

9/3/21 – LEND SEMINAR 1-MCH Foundations

| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
|---------|--|---|--|---|
| 10:00am | Welcome, Introductions: Faculty, Staff & Trainees Overview of UConn UCEDD and CT LEND | Mary Beth Bruder, PhD Director, UCEDD and LEND | <ul style="list-style-type: none"> Assess MHCB knowledge Assess LEND knowledge Describe LEND program features | 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. |
| 10:55am | Break | | <ul style="list-style-type: none"> Describe UCEDD history & role | Review the MCH Leadership Competencies, p. 1-19: https://mchb.hrsa.gov/training/documents/MCH_Leadership_Competerencies_v4.pdf |
| 11:05am | Overview CT LEND Requirements | Mary Beth Bruder, PhD | <ul style="list-style-type: none"> Describe the roles of trainees, family faculty, and discipline coordinator | 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 |
| 11:15am | Individual Learning Plans; Use of Blackboard | Holly Labrecque and Tina Rhodes | | Review the history of MCHB through this interactive timeline: https://mchb.hrsa.gov/about/timeline/index.asp |
| 11:45am | Lunch | | | Watch: Netflix: Crip Camp |
| 12:30pm | Panel of a Past Trainees | | | Complete the forms on Husky CT and the MCH Leadership Self-Assessment |
| 1:15pm | Breakout Groups for Questions | | | |
| 2:00pm | Break | | | |
| 2:10pm | The Contribution of LEND Competencies to your Career | Christopher Vatland, PhD, Research Assistant Professor; FL Department of Child & Family Studies; College of Behavioral and Community Sciences; University of South FL | | |

| | | |
|--------|---|--|
| 2:30pm | Developmental Disabilities: Past, Present and Future. | Michael Wehmeyer, PhD , Chair, Department of Special Education; Ross and Marianna Beach Distinguished Professor in Special Education; Director and Senior Scientist, Beach Center on Disabilities |
| 4:00pm | Questions and Adjourn | All Trainees |

9/10/2021 – LEND SEMINAR 2-MCH Foundations: Culture

| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
|---------|------------------------|--------------------|--|--|
| 8:30am | Reading Groups | | <ul style="list-style-type: none"> Identify the key events in the history of the DD movement | 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 |
| 9:20am | Large Group Discussion | | <ul style="list-style-type: none"> Identify landmark legislation that defined the history of the DD movement | 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 |
| 10:00am | Break | | | |
| 10:15am | Self Advocacy | Chris Blake | <ul style="list-style-type: none"> Describe how the social understanding of ID and its consequences has changed over time | 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. |
| 11:00am | Planning Groups | Break outs | | |
| 12:05pm | Lunch | | <ul style="list-style-type: none"> Define self-advocacy | |

| | | | | |
|--------|--|---|--|--|
| 1:00pm | What does Race have to do with Disability? | Linda Barry, MD, MPH, FACS Associate Professor, Department of Surgery, UConn Health Director, Office of Multicultural and Community Affairs, UConn School of Medicine Director, Visiting Externship for Underrepresented Students in Medicine (VESUM), UConn School of Medicine | <ul style="list-style-type: none"> • Identity resources to enhance personal cultural competence • Describe how cultural bias and differences impact one's work with children, youth and families | <p>Shogren, W. L. A. Fung (Eds.), <i>A comprehensive guide to intellectual and developmental disabilities</i> (pp. 3-18). Baltimore, MD: Brookes</p> <p>Georgetown NCCC: Cultural and Linguistic Competence Health Practitioner Assessment (CLCHPA) self-guided learning activity: https://www.clchpa.org/#welcome</p> <p>Goode, T., Jones, W., & Christopher, J. (2017), Responding to cultural and linguistic differences among people with intellectual disability. In Wehmayer, 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: Brookes.</p> <p>Shogren, K. (2017). Self-advocacy. 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. 89-98). Baltimore, MD: Brookes</p> |
| 1:45pm | Break | | | |
| 2:30pm | Cultural Humility | Cristina Wilson, PhD Associate Professor, UConn School of Social Work | | |
| 3:45pm | Discipline Perspective: Characteristics and Goals of Social Work | Cristina Wilson, PhD | | |
| 4:30pm | Adjourn | | | |

