

Connecticut LEND: Leadership Education in Neurodevelopmental and Related Disabilities

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| 8/30/24 – LEND SEMINAR 1-MCH Foundations | | | | |
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| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
| 8:30am | Welcome, Introductions: Faculty, Staff & Trainees | Mary Beth Bruder, PhD Director, UCEDD and LEND And LEND Staff | <ul style="list-style-type: none"> • Assess MCHB knowledge. • Assess LEND knowledge. | <p>Complete the Assessments and Navigator Link</p> <p>Complete the MCH Leadership Self-Assessment</p> |
| 9:00am | UConn Health Orientation | Allison O'Connor Education and Development Specialist, UConn Health Human Resources | <ul style="list-style-type: none"> • Describe LEND program features. • Describe a UCEDD. | Complete all SABA Assignments |
| 10:00am | Break | | <ul style="list-style-type: none"> • Describe the roles of trainees, family faculty, and discipline coordinators in LEND. | |
| 10:15am | Panel of Past Trainees | | | |
| 10:45am | Overview of UConn UCEDD and CT LEND | Mary Beth Bruder, PhD Director, UCEDD | | |
| 11:30am | Overview CT LEND Requirements Questions to Panel about LEND | Mary Beth Bruder, PhD Director, UCEDD | | |
| 12:30pm | Lunch | | | |
| 1:30pm | Adjourn | | | |

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| 9/6/2024 – LEND SEMINAR 2-MCH Foundations: Leadership and Cultural and Linguistic Competence | | | | |
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| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
| 8:30am | Reading Groups | | <ul style="list-style-type: none"> List the key elements of cultural and linguistic competence. | <p>Brown, I., Radford, J. P., & Wehmeyer, M. L. (2017). Historical overview of intellectual and developmental disabilities. In M. L. Wehmeyer, I. Brown, M. Percy, K. A. Shogren & W. L. A. Fung (Eds.), <i>A comprehensive guide to intellectual and developmental disabilities</i> (2nd ed., pp. 19-34). Baltimore, MD: Brookes</p> <p>Falusi, O. O., Goyal, M., Clair, E. B., Coley, L., Keller, S., Hadley, M. A., & Cora-Bramble, D. (2019). Racial and Ethnic Disparities. In M. L. Batshaw, N. J. Roizen, L. Pellegrino, <i>Children with Disabilities</i>, 42, 823-830. Paul H. Brookes Publishing Co.</p> <p>Georgetown NCCC: Cultural and Linguistic Competence checklist and curriculum guide https://nccc.georgetown.edu/documents/NCCC-Curriculum-checklist.pdf https://nccc.georgetown.edu/documents/ChecklistCSHN.pdf</p> <p>Goode, T., Jones, W., & Christopher, J. (2017), Responding to cultural and linguistic differences among people with intellectual disability. In Wehmeyer, M., Brown, I., Percy, M., Shogren, K., and Fung, W. (Eds). <i>A Comprehensive Guide to Intellectual and Developmental Disabilities</i> (pp 389-400). Baltimore, MD:</p> <p>Review the MCHB Leadership Competencies, p. 1-19: https://mchb.hrsa.gov/training/documents/MCH_Leadership_Competencies_v4.pdf</p> <p>Review the history of MCHB through this interactive timeline: https://mchb.hrsa.gov/about/timeline/index.asp</p> |
| 9:00am | Large Group Discussion | | <ul style="list-style-type: none"> Describe how cultural bias and differences impact one's work with children, youth and families. | |
| 9:30am | Cultural and Linguistic Competence and the Role of Leadership | <p>Tawara Goode, MA Associate Professor, Director, Georgetown University National Center for Cultural Competence Director, Georgetown University Center for Excellence in Developmental Disabilities Center for Child and Human Development</p> | <ul style="list-style-type: none"> Identify resources to enhance cultural and linguistic competence. Identify landmark legislation that defined the history of the disability movement. | |
| 12:00pm | Lunch | | <ul style="list-style-type: none"> Identify leadership opportunities as a LEND student. | |
| 1:00pm | Continue | | | |
| 3:00pm | Developmental Disabilities Past, Present, and Future | <p>Mary Beth Bruder, PhD Director, UCEDD and LEND</p> | | |
| 4:00pm | The Role of Self Advocate Faculty in LEND | <p>Chris Blake</p> | | |
| 4:30pm | Adjourn | | | |

