaha, NE



"Innovation comes from cultivating a workforce that fosters creativity and inclusion and reflects the diversity of our customers and the communities we serve."

– David Casey
CVS Health VP of Workforce Strategies and Chief Diversity Officer

Leading with heart

CVS Health serves millions of people every day. For our company to thrive, it's important to have a workforce that reflects not only our customers, but also the communities they live in. To support our company's growth, we have programs that focus on attracting and equipping diverse talent for careers with CVS Health.

CVS Health is a proud sponsor of the 2019 AUCD Conference.



Tuesday 1:30-2:45pm: Group 5

5C: Systems-level Implementation

Congressional C

Leveraging Maternal and Child Health Programs to Develop the Missouri Milestones Matter Program

In this session, panelists will present how they leveraged the expertise of the MCH Workforce Development Center at North Carolina Chapel Hill and resources from the CDC's "Learn the Signs. Act Early." public health campaign to build a program in Missouri child care settings that increases developmental monitoring and screening for children birth to five years old.

- Alicia Curran. University of Missouri: Columbia, MO
- Dorothy Cilenti, DrPH, MPH, MSW. MCH Workforce Development Center: Chapel Hill, NC

University of Wyoming ECHO for Autism: Leveraging Education Systems to Provide Behavioral Services in Frontier Communities

Supporting children with autism in rural areas is extremely difficult. In some cases, there are no service providers for hundreds of miles. We report on an innovative professional development program for educators to address this service gap: ECHO for Education, Autism. This is a distance and case-based approach to professional development. We report on the model, its implementation and outcomes, and the concept of Autism Ready Communities.

- Eric Moody, PhD. Wyoming Institute for Disabilities: Laramie, WY
- Ethan Dahl, PhD. Wyoming Institute for Disabilities: Laramie, WY

Learning from the Past, Changing the Future: A Historical Review of Trends and Best Practices among ICDD Funded-Projects

This research explores historical trends among projects funded by the Illinois Council on Developmental Disabilities, via secondary data analysis, as well as best practices among past projects, via qualitative interviews with Council and project affiliates. Findings regarding sustainable and impactful practice for projects that impact systemic change for the DD community are provided.

- Kaitlin Stober, MSc. IDHD: Chicago, IL

A Legacy Product: AMCHP's Learn the Signs. Act Early. State Systems Grant: Eight Years in Review

This poster will present a review of eight years of AMCHP's Learn the Signs. Act Early. (LTSAE) state systems grants' efforts to strengthen state and community systems for early identification and coordination of services for children with developmental disabilities. The poster will provide an overview of the how grantees were able to impact systems change and lessons learned, through a presentation of state implementation examples.

- Maura Leahy, MPH. Association of Maternal & Child Health Programs: Washington, DC
- Paige Bussanich, MS. Association of Maternal & Child Health Programs: Washington, DC
- Anna Corona, MPH. Association of Maternal & Child Health Programs: Washington, DC

Assessment of Zika Virus or Other Neurodevelopmental Disability Systems of Care in the Pacific Basin

Interdisciplinary care supports the physical, behavioral, developmental, emotional, and mental health of children exposed to Zika Virus (ZIKV) and children with neurodevelopmental disabilities (NRDs) to achieve optimal life course trajectories. Disparities in the interdisciplinary workforce impact the systems of care available to this population of children and their families in the US territories in the Pacific Basin of American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands (CNMI).

- Patice Yasuda, PhD. CA-LEND: Los Angeles, CA
- Alexis Deavenport-Saman, DrPH. CA-LEND: Los Angeles, CA
- Douglas Vanderbilt, MD, MS. CA-LEND: Los Angeles, CA

Statewide Collaboration to Educate Health and Child Care Providers on Strategies to Integrate and Support Routine Developmental Monitoring and Screening

Tennessee's Screening Tools and Referral Training (START) program provides education for a variety of professionals on skills and strategies to implement routine developmental monitoring and screening. This successful statewide program results from a collaboration among Tennessee Chapter of the American Academy of Pediatrics (TNAAP), Tennessee Early Intervention System (TEIS), and the CDC's Learn the Signs. Act Early. program Ambassador to Tennessee.

- Toni Whitaker, MD. University of TN Boling Center: Memphis, TN

Policy and Practice Barriers and Solutions to Early Identification of Autism Spectrum Disorder in the California Early Intervention System

This poster will present findings from a survey of the early intervention/Part C program managers throughout California, detailing current policies and practices related to early identification of and intervention for autism spectrum disorder. Barriers to access early identification and intervention and proposed solutions will be presented.

- Marian Williams, PhD. CA - LEND: Los Angeles, CA

Pediatric Medical Home Advancement and Implementation for Children and Youth with Special Health Care Needs

This poster provides an overview of the National Resource Center for Patient/Family-Centered Medical Home (NRC-PFCMH), a cooperative agreement between the Maternal and Child Health Bureau of the Health Resources and Services Administration and American Academy of Pediatrics. The goal of NRC-PFCMH is to implement innovative programs and activities to address fragmented systems of care for CYSHCN. Medical home tools and resources will be available at the table for distribution.