9/17/21 – LEND SEMINAR 3-MCH Foundations: Families

| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
|---------|---|---|---|---|
| 8:30am | Reading Groups | | <ul style="list-style-type: none"> List and describe examples of family supports | Aldersey, H., Turnbull, T. & 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> (pp.527-540). Baltimore: Brookes |
| 9:00am | Discussion | | <ul style="list-style-type: none"> Define quality of life indicators for families and their children with disabilities | |
| 9:30am | Building Family-Professional Partnerships | <p>Ann Turnbull, PhD and Rud Turnbull, JD Marianna and Ross Beach Distinguished Professors Emerita in Special Education Co-founders and Co-directors of the Beach Center on Disability University of Kansas</p> | <ul style="list-style-type: none"> Describe 3 important aspects of a family-professional partnership Describe why family quality of life is important | 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. Caldwell, J. A., Jones, J. L., Gallus, K. L., & Henry, C. S. (2018). Empowerment and resilience in families of adults with intellectual and developmental disabilities. <i>Intellectual and Developmental Disabilities</i> , 56(5), 374-388. doi: 10.1352/1934-9556-56.5.374 |
| 12:15pm | Lunch | | <ul style="list-style-type: none"> Describe 1-2 techniques of advocacy | |
| 1:30pm | Charting the Life-Course | <p>Linda Rammler, PhD UConn UCEDD</p> | <ul style="list-style-type: none"> Describe 1-2 characteristics associated with a higher family quality of life | 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 |
| 2:30pm | Break | | | |
| 2:45pm | Continue Life-Course | | | Turnbull, A., & Turnbull, R. (2011). Right science and right results: Lifestyle change, PBS, and human dignity. <i>Journal of Positive Behavior Interventions</i> , 13(2), 69-77. |
| 3:30pm | Individual Learning Plan: Family Matches and Practica | Staff | | Watch: Nancy Thaler on why it's important to support families https://www.youtube.com/watch?v=U1_t80It3c4 |
| 4:30pm | Adjourn | | | |

9/24/21 – LEND SEMINAR 4-MCH Foundations: Intersection of equity diversity etc. and social determinants

| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
|---------|--|--|---|---|
| 8:30am | Readings | LEND Staff | <ul style="list-style-type: none"> Describe the difference between self-advocacy and self-determination | AAP: POLICY STATEMENT Council on Children with Disabilities and Medical Home Implementation Project Advisor Committee. (2014). 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 |
| 9:30am | Social Determinants of Health | Tara Lutz, PhD Director of Training UConn UCEDD | <ul style="list-style-type: none"> List 2 skills needed to demonstrate self-advocacy for those with developmental and other disabilities | Antonelli, R. C., McAllister, J. W., & Popp, J. (2009). Making care coordination a critical component of the pediatric health system: A multidisciplinary framework. Available at http://www.lpfch.org/sites/default/files/care_coordination_a_multidisciplinary_framework.pdf |
| 10:30am | Break | | | |
| 11:15am | Discipline Perspective: Characteristics and Goals of Public Health | Tara Lutz, PhD | <ul style="list-style-type: none"> List components of the supported decision-making inventory system | Constantino, J., Sahin, M., Piven, J., Rodgers, R., & Tschida, J. (2020). The Impact of COVID-19 on Individuals With Intellectual and Developmental Disabilities: Clinical and Scientific Priorities. <i>American Journal of Psychiatry</i> . 00:1–3. doi: 10.1176. |
| 12:00pm | Lunch | | <ul style="list-style-type: none"> List and give the rationale for various family supports | 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. |
| 1:00pm | CT Title V Program for Children with Special Health Care Needs and Medical Home Initiative | Ann Gionet CT Title V Director CT Department of Public Health | <ul style="list-style-type: none"> Describe a life course trajectory and tools to develop one Define social capital | 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. |
| 2:00pm | Providing Equitable Learning Opportunities for All Learners: Centering Race and Racism | Iheoma U. Iruka, PhD Research Professor Department of Public Policy University of North Carolina, Chapel Hill | | Turchi, R. M. & Giardino, A. P. (2019). Medical Home and Health Care Systems. In M. L. Batshaw, N. J. Roizen, L. Pellegrino, <i>Children with Disabilities</i> , 41, 799-809). Paul H. Brookes Publishing Co |
| 3:20pm | Break | | | |
| 3:30pm | Family Centered Practice: Tying it All Together | Molly Cole CT LEND Family Faculty | | |

4:30pm Adjourn

ENDING 00.