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| 9/13/24 – LEND SEMINAR 3-MCH Foundations | | | | |
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| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
| 8:30am | Reading Groups | | <ul style="list-style-type: none"> Describe how the social understanding of ID and its consequences has changed over time. | Bach, M. (2017). Changing perspectives on intellectual and developmental disabilities. In M. L. Wehmeyer, I. Brown, M. Percy, K. A. Shogren & W. L. A. Fung (Eds.), <i>A comprehensive guide to intellectual and developmental disabilities</i> (2nd ed., pp. 35-46). Baltimore, MD: Brookes. |
| 9:00am | Research on Mind-Body-Health Connections: Tools and Practice for Faculty and Students, Now and the Future | <p>Melissa Bray, PhD Chair of School Psychology, Neag School of Education, UConn</p> <p>Cheryl Maykel, PhD Associate Professor Counseling and School Psychology Program Rivier University, Nashua, NH</p> | <ul style="list-style-type: none"> Describe examples of research-based strategies to enhance health and wellbeing. Describe history of the disability's movement. Identify key events in the history of IDD movement. Describe history of UCEDDs. | <p>Brown, I., Wehmeyer, M. L., & Shogren, K. A. (2017). What is meant by the terms intellectual disability and developmental disabilities? In M. L. Wehmeyer, I. Brown, M. Percy, K. A. Shogren, W. L. A. Fung (Eds.), <i>A comprehensive guide to intellectual and developmental disabilities</i> (pp. 3-18). Baltimore, MD: Brookes</p> <p>Fifield, B., & Fifield, M. (2020) The origins of University Centers on Developmental Disabilities: Early expectations and legislation, <i>Developmental Disabilities Network Journal</i>.1(1) 15-33.</p> <p>Humphreys, B. P., Kurtz, A. J., Portrie, C., Couse, L. J., & Hajnaghizadeh, F. (2018). Advancing Leadership Skills: A Multiyear Examination of LEND Trainee Self-Efficacy Growth. <i>Maternal and child health journal</i>, 22(10), 1377–1383. https://doi.org/10.1007/s10995-018-2582-2</p> |
| 12:00pm | Lunch | | | <p>Review the AUCD website: AUCD, LEND program, UCEDD programs, and LEND Trainee resources at www.aucd.org Listen to the Welcome Webinar: AUCD Network Trainees.</p> <p>Watch: Netflix: Crip Camp https://www.youtube.com/watch?v=OFS8SpwioZ4</p> |
| 1:00pm | Reading Group Discussion | | | |
| 1:30pm | Changing Perspectives on IDD | Mary Beth Bruder, PhD Director, UCEDD and LEND | | |
| 2:00pm | The DD Act and the Role of UCEDDs | | | |
| 2:30pm | Know Yourself: True Colors and How Your Personality Traits Affect Your Leadership Ability | Darla Gundler UConn UCEDD | | |
| 4:30pm | Adjourn | | | |

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| 9/20/24 – LEND SEMINAR 4-MCH Foundations | | | | |
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| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
| 8:30am | Reading Groups | | <ul style="list-style-type: none"> Describe social determinants of health. | Edwards, K., Towle, P. O., & Levitz, B. (2014). Incorporating life course theory and social determinants of health into the LEND curriculum. <i>Maternal and child health journal</i> , 18(2), 431-442. DOI 10.1007/s10995-013-1283-0. |
| 9:00am | Reading Group Discussion | | <ul style="list-style-type: none"> List 3 social determinants of health. | |
| 9:30am | Disability as a Construct IDEA | Mary Beth Bruder, PhD Director, UCEDD and LEND | <ul style="list-style-type: none"> Describe how the social determinants of health predict life course outcomes. | Emerson, E., & Brigham, P. (2015). Exposure of children with developmental delay to social determinants of poor health: Cross-sectional case record review study. <i>Child: Care, Health and Development</i> , 41(2), 249-257. doi:10.1111/cch.12144 |
| | Video: Forget Me Not | | <ul style="list-style-type: none"> Describe the role of the public health professional. | |
| 12:30pm | Lunch | | <ul style="list-style-type: none"> Define quality of life indicators for families and their children with disabilities. | Roizen, N. J., & Scherer, C. (2019). Developmental disability in chronic disease. In M. L. Batshaw, N. J. Roizen & L. Pellegrino (Eds.), <i>Children with disabilities</i> (8 th ed., pp. 507-524). Baltimore, MD: Brookes. |
| 1:30pm | Social Determinants of Health | Tara Lutz, PhD UConn UCEDD | <ul style="list-style-type: none"> Describe 1-2 techniques of advocacy. | Turnbull, H. R. and Stowe, M. J. (2001). Five models for thinking about disability. <i>Journal of Disability Policy Studies</i> , 13(2), pp. 198-205. |
| 3:00pm | Discipline Perspective: Characteristics and Role of Public Health to Disability | Tara Lutz, PhD UConn UCEDD | <ul style="list-style-type: none"> Describe 1-2 characteristics associated with a higher family quality of life. | |
| 4:30pm | Adjourn | | <ul style="list-style-type: none"> Describe why family quality of life is important. | |