- Jamie Jones, MPH. American Academy of Pediatrics: Itasca, IL

Increasing Access to Autism Spectrum Disorder Assessment Services for Children Under Three Through Part C Clinics

Poster describes initiative to improve access to timely autism diagnosis and services by (1) offering medical assessments for autism in underserved Delaware in the Part C early intervention system, and (2) providing an assessment report that can smooth the transition to school for children diagnosed. In a period of 20 months, over 100 children received autism assessments in Part C. Many of those families pursued evaluations for school-based service eligibility.

- Brittany Powers, MPH. University of Delaware Center for Disabilities Studies: Newark, DE
- Brian Freedman, PhD. University of Delaware Center for Disabilities Studies: Newark, DE

Innovative Educational and Health Interventions for Individuals with Disabilities in Rural and Urban Contexts

Challenges of creating innovative intervention models for individuals with disabilities differs dramatically across rural and urban contexts. Documenting the “active agents” of such models requires ingenuity, flexibility, and collaboration through interdisciplinary partnerships. These partnerships involve both formal & informal sources of support with schools, clinics, agencies, non-profits, and a “participatory action research” approach. Our poster highlights 3 evidence-based models in VA, PA, AL.

- Stephen Bagnato, EdD. LEND Center of Pittsburgh: Pittsburgh, PA
- Karen Shepherd, MEd. Pace School and PLAID / LEND Center of Pittsburgh: Pittsburgh, PA
- Tom Farmer, PhD. LEND Center of Pittsburgh: Pittsburgh, PA
- Miya Asato, MD. LEND Center of Pittsburgh: Pittsburgh, PA

Under Identification of Individuals with Deaf-Blindness: Addressing a National Issue

Proper identification is a critical first step in supporting individuals with combined vision and hearing loss to better access their homes, schools, and communities. This presentation will include subset data from the annual National Deaf-Blind Child Count to highlight the issues related to under-identification. Resources and strategies to partner in addressing this undercount and ensuring reform efforts are purposefully inclusive of individuals with deaf-blindness will be discussed.

- Julie Durando, EdD. Partnership for People with Disabilities: Richmond, VA
- Sam Morgan, EdD. National Center on Deaf-Blindness: Sands Point, NY

The First Door is the Right Door: The Braiding of Service Delivery for New Hampshire Children and Families

New Hampshire Department of Health and Human Services has created an Early Childhood Integration Team to facilitate integration of connected and linked services within the state for 0-8-year-old children and their families. By disseminating knowledge about adverse childhood experiences and determinants of health, DHHS is working together with DoE to limit service gaps and to prevent delays caused by different funding streams and eligibility criteria for similar program provisions.

- Morgan Siska, MSW. Institute on Disability, UCEDD: Derry, NH
- Patricia Tilley, MEd. New Hampshire Department of Health and Human Services: Concord, NH

Critical Conversations for Increasing Training in Evidence-Based Practices for Autism: Examining the Relationship between Trainer Performance and Administrator Interactions

The California Autism Professional Training and Information Network (CAPTAIN) is a cross-agency network of professional trainers coming together to support the dissemination and implementation of evidence-based practices (EBP) for Autism Spectrum Disorders (ASD) across California. This poster will present the effects that required communication between CAPTAIN members and their supporting supervisors and administrators has on annual performance of EBP-related trainings and coaching sessions.

- Patricia Schetter, MA, BCBA. UC Davis at the MIND Institute: Sacramento, CA
- Aubyn Stahmer, PhD. UC Davis at the MIND Institute: Sacramento, CA

Virginia Collaborative Developmental Disabilities Trainee Exchange: The Intersection of Policy and Practice

Virginia's Leadership Education in Neurodevelopmental Disabilities (VA-LEND) at Virginia Commonwealth University (VCU) was awarded a grant to increase collaboration with the University of Virginia (UVA). The grant provided clinical opportunities for VA-LEND Trainees that are not currently available at VCU, and provided disability policy experiences for Developmental Pediatric Fellows not currently available at UVA. The experiences of Trainees and Fellows will be highlighted, and recommendations for practice will be provided.

- Meera Mehtaji, PhD. Partnership for People with Disabilities: Richmond, VA
- Jackie Robinson Brock, MSW. Partnership for People with Disabilities: Richmond, VA

Developmental Disorder Directory Assistance Project

The Nevada Directory Assistance project will collaborate with existing special needs directories (211 and MCH websites) to problem solve information gathering and up-keeping strategies as well as assist in marketing to increase the number of visits to their directory website.

- Melissa McGovern, MS. Nevada Center for Excellence in Disabilities: Reno, NV
- Jennifer Strobel. Nevada Center for Excellence in Disabilities: Las Vegas, NV

Do More People with IDD go into Institutions Following a Major Emergency or Disaster, Such as a Hurricane or Flood?

The Residential Information Systems Project (RISP) was approached to provide information about whether or not there more people with IDD move into large facilities after a disaster, such as a major flood or hurricane. Our initial analysis found some possible increase following Hurricane Katrina, but this will take another look at other areas.

