

Connecticut LEND: Leadership Education in Neurodevelopmental and Related Disabilities

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1/23/2026 – LEND SEMINAR 1 System Supports: Interdisciplinary Practice				
TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	Updates	Mary Beth Bruder, PhD Director of UConn UCEDD and CT LEND	<ul style="list-style-type: none"> Describe the spring Lend requirements 	Kim, G., Kurth, J. A., Shogren, K. A., & Zagona, A. (2025). A Social-Ecological Approach to Inclusive Research With People With Intellectual Disability. <i>Intellectual and Developmental Disabilities</i> , 63(6), 472-484. DOI: 10.1352/1934-9556-63.6.472
9:00am	Reading Groups		<ul style="list-style-type: none"> Develop a plan to complete spring requirements 	
9:30am	Reading Group Discussion		<ul style="list-style-type: none"> Choose a topic for your individual research project 	Kover, S. T., & Abbeduto, L. (2023). The work ahead for intellectual and developmental disabilities research. <i>American Journal on Intellectual and Developmental Disabilities</i> , 128(5), 388-392. https://doi.org/10.1352/1944-7558-128.5.388
10:00am	Teams in Action	Mary Beth Bruder	<ul style="list-style-type: none"> Identify key benefits and drawbacks of multidisciplinary, interdisciplinary, and transdisciplinary teams 	Kunze, M., & Machalicek, W. (2022). Interdisciplinary teams: A model to support students with autism. <i>Psychology in the Schools</i> . 59, 1350– 1362. https://doi.org/10.1002/pits.22618
10:30am	Team Process	Oak Hill Staff: Jacqueline Lorange Michael Champlin Rose Haefs	<ul style="list-style-type: none"> Identify issues regarding research with persons with IDD or ASD and families 	Summers, J., Fletcher, & Bradley, E. (2017). People with Intellectual Disabilities and Mental Health Needs. 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. 679-694). Baltimore, MD: Brookes.
12:00pm	Lunch			Turnbull, A. P., Friesen, B. J., & Ramirez, C. (1998). Participatory action research as a model for conducting family research. <i>Journal of the Association for Persons with Severe Handicaps</i> , 23(3), 178-188. https://doi.org/10.2511/rpsd.23.3.178
1:00pm	Overview of Spring Semester Requirements	Mary Beth Bruder	<ul style="list-style-type: none"> Practicum Advocacy Project Emerging Topic Family Match 	
2:15pm	Research Overview and Project	Mary Beth Bruder		
2:45pm	Research Groups			
4:15pm	Adjourn			

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1/30/26 – LEND Spring SEMINAR 2-MCH Leadership and Cultural and Linguistic Competence				
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. 	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.
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. 	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
9:30am	Cultural and Linguistic Competence	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	<ul style="list-style-type: none"> Identify resources to enhance cultural and linguistic competence. Identify leadership competencies that promote equity and diversity and belonging for persons with disabilities and their families. 	Rageen Rajendram, Pardeep Kaur, Tomisin John, Isha Babra, Mohammad Samad Zubairi, Elizabeth Young, Ripudaman Minhas, 48 Transforming Transitions: Developing Cultural Competence in Supporting Caregivers of Children and Youth Growing Up with Autism Spectrum Disorder, <i>Paediatrics & Child Health</i> , Volume 27, Issue Supplement 3, October 2022, Page e23, https://doi.org/10.1093/pch/pxac100.047
12:00pm	Lunch			Joshi, B., Singh, S. & Mancilla-Martinez, J. Culturally Competent Care for Asian American Parents of Autistic Children. <i>J Dev Phys Disabil</i> (2025). https://doi.org/10.1007/s10882-025-10032-w
1:00pm	The Role of Leadership	Tawara Goode, MA		Troxel, M., Kraper, C., Verbalis, A., Safer-Lichtenstein, J., Seese, S., Ratto, A., ... Anthony, L. G. (2025). Reaching “The Other Half”: Teacher Referral Increases Inclusivity in Intervention Research for Neurodivergent School-Age Children. <i>Journal of Clinical Child & Adolescent Psychology</i> , 54(5), 578–591. https://doi.org/10.1080/15374416.2024.2303723
3:00pm	Research Plans	Mary Beth Bruder, PhD Director, UCEDD and LEND		
4:00pm	Teaming in EC	Video and Discussion		
4:30pm	Adjourn			