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| 9/27/24 – LEND SEMINAR 5-MCH Foundations | | | | |
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| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
| 8:30am | Reading Groups | | <ul style="list-style-type: none"> Describe facilitators and barriers for someone with ASD participation in appropriate services | Aldersey, H., Turnbull, A. & Minnes, P., (2017). Providing support that enhances a family’s quality of life. In M. L. Wehmeyer, I. Brown, M. Percy, K. A. Shogren, & W. L. A. Fung (Eds.), <i>A comprehensive guide to intellectual and developmental disabilities</i> (2 nd ed., pp.583-596). Brookes. |
| 9:00am | Reading Group Discussion | | | |
| 9:30am | ASD Through the Eyes of a POET | Russell Lehmann Member, Nevada Governor's Council on Developmental Disabilities | <ul style="list-style-type: none"> Identify one valued support that enabled Russell to function in the world | Council on Children with Disabilities and Medical Home Implementation Project Advisor Committee. (2014). AAP Policy Statement: Patient- and family-centered care coordination: A framework for integrating care for children and youth across multiple systems. <i>Pediatrics</i> , 133(5), e1451-e1460. doi:10.1542/peds.2014-0318 |
| 12:15pm | Lunch | | <ul style="list-style-type: none"> Describe family support services and strategies for families with children with disabilities or special health care needs | Munro, J. (2019). Challenging families, challenging service systems: A positive intervention model. In M. L. Wehmeyer, I. Brown, M. Percy, K. Shogren & W. L. A. Fung (Eds.), <i>A comprehensive guide to intellectual and developmental disabilities</i> (2nd ed., pp.413-424). Baltimore, MD: Brookes |
| 1:00pm | Discipline Perspective: Characteristics and Role of Public Health to Disability | Tara Lutz, PhD UConn UCEDD | | |
| 1:45pm | Break | | <ul style="list-style-type: none"> Describe the principles of family centered care and practice | Turchi, R. M. & Giardino, A. P. (2019). Medical home and health care systems. In M. L. Batshaw, N. J. Roizen, L. Pellegrino (Eds.), <i>Children with disabilities</i> (8th ed., 799-809). Brookes. |
| 2:00pm | Family Centered Foundations | Molly Cole Executive Director of the CT State Independent Living Council | <ul style="list-style-type: none"> Apply family centered practice to a family story | Watch: Nancy Thaler on why it's important to support families https://www.youtube.com/watch?v=U1_t80It3c4 |
| 4:00pm | Research Groups | | | |
| 4:30pm | Adjourn | | | |

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| 10/4/24 - SEMINAR 6-MCH Neurodevelopment Risk and Disability | | | | |
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| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
| 8:30am | Reading Groups | | <ul style="list-style-type: none"> Describe the difference between developmental surveillance, monitoring and screening | Batshaw, M., Leon, E., & Kisling, M.S. (2019). The genetics underlying developmental disabilities. In M. L. Batshaw, N. J. Roizen & L. Pellegrino (Eds.). <i>Children with disabilities</i> (8 th ed., pp. 3-22). Brookes |
| 9:00am | Reading Group Discussion | | <ul style="list-style-type: none"> Identify one developmental screening tool | Berry-Kravis, E., Myers, K., & Roizen, N. J. (2019). Down syndrome and Fragile X syndrome. In M. L. Batshaw, N. J. Roizen & L. Pellegrino (Eds.). <i>Children with disabilities</i> (8 th ed., pp. 265-284). Brookes |
| 9:30am | Learn the Signs, Act Early: the CDC Screening Initiative | Bethanne Vergean Act Early Ambassador, UConn UCEDD | <ul style="list-style-type: none"> Identify the role of a medical geneticist | Percy, M., Brown, I., & Fung, W. L. A. (2017). Factors causing or contributing to intellectual and developmental disabilities. In M. L. Wehmeyer, I. Brown, M. Percy, K. A. Shogren & W. L. A. Fung (Eds.), <i>A comprehensive guide to intellectual and developmental disabilities</i> (2nd ed., pp. 175-194). Brookes. |
| 12:00pm | Lunch | | <ul style="list-style-type: none"> List 2 advances in the identification of genetic syndromes | |
| 1:30pm | Genetics and Neurodevelopmental Disabilities | Joe Tucker, MD Assistant Professor, Genetics and Genome Sciences, UCONN Health | <ul style="list-style-type: none"> Identify conditions that can be screened before or shortly after birth | |
| | Discipline Perspective: Characteristics and the Role of the Geneticist and Genetic Counselor | Maria E. Gyure, MS, LCGC Program Director Genetic Counseling Institute for Systems Genomics Dept of Allied Health Sciences University of Connecticut | <ul style="list-style-type: none"> List 3 genetic based disabilities that can be screened for at birth Describe the characteristics of two types of genetic syndromes that result in intellectual disabilities | Sanders, B. W., Zuckerman, K. E., Ash, J. S., Kopstick, A. J., Vazquez, L. R., & Gorman, P. N. (2022). Early Intervention referral information, transmission, and sources—A survey of state Part C Coordinators and analysis of referral forms. <i>Journal of Developmental & Behavioral Pediatrics</i> , 43(3), e153-e161. |
| 3:15pm | Break | | | Wiegand, S. D., Brown, J. A., & Lieberman-Betz, R. G. (2023). Autism spectrum disorder screening practices of Part C early intervention providers: A brief report. <i>Journal of Early Intervention</i> , 45(4), 359-369.DOI:10.1177/10538151221141639 |
| 3:30pm | Research Groups | | | |
| 4:30pm | Adjourn | | | |