- Heidi Eschenbacher, PhD. Institute on Community Integration: Minneapolis, MN

The Professional Role of Parent Resource Coordinators within Family Centered Care Coordination

Parent Resource Coordinators are part of an emerging professional role of Community Health Workers that fulfill more than a peer-to-peer support role for families of children with special health care needs. While they have the lived experience, Parent Resource Coordinators are also educated and trained, which helps them better relate and support families as they advocate and help to navigate the complexities of the healthcare system.

- Rachelle Main, MSW, MPA. Munroe-Meyer Institute of Genetics & Rehabilitation: Omaha, NE
- Sarah Swanson, MPH. Munroe-Meyer Institute of Genetics & Rehabilitation: Omaha, NE
- Mark Smith, MA. Munroe-Meyer Institute of Genetics & Rehabilitation: Omaha, NE

Tuesday 3:00-4:15pm: Group 6

6A: Diversity Fellows

Congressional A

Perceptions of Child Development Among Members of a Black Church Community

There are racial disparities in autism spectrum disorder (ASD) diagnoses. Caucasian children are diagnosed with ASD 20% more often than African American children, but the reasons for this are poorly understood. Through a community-partnered participatory model with Black Los Angeles churches and organizations, the study aims to explore African Americans' knowledge and perceptions of autism behaviors.

- Dejeunee Ashby, MD. USC Childrens Hospital: Los Angeles, CA

Supporting Refugees with Disabilities to Resettle in the Greater Cincinnati Area: UCCEDD's Diversity Fellowship

The University of Cincinnati Center for Excellence in Developmental Disabilities (UCCEDD) Diversity Fellowship utilizes community collaborations and experiential learning opportunities to improve outcomes for refugees with disabilities. In a partnership with the community organization Refugee Connect, UCCEDD's Diversity Fellow provided direct case management to refugees in the Cincinnati area to connect them to disability-related supports. The fellowship also produced a toolkit to share lessons learned in supporting this population.

- Semhare Gebre. University of Cincinnati UCE: Cincinnati, OH
- Kara Ayers, PhD. University of Cincinnati UCE: Cincinnati, OH

Make Room for the Stars: Disability Inclusive Theater Arts in Iowa

A narrative pictorial-timeline of the research, process, and development of a new, disability inclusive play for theater. Topics include: disability in the workforce, transition from incarceration/subminimum waged employment into fair employment.

- Jorrell Watkins, MFA. Center for Disabilities and Development: Iowa City, IA

Addressing Disability Gaps and Barriers Among Iowa's Congolese Refugees

This project will conduct sharing circles and focus groups as a strategy to collect qualitative data on people's perceptions on disabilities and make recommendations to address barriers and gaps that may prevent Congolese refugees from seeking disability services. I will share my experiences and lessons learned from the research, focus groups, and overall process with the disability and public health communities.

- Julia Ganda. Center for Disabilities and Development: Iowa City, IA

Families of School Age Children with Disabilities - Financial Stress and Resilience

Research findings from a study focusing on finance-related stress and coping of American families who have a school age child with significant disabilities and have limited financial resources.

- Rasheeda Alford. Institute on Human Development and Disability: Athens, GA

Improving Early Intervention Services to Accommodate Literacy Needs of Parents

This research project examines accommodations offered to parents with low literacy and their experiences with receiving early intervention services via Strong Start and transition to Part-B services Early Stages in Washington, DC.

- Chioma Oruh, PhD. Georgetown University Center for Child & Human Development: Washington, DC
- Clarissa Williamson. Georgetown University Center for Child & Human Development: Washington, DC

Lessons from Somali and Latinx Diversity & Disability Fellows in Minnesota

Diversity fellows from Latinx and Somali backgrounds have been working to integrate people with disabilities more into their communities. La Red, a Latinx parent group and Somali Duksi teachers have been working on improving community inclusion in their work for people with disabilities.

- Jennifer Hall-Lande, PhD. Institute on Community Integration: Minneapolis, MN
- Heidi J Eschenbacher, PhD. Institute on Community Integration: Minneapolis, MN
- Rebecca Dosch Brown, MA. Institute on Community Integration: Minneapolis, MN

Evaluating a Mental Health Youth Outreach Program's Instructional Effectiveness

Students are faced with significant mental health challenges. NAMI has implemented a youth education program. The amount of content provided by the program is sufficient, but the retention of content by the audience determines benefit. This project utilized Bloom's taxonomy as a pedagogical framework to assess the efficacy of the instructional process. Specifics of the evaluation tool's development and applications of this process to other educational programs will be discussed.

- Victor Paat. Sonoran UCEDD: Tucson, AZ

A Course on the Intersectionality of Disability, American Indians, and Rurality

This poster examines the intersectionality of disability, race and rurality in a public health setting. American Indians with disability often reside in rural, isolated settings and experience worse health outcomes compared to American Indians without disability and their Caucasian counterparts with disability. Presenters will share their course development project addressing the unique issues surrounding this population. This course development initiative is funded by the AUCD Diversity Fellowship Project.