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2/6/2026– SEMINAR 3-System Supports: Infants and Young Children				
TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	Reading Groups		<ul style="list-style-type: none"> Describe prenatal threats to child development 	Bruder, M. B. (2010). Early childhood intervention: A promise to children and families for their future. <i>Exceptional Children</i> , 76(3), 339-355. doi:10.1177/001440291007600306
9:00am	Reading Groups Discussion	TAs	<ul style="list-style-type: none"> Describe key components of Home Visiting programs 	Guralnick, M. J., & Bruder, M. B. (2025). Inclusion in Preschool as a Catalyst to Enhance the Quality of Comprehensive Community-Based Early Childhood Programs. <i>Infants & Young Children</i> , 38(4), 262-279. DOI: 10.1097/IYC.0000000000000304
9:30am	Research Space		<ul style="list-style-type: none"> Describe key characteristics of Part C of the IDEA 	Kotake, C., Fauth, R. C., Stetler, K., Goldberg, J. L., Silva, C. F., & Manning, S. E. (2023). Improving connections to early childhood systems of care via a universal home visiting program in Massachusetts. <i>Children and Youth Services Review</i> . 150, 106995. https://doi.org/10.1016/j.childyouth.2023.106995
10:15am	Transitions After Birth: The Role of Home Visiting in Family Support	Jennifer Vendetti, LMSW, CEIM, PMH-C Perinatal Support, Group Facilitator, Training Coordinator; UConn Health Parenting Program & Mind over Mood Initiative	<ul style="list-style-type: none"> Describe the role of service coordinators in Part C Define “learning opportunities” and “activity settings” as used in early intervention practice 	Long, T. (2019). Early intervention services. In M. L. Batshaw, N. J. Roizen & L. Pellegrino (Eds.), <i>Children with disabilities</i> (8th ed., pp.639-648). Baltimore, MD: Brookes.
11:15am	Early Intervention and Early Childhood Special Education: Similarities and Differences	Mary Beth Bruder, PhD Director of UConn UCEDD and CT LEND	<ul style="list-style-type: none"> Describe the differences between the IEP and IFSP 	Williams, C. S., Gullion, L., & Cuevas Dias, R. (2025). A Scoping Review of Part C Early Intervention for Children with Significant Support Needs. <i>Research and Practice for Persons with Severe Disabilities</i> , (50)3, 219-235 DOI: 10.1177/15407969251324476
12:00pm	Lunch		<ul style="list-style-type: none"> Define natural environments for learning 	
1:00pm	Part C of IDEA: National Perspective	Maureen Greer Executive Director Infant Toddlers Coordinators Association		
2:00pm	Part C of IDEA: State Perspective	Nicole Cossette CT Part C Coordinator		
3:00pm	Family Story			
4:00pm	ECI Outcomes	Mary Beth Bruder, PhD		
4:30pm	Adjourn			

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2/13/2026 – SEMINAR 4-System Supports: IDEA-Special Education PreK-12				
TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:00am	Updates		<ul style="list-style-type: none"> Describe the principles of early childhood special education. 	<p>Al Otaiba, S., van Dijk, W., Stewart, J., Edwards, A. A., Russell Freudenthal, D., Allor, J., Schatschneider, C., & Yovanoff, P. (2024). Measuring Elementary Student Reading Gain in the Context of School-Implemented Multitiered Systems of Support. <i>Remedial and Special Education</i>, 47(1), 53-65. https://doi.org/10.1177/07419325241268563 (Original work published 2026)</p> <p>Collins, L. W., Cook, S. E., & Cook, B. G. (2025). Evidence-Based Practices in Special Education: A Brief Evolution and Noteworthy Practices. <i>TEACHING Exceptional Children</i>, 58(2), 76-77. https://doi.org/10.1177/00400599251382310</p> <p>Collins, L. W., Cook, S. E., & Sweigart, C. A. (2025). Practices You Can Trust in Special Education: Making Research Accessible for Special Educators. <i>TEACHING Exceptional Children</i>, 58(2), 80-96 https://doi.org/10.1177/00400599251328371</p> <p>Song, J. E., Reilly, M., & Reichow, B. (2024). Overview of meta-analyses on naturalistic developmental behavioral interventions for children with autism spectrum disorder. <i>Journal of Autism and Developmental Disorders</i>. https://doi.org/10.1007/s10803-023-06198-x</p> <p>Steed, E. A., Stein, R., Burke, H., & Charlifue-Smith, R. (2023). Early childhood professionals' reported use of culturally and linguistically responsive practices during initial evaluations: A mixed methods study. <i>Topics in Early Childhood Special Education</i>, 43(3), 214-226. https://doi.org/10.1177/02711214231163720</p> <p>https://highleveragepractices.org/ View video on home page and review The Structure</p>
8:45am	Reading Groups			
9:05am	Reading Group Discussion		<ul style="list-style-type: none"> Describe the significance of the Endrew Supreme Court Case. 	
9:30am	Special Education in CT: Status, and Priorities	<p>Bryan Klimkiewicz Special Education Bureau Chief, Connecticut State Department of Education</p> <p>Renee Kleinman Early Childhood Consultant Special Education Bureau</p>	<ul style="list-style-type: none"> Describe SRBI or RTI for the rest of the country. Describe inclusive options for preschool-age children with disabilities in CT Describe the status of special education in CT 	
10:55am	Break			
11:05am	Parent Story	Tom Cosker	<ul style="list-style-type: none"> Describe 2 current challenges for special education today. 	
12:00pm	Lunch			
1:00pm	Special Education: A national view	John Eisenberg Executive Director National Association of State Directors of Special Education		
3:00pm	Family Story	Courtney Houle		
3:45pm	Special Education Family Challenges	Mary Beth Bruder		
4:30pm	Adjourn			