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| 10/11/24 - SEMINAR 7-Neurodevelopment Risk and Disability | | | | |
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| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
| 8:30am | Reading Groups | | <ul style="list-style-type: none"> Identify the role of a developmental and behavioral pediatrician | https://developingchild.harvard.edu/ Please download and view at least 3 multimedia videos and read through the key concepts (drop down menu). Do a reaction for all 3 |
| 9:00am | Reading Group Discussion | | <ul style="list-style-type: none"> Identify prenatal, perinatal, and postnatal environmental risk factors and their potential developmental consequences | Myers, S. (2019). Diagnosing developmental disabilities. In M. L. Batshaw, N. J. Roizen, & L. Pellegrino (Eds.), <i>Children with disabilities</i> (8 th Ed., pp. 199-224). Brookes. |
| 9:30am | Child Development and Risk Discipline Perspective: Characteristics and the Role of the Developmental and Behavioral Pediatrician | Rob Keder, MD Associate Professor Developmental and Behavioral Pediatrics Connecticut Childrens' Medical Center | <ul style="list-style-type: none"> Describe the role and responsibilities of a neonatologist Identify 2 factors that can cause a premature birth | Pellegrino, J. (2019). Child development. In M. L. Batshaw, N. J. Roizen & L. Pellegrino (Eds.), <i>Children with disabilities</i> (8th ed., pp. 177-198). Brookes. |
| 12:00pm | Lunch | | <ul style="list-style-type: none"> List 3 developmental consequences of a premature birth | Percy, K., & Johnson, C. (2017). Introduction to early development: A multidisciplinary perspective. In M. L. Wehmeyer, I. Brown, M. Percy, K. Shogren & W. L. A. Fung (Eds.), <i>A comprehensive guide to intellectual and developmental disabilities</i> (2nd ed., pp. 113-126). Brookes. |
| 1:00pm | Biological Risk: Prematurity and trauma-informed care in the newborn intensive care unit Discipline Perspective: Characteristics and the Role of the Neonatologist | Marilyn Sanders, MD Professor of Pediatrics, School of Medicine, University of Connecticut | <ul style="list-style-type: none"> Describe what the NIDCAP List 2 components of an individualized developmental care plan in a NICU | Rais-Bahrami, K., & Short, B. L. (2019). Premature and small-for-dates infants. In M. L. Batshaw, N. J. Roizen & L. Pellegrino (Eds.), <i>Children with disabilities</i> (8th ed., pp. 65-84). Brookes. |
| 2:45pm | Family Matches | Laurie Cantwell | | Sanders, M. R., & Hall, S. L. (2018). Trauma-informed care in the newborn intensive care unit: Promoting safety, security and connectedness. <i>Journal of Perinatology</i> , 38(1), 3-10. doi:10.1038/jp.2017.124 |
| 3:30pm | Research Groups | | | |
| 4:30pm | Adjourn | | | |