- Salena Beaumont Hill, MA. University of Montana Rural Institute: Missoula, MT
- Anna-Margaret Goldman, PhD. University of Montana Rural Institute: Missoula, MT

Asset-Based Community Development in Underserved Communities

This project focuses on the effective communication and using an asset-based approach when supporting under-served communities. This paper describes one organization's engagement with Latino communities with disabilities in Georgia. The focus of the community engagement was on increasing awareness and knowledge about how to support youth with co-occurring developmental disabilities and mental health disorders in Spanish-speaking communities.

- Mariana Guadalupe-Ortiz. Center for Leadership in Disability at Georgia State University: Atlanta, GA
- Bren Munoz. Center for Leadership in Disability at Georgia State University: Atlanta, GA
- Katherine Suarez. Center for Leadership in Disability at Georgia State University: Atlanta, GA

Enhancing Cultural & Linguistic Competence: Results of Sonoran UCEDD Demographic Data Collection Pilot

A cultural and linguistic competence (CLC) self-assessment revealed a need to implement consistent demographic data collection for monitoring the Sonoran UCEDD's performance in serving Arizona's diverse communities. A formal process, policy, and instrument for collecting race, ethnic, language, sexual and gender identity, and disability data were developed and piloted. This presentation discusses the preliminary findings of this pilot and the implications of these results on future work to enhance inclusiveness.

- Graciela Olivas. University of Arizona College of Public Health: Buckeye, AZ
- Julie Armin, PhD. Sonoran UCEDD: Tucson, AZ

Tuesday 3:00-4:15pm: Group 6

6B: Family Involvement, Disability Studies

Congressional B

A New Resource “Fabric Not Fringe: Weaving Family Involvement Strategies into Professional Disability-Related Training Programs”

LENDs have pioneered family involvement in professional training. The LEND Family Discipline Network has aggregated the collective knowledge and experience of the LEND network in eight types of family involvement in a new resource. This poster shares the background and value of the Family Involvement White Paper. The audience will learn and develop new ways to enhance or increase family voice and leverage family leadership in their work.

- Fran Goldfarb, MA, MCHES, CPSP. CA-LEND: Los Angeles, CA
- Dori Ortman, CC. LEND Center of Pittsburgh: Pittsburgh, PA

Community Education Workshops: A Program to Bridge Gaps in Care for Families with Autism Spectrum Disorder in Alabama

The UAB Regional Autism Network hosts Community Education Workshops to provide information and resources associated with care for an individual with Autism Spectrum Disorder. The Workshop format aims to decrease socioeconomic and psychosocial barriers to care, by connecting medically underserved populations to evidence-based intervention strategies and providers, which allows caregivers to implement interventions at home while waiting to connect to the system of care.

- Christian Clesi, MA. UAB Regional Autism Network / Civitan International Research Center: Birmingham, AL
- Elizabeth Griffith, MSW. UAB Regional Autism Network / Civitan International Research Center: Birmingham, AL
- Richard Rector, PhD. UAB Regional Autism Network / Civitan International Research Center: Birmingham, AL

Lessons Learned by Listening, Engaging, Including, Measuring, and Responding to the Family Voice in LEND; Leading Collaborative Change Together

The Maine LEND program intentionally involves families as leaders in three major components of the curriculum; The Family-led program; The Family Interprofessional Team (FIT); and the Parent Group associated with the Transdisciplinary Toddler Playgroup. This poster will describe the planning, methods of inclusion, implementation, and outcomes associated with these programs. Six themes of collaborative family professional partnerships will be integrated with family survey results elucidating lessons learned.

- Kathryn Loukas, OTD, MS, OTR/L, FAOTA. The Maine LEND Program: Windham, ME
- Eileen Ricci, PT, DPT, MS, PCS. The Maine LEND Program: Portland, ME
- Valerie Jones, LMSW. The Maine LEND Program: Portland, ME
- Kira Rodriguez, MHS. The Maine LEND Program: Portland, ME
- Peter Herrick, MEd, MPH. The Maine LEND Program: Portland, ME

Fostering Resilience and Empowerment through Family-Centered Care in the Diagnosis of Autism Spectrum Disorders: A Guide for Professionals

This presentation details an executive summary covering the psychosocial and situational factors that affect parents, caregivers, and siblings during the diagnosis of Autism Spectrum Disorder (ASD). Findings led to the creation of a guide for professionals on supporting resilience, empowering, and providing family-centered care to families of young children recently diagnosed with ASD.

- Kathleen Becker. Center for Disabilities Studies: Newark, DE

Family Engagement in Development of the Individualized Family Support Plan (IFSP)

New Hampshire Family Voices and Special Medical Services initiated this research project to understand what's going well with the current IFSP process and how it might be improved to increase family engagement.

- Meaghan Foster. Diagnostic Genetic Sciences / NH-ME LEND: Newmarket, NH
- Michelle Long, MOT. NH-ME LEND: Portsmouth, NH

Sexuality and Healthy Relationship Education for Parents and Caregivers

The purpose of this training is to provide parents and caregivers of children with developmental and intellectual disabilities comprehensive sexuality education. The training consists of a base module and supplemental modules designed to meet the varying and specific needs of participants' children. The goal of the training is to provide current, evidence-informed sexuality education, developmentally appropriate talking tips, resource materials, and information and support as their child grows.