10/1/21 - SEMINAR 5-MCH Foundations

| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
|---------|---|--|--|--|
| 8:30am | Readings | | <ul style="list-style-type: none"> Describe the first element in a research project | Andescavage, N.N. (2019). Fetal development. In M. L. Batshaw, N. J. Roizen & L. Pellegrino (Eds.), <i>Children with disabilities</i> (8th ed., pp. 85-98). Baltimore, MD: Brookes. |
| 9:30am | Introduction to Research | | <ul style="list-style-type: none"> List the key elements of family centered care | 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 |
| 10:00am | Break | | <ul style="list-style-type: none"> List challenges families face by service systems | Myers, S. (2019). Diagnosing developmental disabilities. In M. L. Batshaw, N. J. Roizen & L. Pellegrino (Eds.), <i>Children with disabilities</i> (8th ed., pp. 199-224). Baltimore, MD: Brookes |
| 10:15am | Family Centered Practice | Molly Cole CT LEND Family Faculty | <ul style="list-style-type: none"> Identify the difference between screening and diagnostic evaluation | 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). Baltimore, MD: Brookes |
| 12:00pm | Lunch | | <ul style="list-style-type: none"> Identify conditions that can be screened before or shortly after birth | Pellegrino, J. (2019). Newborn Screening. In M. L. Batshaw, N. J. Roizen & L. Pellegrino (Eds.), <i>Children with disabilities</i> (8th ed., pp. 53-64). Baltimore, MD: Brookes |
| 1:15pm | Child Development and Discipline Perspective: Characteristics and Goals of Developmental Pediatrics | Kirin Suri, MD Neonatologist and Developmental & Behavioral Pediatrician, Hospital for Special Care | <ul style="list-style-type: none"> Define child development | 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). Baltimore, MD: Brookes. |
| 2:15pm | Break | | | |
| 2:25pm | Discipline Perspective: Characteristics and Goals of Developmental Pediatrics – Continued | Kirin Suri, MD | | |
| 4:15pm | Adjourn | | | |

10/8/21 - SEMINAR 6-MCH Neurodevelopment Risk and Disability

| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
|---------|--|--|---|---|
| 8:30am | Reading Groups | | <ul style="list-style-type: none"> Identify 2 factors that can cause a premature birth | Ah Mew, N., MacLeod, E., & Batshaw, M. (2019). Inborn errors of metabolism. In M. L. Batshaw, N. J. Roizen & L. Pellegrino (Eds.), <i>Children with disabilities</i> (8 th ed., pp. 285-300). Baltimore, MD: Brookes. |
| 9:15am | Biological Risk: Prematurity and Trauma-informed care in the newborn intensive care unit | Marilyn Sanders, MD Professor of Pediatrics, School of Medicine, University of Connecticut | <ul style="list-style-type: none"> List 3 developmental consequences of a premature birth Describe what the NIDCAP assesses | 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). Baltimore: Brookes |
| 12:00pm | Lunch | | <ul style="list-style-type: none"> List 2 components of an individualized developmental care plan in a NICU | 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). Baltimore, MD: Brookes. |
| 1:15pm | Genetics and Neurodevelopmental Disabilities | Joe Tucker, MD Assistant Professor, Genetics and Genome Sciences, UCONN Health | <ul style="list-style-type: none"> List 2 advances in the identification of genetic syndrome | Esbensen, A., & MacLean, W. (2017). Down syndrome. 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. 195-208). Baltimore, MD: Brookes. |
| 2:45pm | Break | | <ul style="list-style-type: none"> Describe the contribution of genetics to the identification and remediation of those who have Genetic Syndromes | Percy, M., Lewkis, S., Thompson, M., Brown, I., Barbouth, D., Armstrong, F.D. (2017). Introduction to genetics, genomics, epigenetics, and 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. 127-148). Baltimore, MD: Brookes |
| 3:00pm | Family Story | Jen Jenkins | <ul style="list-style-type: none"> Describe the characteristics of two types of genetic syndromes that result in intellectual disabilities | 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> (8 th ed., pp. 65-84). Baltimore, MD: Brookes. |
| 3:15pm | Research Groups | | | 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. |
| 4:00pm | Adjourn | | | |