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| 10/18/24 - SEMINAR 8-Neurodevelopment Risk and Disability Screening for ASD | | | | |
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| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
| 8:30am | Reading Groups | | <ul style="list-style-type: none"> Describe the DSM IV criteria for diagnosis of ASD | Gerdts, J., Mancini, J., Fox, E., Rhoads, C., Ward, T., Easley, E., & Bernier, R. A. (2018). Interdisciplinary Team Evaluation: An Effective Method for the Diagnostic Assessment of Autism Spectrum Disorder. <i>Journal of Developmental and Behavioral Pediatrics</i> , 39(4), 271–281. https://doi.org/10.1097/DBP.0000000000000549 |
| 9:00am | Reading Group Discussion | | <ul style="list-style-type: none"> Describe the behavioral component of ASD | |
| 9:30am | ASD Assessment | Nick Gelbar, PhD Associate Research Professor NEAG School of Education University of CT | <ul style="list-style-type: none"> Describe the co-occurring conditions that can accompany a diagnosis of ASD | Hine, J. F., Herrington, C. G., Rothman, A. M., Mace, R. L., Patterson, B. L., Carlson, K. L., & Warren, Z. E. (2018). Embedding autism spectrum disorder diagnosis within the medical home: Decreasing wait times through streamlined assessment. <i>Journal of Autism and Developmental Disorders</i> , 48, 2846-2853. doi:10.1007/s10803-018-3548-3 |
| 11:30am | Family Story | Paula DeMichiel | <ul style="list-style-type: none"> Describe the assessment process for diagnosing ASD | |
| 12:00pm | Lunch | | | |
| 1:30pm | CT Medical Home Initiative | Amy Soto MS, MSW Health Program Associate Adolescent and Child Health Unit Maternal, Child Health and Access to Care Section Community, Family Health and Prevention Branch Connecticut Public Health | <ul style="list-style-type: none"> Describe a screening and assessment used for diagnosing ASD Define “medical home” Understand the supports a medical home can provide to families and children with multiple needs | Johansson, N., Fångström, K., & Warner, G. (2021). Social workers' perspectives on a medical home model for children and adolescents in out of home care - an interview study. <i>BMC health services research</i> , 21(1), 804. https://doi.org/10.1186/s12913-021-06737-1 |
| 2:45pm | CT Family Support Council | Adrianna Ramirez Executive Director CT Family Support Network (CTFSN) | <ul style="list-style-type: none"> Define best practice to assure access to appropriate health care services for children with ASD | Perry, A., Koudys, J., Dunlap, G., & Black, A. (2017). Autism Spectrum Disorder. In M. L. Wehmeyer, I. Brown, M. Percy, K. A. Shogren & W. L. A. Fung (Eds.), <i>A comprehensive guide to intellectual and developmental disabilities</i> (2nd ed., pp. 219-230). Brookes. |
| 3:30pm | Research groups | | | Smith, J., Swallow, V., & Coyne, I. (2015). Involving parents in managing their child's long-term condition—A concept synthesis of family-centered care and partnership-in-care. <i>Journal of Pediatric Nursing</i> , 30(1), 143-159 |
| 4:30pm | Adjourn | | <ul style="list-style-type: none"> Describe family supports that can assist a family | |

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| 10/25/24 - SEMINAR 9-Neurodevelopment Risk and Disability | | | | |
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| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
| 8:30am | Reading Groups | | <ul style="list-style-type: none"> Describe the role and responsibilities of a nurse | Addressing the Intersectionality of Race and Disability to Improve Autism Care Pediatrics American Academy of Pediatrics (aap.org) The Intersectionality Between Disability and Race (brandeis.edu) |
| 9:00am | Reading Discussion | | <ul style="list-style-type: none"> Identify key elements of the field of nursing: practice, education, and career | |
| 9:30am | Research Projects | | | Beneke, M. R. (2021). Investigating young children’s conceptualizations of disability and race: An intersectional, multiplane critique. <i>Educational Researcher</i> , 50(2), 97-104. https://doi.org/10.3102/0013189X21992029 |
| 10:00am | Nursing Care for Children and Adults with Disabilities | Mimi Snyder PhD, MSN, RN (She/Her/Hers) Clinical Associate Professor Director, Clinical Partnerships School of Nursing, University of Connecticut | <ul style="list-style-type: none"> Describe 2 types of settings where pediatric nurses work Describe the characteristics of a family-nurse partnership Describe the intersection of disability and race | |
| | Discipline Perspective: Characteristics and the Role of the Nursing | | | Kuhn, J., Hickey, E., Lindly, O., Stansky, M., Masaro, M., Patts, G. J., . . . Broder-Fingert, S. (2023). Parenting Stress, Child Social Functioning, and Part C Early Intervention in Predominately Low-Income Families of Children with or at High Risk for Developmental Delay from Minoritized Racial and Ethnic Groups. <i>Journal of Early Intervention</i> , 45(4), 467. doi:https://doi.org/10.1177/10538151231155406 |
| 12:00pm | Lunch | | <ul style="list-style-type: none"> List and describe 2 biases that prevent persons from racial minorities with disabilities from accessing quality services | |
| 1:00pm | Family Story/Self Advocate | | | McClanahan, R., & Weismuller, P. C. (2015). School nurses and care coordination for children with complex needs: An integrative review. <i>The Journal of School Nursing</i> , 31(1), 34-43. |
| 1:30pm | Race and Disability: Centering the Disparities | Anton Alerte, MD Professor, Pediatrics Associate Dean for Primary Care, UConn School of Medicine | | |
| | Discipline Perspective: Characteristics and the Role of the Pediatrician | | | Zelleke, T. F., Depositario-Cabacar, D. F. T., & Gaillard, W. W. D. (2019). Epilepsy. In M. L. Batshaw, N. J. Roizen & L. Pellegrino (Eds.), <i>Children with disabilities</i> (8 th ed., pp. 457-480). Brookes. |
| 3:30pm | Research Groups | | | |
| 4:30pm | Adjourn | | | |