- Elizabeth Walling. Center for Excellence in Disabilities: Morgantown, WV
- Courtney Lanham, MSW. Center for Excellence in Disabilities: Washington, PA

The Psychosocial Well-being of Middle-aged and Older Family Caregivers of Sons/ Daughters with Developmental disabilities

Using National Survey of Midlife in the United States (MIDUS-II), this study investigates the effects of caregiver types on psychosocial well-being. Regression analyses revealed that caregivers of sons/ daughters with developmental disabilities exhibited the lowest levels of environmental mastery and perception of generativity, highest level of negative affect, and older subjective age as compared to other family caregivers. Study findings can help inform outreach programs and services aimed at family caregivers.

- Jen Wong, PhD. The Nisonger Center: Columbus, OH

Responding to Two-Generational Approaches for Children Diagnosed with Neonatal Abstinence Syndrome and their Families in Rural Settings

Maternal Opioid Use and Neonatal Abstinence Syndrome (NAS) incidence rates have significantly increased, particularly in rural areas, over the past five years. Health care and follow up community care services are highly varied among providers and somewhat reactive. The Rural IMPACT collaborative was originally developed to establish communities of practice in rural settings. This presentation will provide information about the first communities of practice focused on NAS and family needs.

- Lesley Cottrell, PhD. Center for Excellence in Disabilities: Morgantown, WV

Access: Ability Scholars -- An Undergraduate Disability Studies Co-Curricular Enrichment Program

This poster describes the design, implementation, and evaluation of a new undergraduate enrichment program. The program aims to engage students, from their first semester through graduation, in exploring disability from multiple perspectives. Students are encouraged to integrate academic learning and real-world experiences, build connections with a diverse group of disability scholars and advocates, and consider how they can "embrace disability and possibility."

- Laura Eisenman. Center for Disabilities Studies: Newark, DE

Host an International Fellow in Spring 2020!

We are looking for UCEDDs and LENDs to provide mentorship to fellows from Kenya, Tanzania, and Uganda who are committed to advancing employment for people with disabilities.



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pfp-idefellowship.org



The Relationship Between Self-Reported Social Responsiveness and Social Anxiety in Young Adults with Autism Spectrum Disorder

This study examines the relationship between levels of social anxiety and ability to perceive (social awareness) and interpret social cues (social cognition) among young adults with ASD. Understanding the connection between young adults' social anxiety and difficulty decoding and deconstructing their social world, will inform clinicians and researchers about the importance of focusing on these social deficits during interventions intending to reduce social anxiety.

- Danielle Mund. Tarjan Center UCLA: Los Angeles, CA

The Relationship between Social Anxiety and Empathy in Young Adults with Autism Spectrum Disorder

This study examines the relationship between social anxiety and empathy among young adults with ASD from a sample presenting for an evidence-based social skills intervention (PEERS©). Results suggest that young adults with ASD who report greater social anxiety demonstrate lower levels of empathy.

- Leila Solouki. UCLA PEERS Clinic: Los Angeles, CA

Factors Influencing Low Prevalence of Neurodevelopmental Disabilities Among Hispanic/Latino Children

This original research examines reasons for lower prevalence of neurodevelopmental disabilities (NDD) among Hispanic/Latino (H/L) children as compared to white children using a large nationally representative data set. Findings reveal that while H/Ls born in the U.S. have lower rates of NDD than whites, H/Ls who were not born in the U.S. have even lower probability of NDD than H/Ls who were born in the U.S.

- Jennifer Hall-Lande. Institute on Community Integration: Minneapolis, MN
- Kelly Nye-Lengerman, PhD. Institute on Community Integration: Minneapolis, MN

Tuesday 3:00-4:15pm: Group 6

6C: Postsecondary Education

Congressional C

What Makes a Difference? Predictors of Student Academic Experiences and Employment Outcomes

More than 3000 students have enrolled in college via the Transition and Postsecondary Programs for Students with Intellectual Disability (TPSID) projects. We present results from new analyses of TPSID data, focused on the predictors of inclusive course enrollments and employment and student outcomes. The findings from these studies suggest that access to typical higher education practices and paid employment are associated with more successful outcomes.

- Cate Weir, MEd. Institute for Community Inclusion, UMASS Boston: Charlotte, NC
- Debra Hart, MS. Institute for Community Inclusion/Boston Childrens Hospital: Newton, MA

Designing a College-to-Career Program for Autistic Undergraduate Students through Innovative Partnerships

This session will describe a new college-to-career program at the University of Delaware for autistic undergraduate students. We will describe our planning process, including the results of a survey of current students with autism at the University of Delaware, as well as a description of a multi-tiered system of supports that is being offered to students, faculty, staff, families and community members with a range of needs.