10/15/21 - SEMINAR 7-Neurodevelopment Risk and Disability

| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
|---------|----------------------------------|--|---|---|
| 8:30am | Reading Groups | | <ul style="list-style-type: none"> Identify prenatal, perinatal, and postnatal environmental risk factors and their potential developmental consequences | 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, 41</i> (2), 249-257. doi:10.1111/cch.12144 |
| 9:30am | Case Studies | | | |
| 10:30am | Break | | | |
| 10:45am | Research Groups | | <ul style="list-style-type: none"> Describe the differences between established, biological and environmental risk | Fox, S. E., Levitt, P. & Nelson III, C. A. (2010), How the timing and quality of early experiences influence the development of brain architecture. <i>Child Development, 81</i> , 28–40. doi:10.1111/j.1467-8624.2009.01380 |
| 12:15pm | Lunch | | | Garg, A., & Dworkin, P. H. (2016). Surveillance and screening for social determinants of health: The medical home and beyond. <i>JAMA Pediatrics, 170</i> (3), 189-190. doi:10.1001/jamapediatrics.2015.3269 http://jamanetwork.com/journals/jamapediatrics/fullarticle/2478296 . |
| 1:15pm | Family Story | | <ul style="list-style-type: none"> Describe how the interplay between environmental and biological risk increases overall risk | |
| 2:00pm | Development, Risk and Resilience | Rob Keder, MD Developmental and Behavioral Pediatrics, Connecticut Children's Medical Center | <ul style="list-style-type: none"> Describe protective factors that contribute to resilience | 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). Baltimore, MD: Brookes. |
| 4:00pm | Adjourn | | | Scholz, J., & Lerch, J. (2017) Brain plasticity. 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> (7 th Ed., pp.165-174). Baltimore, MD: Brookes Tewar, S. N. (2019). Environmental exposures. In M. L. Batshaw, N. J. Roizen & L. Pellegrino (Eds.), <i>Children with disabilities</i> (8th ed., pp. 23-36). Baltimore, MD: Brookes |

10/22/21- SEMINAR 8- Neurodevelopment Risk and Disability and screening for asd

| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
|---------|--|--|---|--|
| 8:30am | Reading Groups | | | |
| 9:30am | Self-Advocate | Emily Ball | <ul style="list-style-type: none"> Describe the DSM IV criteria for 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 |
| 10:15am | Break | | <ul style="list-style-type: none"> Name 2 screening instruments used to identify ASD | |
| 10:30am | Learn the Signs, Act Early: the CDC Screening Initiative | Bethanne Vergean Act Early Ambassador, UConn UCEDD | <ul style="list-style-type: none"> Describe the latest research on ASD screening and outcomes | 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). Baltimore, MD: Brookes. |
| 12:00pm | Lunch | | <ul style="list-style-type: none"> Describe the development and use of the M-Chat | 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. |
| 1:00pm | Screening Using the M-Chat and Assessment with the ADOS | Kacie Wittke, MA Assistant Clinical Professor, Speech Language Pathologist University of Connecticut | <ul style="list-style-type: none"> Name resources in Connecticut that provide reliable information and resource referral for families and professionals about ASD | Potvin, D., & Ratto, A. B. (2019). Autism spectrum disorders. In M. L. Batshaw, N. J. Roizen & L. Pellegrino (Eds.). <i>Children with disabilities</i> (8 th ed., pp. 317-346). Baltimore, MD: Brookes. |
| 4:15pm | Adjourn | | <ul style="list-style-type: none"> Describe the role of state and local agencies and medical practices in the screening and referral process for those suspected of having ASD | Juárez, A. P., Weitlauf, A. S., Nicholson, A., Pasternak, A., Broderick, N., Hine, J., Warren, A. (2018). Early identification of ASD through telemedicine: Potential value for underserved populations. <i>Journal of Autism and Developmental Disabilities</i> |
| | | | | 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 |