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| 11/1/24 - SEMINAR 10-Neurodevelopment Risk and Disability | | | | |
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| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
| 8:30am | Reading Groups | | <ul style="list-style-type: none"> Describe the role and responsibilities of the dentist | Cascio, M.A., Weiss, J.A. & Racine, E. (2021). Making autism research inclusive by attending to intersectionality: A review of the research ethics literature. <i>Review Journal of Autism and Developmental Disorders</i> 8, 22–36. |
| 9:00am | Reading Group Discussion | | <ul style="list-style-type: none"> Describe the role and responsibilities of a psychologist | |
| 9:30am | Oral Health Care and Discipline Perspective: Dentistry | Steven M. Lepowsky, D.D.S. Dean of Dental Medicine, UConn | <ul style="list-style-type: none"> Describe the DSM IV criteria for diagnosis of ASD | Piven, J., Elison, J., & Zylka, M. (2017). Toward a conceptual framework for early brain and behavior development in autism. <i>Molecular Psychiatry</i> , 22(10), 1385–1394. DOI:10.1038/mp2017.131 |
| 10:30am | Break | | | |
| 10:45am | Family Story | Laurie Cantwell | <ul style="list-style-type: none"> Describe the co-occurring conditions that can accompany a diagnosis of ASD | Rivera-Figueroa, K., Marfo, N. Y. A., & Eigsti, I. M. (2022). Parental perceptions of autism spectrum disorder in Latinx and Black sociocultural contexts: A systematic review. <i>American journal on intellectual and developmental disabilities</i> , 127(1), 42-63. DOI: 10.1352/1944-7558-127.1.42 |
| 11:30am | Research Groups | | | |
| 12:00pm | Lunch | | | |
| 1:00pm | Autism Spectrum Disorder Discipline Perspective: Characteristics and Role of the Psychologist | Inge-Marie Eigsti, PhD Professor, Psychological Sciences Co-director, Cognitive Neuroscience of Communication (CNC) T32 program University of Connecticut | <ul style="list-style-type: none"> Understand how tactile issues, pain awareness, and communication issues affect the administration of dental treatment to children with ASD | Rotholz, D. A., Kinsman, A. M., Lacy, K. K., & Charles, J. (2017). Improving early identification and intervention for children at risk for autism spectrum disorder. <i>Pediatrics</i> , e20161061. doi:10.1542/peds.2016-1061 |
| 3:30pm | Research Groups | | | Scheifele, E., Patel, M. Y., Tate, A. R., & Waldman, H. B. (2019). Oral health. In <i>Children with Disabilities</i> . (8th ed., pp. 705-717). Brookes. |
| 4:30pm | Adjourn | | | |

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| 11/8/24 - SEMINAR 11-Interdisciplinary Practice | | | | |
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| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
| 8:30am | Reading Groups | | | |
| 9:00am | Reading Group Discussion | | | |
| 9:30am | Discipline Perspective: Characteristics and Goals of School Psychology | Melissa Bray, PhD Professor, School Psychology, Neag School of Education, University of Connecticut | <ul style="list-style-type: none"> Describe the role and responsibilities of a school psychologist Describe 2 assessments typically conducted by a school psychologist | Brady, N., & Hahn, L. (2017). Speech, language and communication assessments and interventions. In M. L. Wehmeyer, I. Brown, M. Percy, K. A. Shogren, & W. L. A. Fung (Eds.), <i>A comprehensive guide to intellectual and developmental disabilities</i> (pp. 447-460). Brookes. |
| | Discipline Perspective: Characteristics and Goals of School Counseling | Sara Renzulli, PhD Assistant Professor-in-Residence, Counselor Education and Counseling Psychology Neag School of Education, University of Connecticut | <ul style="list-style-type: none"> Describe the role and responsibilities of speech and language pathologist Provide 2-3 examples of settings that a speech and language pathologist might work in (e.g., private practice) Describe the role of a school counselor | Brown, I., & Percy, M. (2017). An introduction to assessment, diagnosis, intervention, and services. In M. L. Wehmeyer, I. Brown, M. Percy, K. A. Shogren, & W. L. A. Fung (Eds.), <i>A comprehensive guide to intellectual and developmental disabilities</i> (pp. 343-356). Brookes. |
| 12:00pm | Lunch | | | |
| 1:00pm | Research Groups | | | |
| 1:30pm | Discipline Perspective: Characteristics and Goals of Speech and Hearing | Tammie Spaulding, PhD Associate Professor Speech, Language, and Hearing Sciences University of Connecticut | <ul style="list-style-type: none"> Understand the role of a psychologist in designing and monitoring a behavioral support plan as a member of an IEP/ IFSP team List the elements of an IEP | Ekelman, B. L., & Lewis, B. A. (2019). Speech and language disorders. In M. L. Batshaw, N. J. Roizen & L. Pellegrino (Eds.), <i>Children with disabilities</i> (8th ed., pp. 301-316). Brookes. |
| 3:00pm | Research Groups (Cont.) | | | |
| 4:15pm | Adjourn | | | |