- Brian Freedman. University of Delaware Center for Disabilities Studies: Newark, DE

Inclusive Dormitory Living: What Traditional College Students Learned from Peers with Disabilities

This poster describes research about whether living in an inclusive dormitory impacts traditional college students' beliefs about students with intellectual disabilities, and whether traditional college students learned from their peers with disabilities.

- Wanda Routier. Concordia University Wisconsin: Mequon, WI

Deaf Services Toolkit for Disability Service Professionals

The National Deaf Center on Postsecondary Outcomes has developed a series of resources, "a toolkit" for disability service providers to draw from as they navigate accommodations and auxiliary services for deaf students. This session will guide participants through accommodation practices, disseminate resources, and offer a framework for both novice and experienced providers can add to a professional repertoire.

- Lauren Kinast, MS. National Deaf Center on Postsecondary Outcomes: Austin, TX

Autistic Identity In University Students

Illinois LEND trainee Helen Rottier completed a nationwide survey of college students who identified as disabled, autistic, neurodivergent, or mentally ill. This poster discusses results regarding students' identities and language preferences. Understanding the terms students prefer is key in creating supports and services that center the needs of autistic and neurodivergent students and in connecting with students on and across campuses.

- Helen Rottier. Institute on Disability & Human Development: Chicago, IL

Directory for Early Childhood Special Education Higher Education Programs

The number of early childhood special education (ECSE) programs has grown rapidly since the inception of the field of early intervention (EI). However, there is no central location to acquire information about these programs. This project was conducted in order to build a directory of all EI/ECSE programs so that young adults interested in the field have access to all the education information that they need.

- Kelly E Ferreira, PhD. A. J. Pappanikou Center for Developmental Disabilities: Farmington, CT

Confidence Levels of Recent Graduates in Audiology and Speech Language Pathology in Working with Children with Autism Spectrum Disorders

A survey was distributed to recent graduates in audiology and speech language pathology programs at the University of Connecticut to examine their confidence levels in working with children with Autism Spectrum Disorders (ASD). Results demonstrated a variation of confidence levels among respondents yielding an unbalanced understanding of ASD. There is a need for graduate programs to apply more ASD-specific training, similar to the training offered by the LEND program.

- Taylor Tarka, MA. A. J. Pappanikou Center for Developmental Disabilities: Farmington, CT

BRIDGES - An Inclusive College Program for Students with Intellectual and Developmental Disabilities.

BRIDGES at SUNY - Orange is a post-secondary college experience for individuals with I/DD. The BRIDGES program is person-centered, highly individualized and the goals of the student drive their college experience. Developing social/communication skills, vocational preparation/training, and independent living skills are the cornerstone of the BRIDGES program. The students have full access to the campus through audit classes, student body activities, and peer mentors.

- Lisa Currao, MEd. State University of New York - Orange: Middletown, NY

How Your UCEDD Can Start an Inclusive Postsecondary Education Program for Students with Intellectual Disabilities with No Funding

Interested in your UCEDD starting an inclusive postsecondary education program for students with intellectual disabilities? Have no funding? Hear how the Nevada Center for Excellence in Disabilities started the Path to Independence program without any major funding. Learn about the partnerships formed and the resources developed to start the program, now in its sixth year. Understand why this approach may be advantageous with regards to sustainability.

- Mary Bryant. Nevada Center for Excellence in Disabilities: Reno, NV

Southeast Postsecondary Education Alliance: Working Together to Create Quality Inclusive Higher Education in the Southeast US and Beyond

Born out of relationships within the AUCD network, UCEDDs from Georgia, Tennessee, and North Carolina worked together to engage other Southeast inclusive postsecondary education stakeholders to come together to promote access to quality inclusive postsecondary education for students with IDD through a shared focus on collaboration through program development, resources, research, and public policy in Alabama, Arkansas, Georgia, Florida, Kentucky, Louisiana, Mississippi, Tennessee, North Carolina, South Carolina and beyond.

- Susanna Miller-Raines, MSW. Center for Leadership in Disability: Atlanta, GA

Universal Design for Learning in Higher Education

The poster presentation will define Universal Design for Learning (UDL), examine current trends of UDL on college campuses and advantages of this approach to planning, and provide descriptions of model programs in higher education.

- Shannon Haley-Mize, PhD. Elizabethtown College: Elizabethtown, PA
- Brianna Kreiss. Elizabethtown College: Elizabethtown, PA
- Melissa Ailey. Elizabethtown College: Elizabethtown, PA

Assessing Universal Design for Learning on a College Campus

A college student research team examined current practices on a college campus to assess the level of Universal Design for Learning planning and implementation. The data collected resulted in several recommendations for the campus community to improve access.

- Shannon Haley-Mize, PhD. Elizabethtown College: Elizabethtown, PA
- Nicole Kane. Elizabethtown College: Elizabethtown, PA
- Nicole Boyd. Elizabethtown College: Elizabethtown, PA

Resources for UDL on Campus

This poster presentation will provide an overview of resources to support Universal Design for Learning (UDL) on college campuses. Tools to conduct assessment of campus facilities, services, and teaching practices will be reviewed. In addition, the poster will examine resources for instructors to improve their course design according to UDL principles.