10/29/21 - SEMINAR 9-Neurodevelopment Risk and Disability

| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
|---------|--|---|--|---|
| 8:30am | Reading Groups | | | |
| 9:30am | Research Groups | | | |
| 10:00am | Discipline Perspective: Characteristics and the 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"> Describe the comorbidities that can accompany a diagnosis of ASD Describe the distinction between a medical diagnosis of ASD and eligibility for education/early intervention services under the classification of autism in the IDEA | <p>Adelman, C.R. & Kubiszyn, T. (2017). Factors that affect age of identification of children with an autism spectrum disorder. <i>Journal of Early Intervention, 39</i>(1). 18-32.</p> <p>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>Rev J Autism Dev Disord 8</i>, 22–36. https://doi.org/10.1007/s40489-020-00204-z</p> <p>Hatton, D. D., Sideris, J., Skinner, M., Mankowski, J., Bailey, D. B., Roberts, J., & Mirrett, P. (2006). Autistic behavior in children with Fragile X syndrome: Prevalence, stability, and the impact of FMRP. <i>American Journal of Medical Genetics, 140A</i>(17), 1804-1813. doi:10.1002/ajmg.a.31286. https://pdfs.semanticscholar.org/2c14/8317cd4db6e45478ac1ed913af2681acfc30.pdf</p> |
| 12:00pm | Lunch | | | |
| 1:30pm | Self -Advocate | Russell Lehmann | | |
| 2:30pm | Break | | | |
| 2:45pm | Continued | | | |
| 3:30pm | Adjourn | | | |
| | | | | Affirm Modules: https://affirm.fpg.unc.edu/affirm-modules choose 1 |

11/5/21 - SEMINAR 10-Neurodevelopment Risk and Disability

| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
|----------|---|---|--|--|
| 8:30am | Reading Groups | | <ul style="list-style-type: none"> Identify key elements of the field of nursing: practice, education, and career | 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. Fuller, E. A., Oliver, K., Vejnaska, S. F., & Rogers, S. J. (2020). The effects of the Early Start Denver Model for children with autism spectrum disorder: a meta-analysis. <i>Brain sciences</i> , 10(6), 368. |
| 9:15 am | Research Groups | | | 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. |
| 10:00 am | Discipline Perspective: Characteristics and the Role of the Nurse | Mimi Snyder PhD, MSN, RN (She/Her/Hers) Director, Pre-licensure Program AACN LANP Fellow 2018-2019 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 | 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. |
| 12:00 pm | Lunch | | <ul style="list-style-type: none"> Describe the Early Start Denver Model of intervention | 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). Baltimore: Brookes |
| 1:30pm | Program Description: Early Start Denver Model | Tina Gilbertie Director Rehabilitation Associates of CT | | Rogers, S. J., Estes, A., Lord, C., Munson, J., Rocha, M., Winter, J., & Talbott, M. (2019). A multisite randomized controlled two-phase trial of the Early Start Denver Model compared to treatment as usual. <i>Journal of the</i> |
| 2:30pm | Break | | | |
| 2:45pm | Family Story | Abbie Senich Chris Sullivan | | |
| 3:30pm | Special Education under Covid | Chris Sullivan | | |

4:30pm Adjourn

American Academy of Child & Adolescent Psychiatry, 58(9), 853-865.
 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. *Journal of Pediatric Nursing*, 30(1), 143-159
 Zelleke, T. F., Depositario-Cabacar, D. F. T., & Gaillard, W. W. D. (2019). Epilepsy. In M. L. Batshaw, N. J. Roizen, & L. Pellegrino (Eds.),

11/12/21 - SEMINAR 11-Interdisciplinary Practice

| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
|---------|--|--|---|--|
| 8:30am | Reading Groups | | <ul style="list-style-type: none"> Define intellectual disability (ID) | 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). Baltimore, MD: Brookes. |
| 9:15am | Discipline Perspective: Characteristics and Goals of School Counselors | Sara Renzulli, PhD Assistant Professor-in-Residence, Counselor Education and Counseling Psychology | <ul style="list-style-type: none"> Name the risk factors for brain injury Name and describe one degenerative motor disability | 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). Baltimore, MD: Brookes |
| 10:00am | Break | | | Hessl D., Sansone S.M., Berry-Kravis, E., Riley, K., Widaman, K., Abbeduto L., & Gershon, R.C. (2016). The NIH toolbox cognitive battery for intellectual disabilities: Preliminary studies and future directions. <i>Journal of Neurodevelopmental Disorders</i> , 8(1), 35. doi:10.1186/s11689-016-9167-4. https://jneurodevdisorders.biomedcentral.com/articles/10.1186/s11689-016-9167-4 |
| 10:10am | Research Groups | | <ul style="list-style-type: none"> Name 2 screening instruments appropriate to screen for ASD | 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). Baltimore, MD: Brookes |
| 11:00am | 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"> Understand the diagnosis and characteristics of cerebral palsy Understand the effects of cerebral palsy on development | Moeschler, J. B., & Shevell, M. (2014). |
| 12:00pm | Lunch | | | |
| 1:00pm | Family Story | Terry Garrity | <ul style="list-style-type: none"> Describe effective interventions to remediate the | |