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| 11/15/24 - SEMINAR 12-Interdisciplinary Practice | | | | |
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| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
| 8:30am | Research Groups | | <ul style="list-style-type: none"> Describe the role and responsibilities of an occupational therapist | Cheetham, T., & McMillan, S. (2017). Physical health. In M. L. Wehmeyer, I. Brown, M. Percy, K. Shogren & W. L. A. Fung (Eds.), <i>A comprehensive guide to intellectual and developmental disabilities</i> (2nd ed., pp.665-678). Brookes. |
| 9:30am | Motor Development and Disabilities Discipline Perspective: Characteristics and Goals of Physical Therapy | Sudha Srinivasan, PT, PhD Assistant Professor Physical Therapy Program Department of Kinesiology University of Connecticut | <ul style="list-style-type: none"> Describe the role and responsibilities of a physical therapist Name and describe one degenerative motor disability | Fehlings, D., & Hunt, C. (2017). Cerebral palsy. In M. L. Wehmeyer, I. Brown, M. Percy, K. A. Shogren, W. L. A. Fung (Eds.), <i>A comprehensive guide to intellectual and developmental disabilities</i> (pp. 263-271). Brookes. |
| 11:30am | Family Story | Emily Ball Self-Advocate | <ul style="list-style-type: none"> Define large motor issues that affect children with ASD | Johnson, T. L., Chin, E. M., & Hoon, A. H. (2013). Cerebral palsy. In M. L. Batshaw, N. J. Roizen & L. Pellegrino (Eds.), <i>Children with disabilities</i> (8th ed., pp. 423-456). Brookes. |
| 12:15pm | Lunch | | | |
| 1:15pm | Discipline Perspective: Characteristics and Goals of Occupational Therapy | Tina Rhodes UConn UCEDD | <ul style="list-style-type: none"> Understand the unique role a physical and occupational therapist plays when on an IFSP or IEP team Define “sensory integration” | Kang, P. B. (2019). Muscles, bones, and nerves. In M. L. Batshaw, N. J. Roizen & L. Pellegrino (Eds.), <i>Children with disabilities</i> (8th ed., pp. 139-158). Brookes |
| 3:15pm | Reading Group/ Discussion | | | Risen, S., Schultz, S. C., & Trovato, M. K. (2019). Acquired Brain Injury. In Batshaw, M. L., Roizen, N.J. & L. Pellegrino (Eds.), <i>Children with disabilities</i> (8 th Ed., pp 481-506). Brookes |
| 4:15pm | Adjourn | | | <p>Optional Readings:</p> <p>American Physical Therapy Association (APTA). (2019). Physical Therapists' Role in Prevention, Wellness, Fitness, Health Promotion, and Management of Disease and Disability.</p> <p>Academy of Pediatric Physical Therapy, APTA. (2019). Fact Sheet: The ABCs of Pediatric Physical Therapy.</p> |

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Damiano, D. L. (2006). Activity, activity, activity: rethinking our physical therapy approach to cerebral palsy. *Physical therapy, 86*(11), 1534-1540.

Morgan, C., Darrah, J., Gordon, A. M., Harbourne, R., Spittle, A., Johnson, R., & Fetters, L. (2016). Effectiveness of motor interventions in infants with cerebral palsy: a systematic review. *Developmental Medicine & Child Neurology, 58*(9), 900-909.

Novak, I., Morgan, C., Fahey, M., Finch-Edmondson, M., Galea, C., Hines, A., ... & Badawi, N. (2020). State of the evidence traffic lights 2019: systematic review of interventions for preventing and treating children with cerebral palsy. *Current neurology and neuroscience reports, 20*, 1-21.

Palisano, R., Rosenbaum, P., Bartlett, D., & Livingston, M. (2007). Gross Motor Function Classification System - Expanded & Revised (GMFCS-E&R). CanChild Centre for Childhood Disability Research, McMaster University.

Rosenbaum, P., & Gorter, J. W. (2012). The 'F-words' in childhood disability: I swear this is how we should think!. *Child: care, health and development, 38*(4), 457-463.