- Shannon Haley-Mize, PhD. Elizabethtown College: Elizabethtown, PA
- Laura Slaybaugh. Elizabethtown College: Elizabethtown, PA
- Hannah Mason. Elizabethtown College: Elizabethtown, PA

Assessing UDL Practices on Campus

This poster presentation will provide an overview of one campus audit and resources to support Universal Design for Learning (UDL) on college campuses. Results from the campus audit on UDL will be presented as well as tools to conduct assessment of campus facilities, services, and teaching practices will be reviewed. In addition, the poster will examine resources for instructors to improve their course design according to UDL principles.

- Shannon Haley-Mize, Ph.D. Elizabethtown College: Elizabethtown, PA
- Laura Slaybaugh. Elizabethtown College: Elizabethtown, PA
- Hannah Mason. Elizabethtown College: Elizabethtown, PA





ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES

THE LEADERSHIP, EDUCATION, ADVOCACY & RESEARCH NETWORK

The Association of University Centers on Disabilities (AUCD) is a diverse network of people with disabilities, families, educators, researchers, advocates, and professionals.

AUCD is a strong presence in every U.S. state and territory, and grows leaders who have the skills to make a difference throughout the world.

In partnership with people with disabilities, AUCD promotes inclusion, dignity, respect, equity, justice, health, and well-being across the lifespan in all communities.



Vision

AUCD envisions a future in which all people, including those living with developmental and other disabilities are fully included, participating members of their communities. We see equitable access to supports and services that reflect the preferences and values of diverse communities and that lead to self-determination, independence, productivity, and a healthy and satisfying quality of life.

Mission

AUCD's mission is to advance policies and practices that improve the health, education, social, and economic well-being for and with people with developmental and other disabilities, their families, and their communities by supporting our members in research, education, health, and service activities that achieve our vision.

Values

The AUCD network values:

- the participation of people with disabilities, family members, trainees, staff, and faculty in their programs, governance, and leadership;
- the broad cultural and linguistic diversity in our nation, its territories, and tribal communities;
- diversity that is inclusive of race, ethnicity, culture, age, disability, religion, gender, gender identity, sexual orientation and socio-economic status;
- self-determination by people with disabilities;
- individual and family-centered care;
- cultural and linguistic competence in our services and supports, training activities, research, and dissemination efforts;
- the recognition of interdependence and mutual reliance of all individuals within the contexts of their communities
- the view of disability as a natural part of the human experience across all ages, cultures, and identities.



AUCD Network



AUCD members – more than 100 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.

Board of Directors

AUCD is governed by an elected Board of Directors that includes professionals, individuals with disabilities, and family members. The Board of Directors has established several committees and councils 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.

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Past-Presidents

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

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2007-2008 William E. Kiernan, PhD	2008-2009 Michael Gamel-McCormick, PhD	2009-2010 Tamar Heller, PhD
2010-2011 Daniel B. Crimmins, PhD	2011-2012 A. Anthony Antosh, EdD	2012-2013 Julie Anne Fodor, PhD
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2016-2017 Celia Feinstein, MA	2017-2018 Bruce Keisling, PhD	

AUCD Councils and Committees

The AUCD Board of Directors has established a number of Councils and Committees 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.

AUCD Councils

AUCD has five Councils:

COLA: Council on Leadership in Advocacy

The purpose of the Council on Leadership and Advocacy (COLA) is to enhance the Association of University Centers on Disabilities by fostering current and new leaders with lived experience of disability, including their family members, to promote leadership in their programs and communities. Council membership will expand to include directors, faculty, staff, and advisers at center programs, and CAC members.

CORE: Council on Research and Evaluation

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 AUCD 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.

MCC: Multicultural Council

The Multicultural Council provides leadership and assists the Association of University Centers on Disabilities (AUCD) to respond to the requirements for inclusion, diversity, and cultural competence as set forth in the Developmental Disabilities Assistance and Bill of Rights Act of 2000; and supports AUCD to implement its Strategic Map with an emphasis on growing diverse and skilled leaders, and modeling diversity, equity, and inclusion with and on behalf of people with developmental disabilities and their families throughout the network.

CEDC: Community Education and Dissemination Council

CEDC serves as a focus for the identification and discussion of issues regarding community education and information dissemination; serves as a representative voice of the community education interests and concerns within the network; and influence the development and implementation of national community education and information dissemination policies and initiatives.

NTDC: National Training Directors Council

The purpose of the National Training Directors Council (NTDC) is to serve as a focus and forum for the identification and discussion of issues related to preservice and in-service interdisciplinary training; function as a representative voice of preservice interdisciplinary training interests and concerns within the AUCD network; influence the development and implementation of national training policies and initiatives, and share best

practices and exemplary resources developed and used by UCEDDs and LENDs across the nation.



Board Committees

Finance Committee

The purpose of the Finance and Audit Committee is to assist the Board in discharging its responsibilities relating to independent oversight, financial reporting, budget, corporate controls and related matters. The Finance and Audit Committee shall serve a dual purpose for the Association:

- The Finance role is to oversee, on behalf of the Board, the fiduciary responsibility of the Association and review and make recommendations to the Board about their financial policies of the Association.
- The Audit role involves oversight of the external audit processes.