| | | | | |
|--------|------------------------------------|---|--------------------------------|---|
| 2:00pm | Motor Development and Disabilities | Sudha Srinivasan, PT, PhD Assistant Professor Physical Therapy Program Department of Kinesiology University of Connecticut | consequences of cerebral palsy | Comprehensive evaluation of the child with intellectual disability or global developmental delays. <i>Pediatrics</i> , 134(3), e903-e918. 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). Baltimore: Brookes Shapiro, B. K., & Batshaw, M. L. (2019). Intellectual disability. In M. L. Batshaw, N. J. Roizen & L. Pellegrino (Eds.), <i>Children with disabilities</i> (8th ed., pp 249-264). Baltimore, MD: Brookes |
| 4:00pm | Research Groups | | | |

11/19/21 - SEMINAR 12-Interdisciplinary Practice

| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
|---------|---|---|--|---|
| 8:30am | Reading Groups | | | |
| 9:30am | Motor Development and Disability Discipline Perspective: Characteristics and Goals of Occupational Therapy | Kimberly D. Hartmann, PhD Professor of Occupational Therapy Director of the Center for Interdisciplinary Healthcare Education Quinnipiac University | <ul style="list-style-type: none"> Describe the role and responsibilities of an occupational therapist on an interdisciplinary team Provide 2-3 examples of settings that an occupational therapist might work in (e.g., private practice) | <p>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). Baltimore, MD: Brookes.</p> <p>Chazin, K. T., Barton, E. E., Ledford, J. R., & Pokorski, E. A. (2018). Implementation and intervention practices to facilitate communication skills for a child with complex communication needs. <i>Journal of Early Intervention, 40</i>(2), 138-157.</p> |
| 11:00am | Family Story | Brenda and Sean Steinglen | <ul style="list-style-type: none"> Describe occupational therapy practices to use with infants and young children with language delays | <p>Curiel, E. S. L., Sainato, D., & Goldstein, H. (2018). Matrix training for toddlers with autism spectrum disorder and other language delays. <i>Journal of Early Intervention, 40</i>(3), 268-284. doi: 10.1177/1053815118788060</p> |
| 12:15pm | Lunch | | | |
| 1:15pm | History and Status of Native American tribes of New England | Cedric Woods, PhD Dir of Institute for New England Native American Studies UMass, Boston | | <p>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). Baltimore, MD: Brookes.</p> |
| 3:00pm | Break | | | |
| 3:15pm | Research Groups | | | <p>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). Baltimore: Brookes</p> |
| 4:15pm | Adjourn | | | <p>Prelock, P. A., & Deppe, J. (2015). Speech-language pathology: Preparing early interventionists. <i>Infants and Young Children, 28</i>(2), 150-164. doi:10.1097/IYC000000000000035</p> <p>Prevalence of Cerebral Palsy, Co-Occurring Autism Spectrum Disorders, and Motor Functioning - Autism and Developmental Disabilities Monitoring Network, USA, 2008. (October 23, 2012). <i>Developmental Medicine and Child Neurology</i>, 54(10), 933-940.</p> |