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| 11/22/24 - SEMINAR 13-Interdisciplinary Practice | | | | |
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| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
| 8:30am | Reading Groups | | <ul style="list-style-type: none"> Describe the role and responsibilities of an audiologist on an interdisciplinary team | Clair, E. B. (2019). Special education services. In M. L. Batshaw, N. J. Roizen & L. Pellegrino (Eds.), <i>Children with disabilities</i> (8th ed., pp. 667-686). Brookes. |
| 9:00am | Reading Group Discussion | | | |
| 9:30am | Discipline Perspective: Characteristics and Goals of Special Education | Brandi Simonsen, PhD Associate Professor of Special Education Neag School of Education, University of Connecticut | <ul style="list-style-type: none"> Describe one type of hearing test that is given to babies before they leave the nursery after birth | Fuchs, L. S., Fuchs, D., & Malone, A. S. (2018). The taxonomy of intervention intensity. <i>Teaching Exceptional Children</i> , 50(4), 194-202. doi:10.1177/0040059918758166 |
| 11:30am | Family Story | Tiffany Gundler Self-Advocate | <ul style="list-style-type: none"> Describe 1-2 types of hearing tests audiologists use | Dang, Q. C., Hoffman, M., & St John, R. (2024). Diagnostic Overshadowing: A Delayed Diagnosis Of Autism Spectrum Disorder In A Deaf Child. <i>Journal of Early Hearing Detection and Intervention: Volume 9 Issue 1, pages 1-53</i> , 9(1), 17-21. |
| 12:30pm | Lunch | | <ul style="list-style-type: none"> Describe how hearing loss is identified and managed in children | |
| 2:00pm | Early Hearing Detection and Deafness Discipline Perspective: Characteristics and Goals of Audiology | Kathy Cienkowski, PhD Associate Professor, Department of Speech, Language, Hearing Sciences, University of Connecticut | <ul style="list-style-type: none"> Describe the role and responsibilities of a special educator Identify key elements of special education under IDEA | Thompson, N., & Yoshinaga-Itano, C. (2014). Enhancing the development of infants and toddlers with dual diagnosis of autism spectrum disorder and deafness. <i>Seminars in Speech and Language</i> , 35(4), 321-330. |
| 4:00pm | Research Groups | | <ul style="list-style-type: none"> Describe the role and responsibilities of the special educator on an interdisciplinary team | Wylie, S. E. (2019). Deaf/hard of hearing plus. In M. L. Batshaw, N. J. Roizen & L. Pellegrino (Eds.), <i>Children with disabilities</i> (8th ed., pp. 541-554). Brookes. |
| 4:30pm | Adjourn | | | |

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| 12/6/24 - SEMINAR 14-Interdisciplinary Practice | | | | |
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| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
| 8:00am | Trauma and Disability | Jason Fogler, Ph.D. Senior Psychologist/Co-Director: ADHD Program Division of Developmental Medicine Director Leadership Education in Neurodevelopmental & related Disabilities Associate Professor of Pediatrics & Psychology Harvard Medical School | <ul style="list-style-type: none"> • Describe the components of Life Course Planning • Describe signs of trauma in persons with disabilities • Describe strategies to address trauma during interactions with persons with disabilities • Describe the components of the research process • Describe the role and responsibilities of a social worker | <p>Ellis, B. H., Fogler, J., Hansen, S., Forbes, P., Navalta, C. P., & Saxe, G. (2011, August 22). Trauma Systems Therapy: 15-Month Outcomes and the Importance of Effecting Environmental Change. <i>Psychological Trauma: Theory, Research, Practice, and Policy</i>. Advance online publication. doi: 10.1037/a0025192</p> <p>Fogler, J.M & Phelps, R.A (Eds.) (2018). <i>Trauma, Autism, & Neurodevelopmental Disorders: Integrating Research, Practice, & Policy</i>. Springer Nature, pp. 55-71.</p> |
| 9:30am | Break | | | |
| 10:00am | Discipline Perspective: Characteristics and Role of the Social Worker | Cristina Wilson, PhD Professor, School of Social Work University of Connecticut | | <p>Fogler J, Van Scoyoc A, Marquardt M, Phelps R. Chapter 56: Posttraumatic Stress Disorder and Acute Stress Disorder. In: <i>Developmental-Behavioral Pediatrics, Fifth Edition</i>. Feldman HM, Elias E, Blum NJ, Jimenez ME, Stancin T, eds. Philadelphia, PA: Elsevier, anticipated 2022, in press.</p> |
| 12:00pm | Lunch | | | |
| 1:00pm | Research Presentations | | | <p>Gotto, G. S., Reynolds, M. C., Palmer, S. B., & Chiang, D. F. (2019). Supporting families through the Charting the Life Course framework. <i>Intellectual and developmental disabilities</i>, 57(1), 56-65. https://doi.org/10.1352/1934-9556-57.1.56</p> |
| 3:00pm | Assessments | | | |
| 4:00pm | Adjourn | HAPPY HOLIDAYS!! | | |