Governance Committee

The Governance Committee provides guidance and recommends policies and practices to improve and maintain sound Board governance. The committee leads efforts around Board assessment, AUCD bylaws, Board structure, and establishing processes for new Board governance efforts.

Working Committees

Public Policy Committee

The Public Policy 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.

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. It provides information on international events and serves as a contact point and review committee for international university centers seeking to become affiliate members of AUCD.

Special Interest Groups

Special Interest Groups, or SIGs, are made up of individuals in the AUCD network who have a common topical interest. SIGs, which are open to anyone in the network including trainees, serve as a mechanism for sharing information, engaging in dialogue, and generating new ideas. SIGs are led by one or more individuals from the network (with AUCD staff support if needed); they typically meet in-person at the AUCD Conference and may share information via emails, conference calls, or webinars throughout the year. Because SIGs are driven by the interests of the AUCD membership, new SIGs may emerge while ones that have run their course may disband.

Current AUCD SIGs in operation are as follows. See the Conference Agenda for this year's in-person meeting times.

- Abuse & Neglect
- Aging
- Assistive Technology
- Autism
- Collaborative on Faith & Disabilities
- Communications
- Deaf, Blind, Deafblind
- Disability Studies
- Early Childhood
- Emergency Preparedness
- Employment
- Family Support
- Health and Disability
- Mental Health Aspects of I/DD
- Nutrition
- Postsecondary Education
- Sexual Health

AUCD Staff



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Administrative
Specialist, Operations
and Finance



Tanisha Clarke, MPH;
Senior Manager,
Disability and Public
Health



Anna Costalas, MPA;
Resource and
Dissemination Manager,
UCEDD TA and General



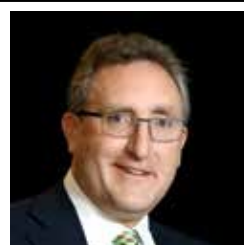
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Senior Program
Manager, UCEDD TA



Dorothy Garcia, MA;
Senior Manager, Global
Impact, UCEDD TA &
International



Adriane Griffen, DrPH,
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Oksana Klimova, MSc;
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Services



Jalyn Marks;
Administrative
Assistant, Operations
and Policy



Laura Martin, MA;
Senior Director,
Operations &
Development



Natalie Martinez;
Data Support Manager,
UCEDD & MCH TA



Siddharth Nagaraj,
MALD; Senior Program
Specialist, Global Impact
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Crystal Pariseau,
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Danielle Webber, MSW;
Act Early Program
Manager, Public Health



Liz Weintraub; Senior
Advocacy Specialist,
Public Policy

AUCD Interns & Fellows



Ann Barbour;
Administrative Intern



Sarah Mueller, MPP;
Policy Fellow

Upcoming Events

2020 Disability Policy Seminar

March 23-25, 2020
Renaissance Washington, DC Downtown

AUCD joins the Arc, ASA, UCP, AAIDD, NACDD, NDSC, and SABE to host the 2020 Disability Policy Seminar.

The Seminar is the premier event that cultivates champions on Capitol Hill and advances the grassroots movement for people with intellectual and developmental disabilities. For over 40 years, this unique seminar has offered the opportunity for passionate advocates, self-advocates, experts, and professionals in the field to come together and learn about key issues.

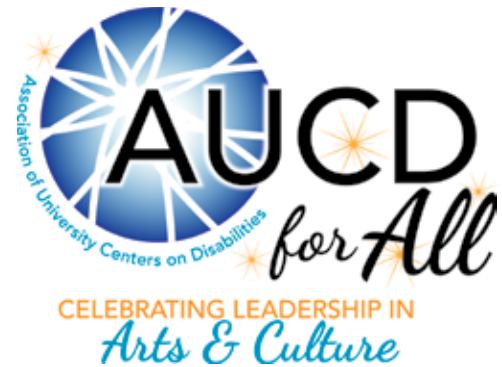
Check www.DisabilityPolicySeminar.org for updates and more information.



AUCD 2020 Gala: Celebrating Leadership in Arts and Culture

April 22, 2020: Ronald Reagan Building and International Trade Center, Washington, DC

The AUCD 2020 Gala will honor leaders in the disability space who promote inclusion, accessibility, and diversity in arts and culture. Held in Washington, DC, this annual event promotes different aspects of AUCD and its network and gathers stakeholders from DC and beyond to celebrate and advocate for inclusion, opportunity, and social justice for all. Go to www.aucd4all.org to learn more.



Future AUCD Conferences

Mark your calendars to join AUCD at a future Conference! With exciting plenary sessions, engaging concurrent sessions, and enticing posters, the AUCD Conference promises to be one event you don't want to miss.

Watch your email, social media, and the homepage of aucd.org for updates on the AUCD Conference. All listed AUCD conferences will take place at the Renaissance Hotel, Washington DC.

AUCD 2020: December 6-9

AUCD 2021: November 14-17

AUCD 2022: November 13-16