12/3/21 - SEMINAR 13-Interdisciplinary Practice

| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
|----------|--|--|--|--|
| 8:30am | Reading Groups | | | |
| 9:15 am | Discipline Perspective: Characteristics and the Role of the Audiology Early Hearing Detection | Kathy Cienkowski, PhD Department Head & Associate Professor, Department of Speech, Language, Hearing Sciences, University of Connecticut | <ul style="list-style-type: none"> Describe the role and responsibilities of an audiologist on an interdisciplinary team Describe one type of hearing test that is given to babies before they leave the nursery after birth | <p>Beers, A. N., McBoyle, M., Kakande, E., Dar Santos, R. C., & Kozak, F. K. (2014). Autism and peripheral hearing loss: A systematic review. <i>International Journal of Pediatric Otorhinolaryngology</i>, 78(1), 96-10.</p> <p>de Beaufort, H. (2019). Visual impairment. In M. L. Batshaw, N. J. Roizen & L. Pellegrino (Eds.), <i>Children with disabilities</i> (8th ed., pp. 525-540). Baltimore, MD: Brookes</p> <p>Mirenda, P. (2017). Values, practices, science, and AAC. <i>Research and Practice for Persons with Severe Disabilities</i>, 42(1), 33-41. doi:10.1177/1540796916661163</p> <p>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.</p> <p>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). Baltimore, MD: Brookes</p> <p>Percy, M., Thompson, M., Brown, & I., Fung., W. (2017). Other Syndromes and Conditions Associated with 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. 273-312). Baltimore, MD: Brookes.</p> |
| 10:45 | Break | | | |
| 10:55a m | Family Story | Darla Gundler Associate Director, ECPC Tiffany Gundler | <ul style="list-style-type: none"> Describe 1-2 types of hearing tests audiologists use Describe how hearing loss is identified and managed in children | |
| 11:35 pm | Lunch | | | |
| 12:30p m | Vision Impairment and Blindness | Gabriela Freyre-Calish Family Faculty | <ul style="list-style-type: none"> Describe types of hearing loss List 2 types of developmental delays that are prevalent in children blind at birth | |
| 1:45 pm | Break | | | |
| 2:15 pm | Discipline Perspective: Characteristics and Goals of Speech and Language Disorders Early Language Development | Bernard Grela, PhD Associate Professor Department of Speech, Language, Hearing Sciences, University of Connecticut | <ul style="list-style-type: none"> Describe the role and responsibilities of speech and language pathologist on an interdisciplinary team Provide 2-3 examples of settings that a | |
| 4:15 pm | Adjourn | | | |

12/10/21 - SEMINAR 14-Interdisciplinary Practice

| TIME | TOPIC | PRESENTERS | OBJECTIVES | READING ASSIGNMENTS |
|---------|--|---|---|--|
| 8:00am | Trauma | Jason Fogler, PhD Boston Children's Hospital Assistant Professor of Psychology Harvard Medical School | <ul style="list-style-type: none"> Identify key elements of the field of special education: practice, education, and career | 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). Baltimore, MD: Brookes |
| 9:45am | Discipline Perspective: Characteristics and Goals of Special Educators | Allison Lombardi, Ph.D Associate Professor of Special Education Neag School of Education, University of Connecticut | <ul style="list-style-type: none"> List the principles of IDEA List the elements of an IEP Describe the role and responsibilities of the special educator on an interdisciplinary team | 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 Glanzman, M. M., & Sell, N. K. (2019). Attention deficit/hyperactivity disorder. In M. L. Batshaw, N. J. Roizen & L. Pellegrino (Eds.), <i>Children with disabilities</i> (8th ed., pp. 347-394). Baltimore, MD: Brookes |
| 11:00am | Group Research Progress Reports | | <ul style="list-style-type: none"> Describe the role of a special educator, general educator and para educator in an inclusive classroom | Kenworthy, K., & Anthony, L. (2019). Neuropsychological assessment. In M. L. Batshaw, N. J. Roizen, & L. Pellegrino (Eds.), <i>Children with disabilities</i> (8th ed., pp. 225-248). Baltimore, MD: Brookes |
| 12:15pm | Lunch | | <ul style="list-style-type: none"> Define MTSS | |
| 1:15pm | Discipline Perspective: Characteristics and Goals of Neuropsychology | Gary M. Isenberg, Psy.D Co-founder Connecticut Pediatric Neuropsychology Associates Glastonbury, CT | <ul style="list-style-type: none"> Describe the components of an Neuropsychological Assessment Describe the process for diagnosing ADHD and ADD | Robb, A. S., & Cardwell, G. S. (2019). Behavioral and Psychiatric Disorders. In M. L. Batshaw, N. J. Roizen & L. Pellegrino (Eds.). <i>Children with disabilities</i> (8th ed., pp. 555-582). Baltimore, MD: Brookes |
| 2:30pm | Break | | <ul style="list-style-type: none"> Describe the range of mental health diagnoses a child/ youth with a disability may have | Summers, J., Fletcher, R., & 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. |
| 2:45pm | Behavior and Psychiatric Disorders | Jeff Landau, MD Assistant Professor of Clinical Psychiatry Child and Adolescence Training Program Yale University | <ul style="list-style-type: none"> Describe the effect of mental health challenges on a family | |
| 4:00pm | Adjourn | | | |

