

9/2/22 – LEND SEMINAR 1-MCH Foundations – Class held on Zoom				
TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	Welcome, Introductions: Faculty, Staff & Trainees Overview of UConn UCEDD and CT LEND Overview CT LEND Requirements	<b>Mary Beth Bruder, PhD</b> Director, UCEDD and LEND	<ul style="list-style-type: none"> <li>Assess MCHB knowledge</li> <li>Assess LEND knowledge</li> <li>Describe LEND program features</li> <li>Describe UCEDD history &amp; role</li> </ul>	<p>Fifield, B., &amp; 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><b>Review</b> the MCH Leadership Competencies, p. 1-19: <a href="https://mchb.hrsa.gov/training/documents/MCH_Leadership_Compentencies_v4.pdf">https://mchb.hrsa.gov/training/documents/MCH_Leadership_Compentencies_v4.pdf</a></p>
9:45am	<b>Break</b>		<ul style="list-style-type: none"> <li>Identify the key events in the history of the DD movement</li> </ul>	<p><b>Review</b> the AUCD website: AUCD, LEND program, UCEDD programs, and LEND Trainee resources at <a href="http://www.aucd.org">www.aucd.org</a> Listen to the Welcome Webinar: AUCD Network Trainees</p>
10:00am	Developmental Disabilities: Past, Present and Future	<b>Michael Wehmeyer, PhD</b> Chair, Department of Special Education; Ross and Marianna Beach Distinguished Professor in Special Education; Director and Senior Scientist, Beach Center on Disabilities	<ul style="list-style-type: none"> <li>Identify landmark legislation that defined the history of the DD movement</li> <li>Describe how the social understanding of ID and its consequences has changed over time</li> </ul>	<p><b>Review</b> the history of MCHB through this interactive timeline: <a href="https://mchb.hrsa.gov/about/timeline/index.asp">https://mchb.hrsa.gov/about/timeline/index.asp</a></p>
11:15am	Individual Learning Plans; Practicum and Family Matches; Use of Blackboard	<b>Torri Woodruff, PhD</b> <b>Holly Labrecque</b> UConn UCEDD	<ul style="list-style-type: none"> <li>Describe the roles of trainees, family faculty, and discipline coordinator</li> </ul>	<p><b>Watch:</b> Netflix: Crip Camp <a href="https://www.youtube.com/watch?v=OFS8SpwioZ4">https://www.youtube.com/watch?v=OFS8SpwioZ4</a></p>
12:15pm	<b>Lunch</b>		<ul style="list-style-type: none"> <li>List the key elements of family centered care</li> <li>List challenges families face by service systems</li> </ul>	<p><b>Complete the forms on Husky CT and the MCH Leadership Self-Assessment</b></p>
1:15pm	Panel of a Past Trainees		<ul style="list-style-type: none"> <li>Describe 3 important aspects of a family-professional partnership</li> </ul>	
2:15pm	Family Centered Care	<b>Molly Cole</b> Connecticut State Independent Living Council		

**9/9/2022 – LEND SEMINAR 2-MCH Foundations – Class held at Avon Old Farms Hotel**

TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	Reading Groups		<ul style="list-style-type: none"> <li>Describe the intersection of disability and race</li> </ul>	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. <a href="https://doi.org/10.3102/0013189X21992029">https://doi.org/10.3102/0013189X21992029</a>
9:00am	Large Group Discussion		<ul style="list-style-type: none"> <li>List and describe 2 biases that prevent persons from racial minorities with disabilities from accessing quality services</li> </ul>	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
9:30am	True Colors: Your personality traits that contribute to leadership	<b>Darla Gundler</b> UConn UCEDD		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
9:50am	<b>Break</b>		<ul style="list-style-type: none"> <li>List and describe 2 barriers to optimum medical care for those with developmental and other disabilities</li> </ul>	
10:00am	Race and Disability: Centering the Disparities	<b>Anton Alerte, MD</b> Professor, Pediatrics Associate Dean for Primary Care, UConn School of Medicine	<ul style="list-style-type: none"> <li>Identify your strengths and challenges when moving into a leadership position</li> </ul>	
12:00pm	<b>Lunch</b>			
1:15pm	Self-Advocacy	<b>Chris Blake</b>		<a href="#">Addressing the Intersectionality of Race and Disability to Improve Autism Care   Pediatrics   American Academy of Pediatrics (aap.org)</a> <a href="#">PEDS2020049437M_proof.pdf (silverchair.com)</a> <a href="#">The Intersectionality Between Disability and Race (brandeis.edu)</a> <a href="https://publications.aap.org/pediatrics/article/132/4/e1073/64821/Early-Intervention-IDEA-Part-C-Services-and-the?autologincheck=redirected?nfToken=000000-00-0000-0000-0000-000000000000">https://publications.aap.org/pediatrics/article/132/4/e1073/64821/Early-Intervention-IDEA-Part-C-Services-and-the?autologincheck=redirected?nfToken=000000-00-0000-0000-0000-000000000000</a>
2:00pm	<b>Break</b>			
2:15pm	Results of True Colors: Your personality traits that contribute to teaming and leadership	<b>Darla Gundler</b>		

**9/16/22 – LEND SEMINAR 3-MCH Foundations- Class held at the UCEDD**

TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	Reading Groups		<ul style="list-style-type: none"> <li>Describe how cultural bias and differences impact one’s work with children, youth and families</li> </ul>	Fraser, M. W. (2004). Intervention research in social work: Recent advances and continuing challenges. <i>Research on Social Work Practice, 14</i> (3), 210-222.
9:00am	Reading Group Discussion			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, 42</i> , 823-830. Paul H. Brookes Publishing Co.
9:30am	Cultural Humility Discipline perspective: Characteristics and Goals of Social Work; Research to Practice	<b>Cristina Wilson, PhD</b> Professor, UConn School of Social Work	<ul style="list-style-type: none"> <li>Identify resources to enhance personal cultural competence</li> <li>Describe examples of research based strategies to enhance health and well being</li> </ul>	Georgetown NCCC: Cultural and Linguistic Competence checklist and curriculum guide <a href="https://nccc.georgetown.edu/documents/NCCC-Curriculum-checklist.pdf">https://nccc.georgetown.edu/documents/NCCC-Curriculum-checklist.pdf</a>
12:15pm	<b>Lunch</b>			<a href="https://nccc.georgetown.edu/documents/ChecklistCSHN.pdf">https://nccc.georgetown.edu/documents/ChecklistCSHN.pdf</a>
1:30pm	Research on Mind-Body-Health Connections: Tools and Practice for Faculty and Students, Now and the Future	<b>Melissa Bray, PhD</b> , Chair of School Psychology, Neag School of Education, UConn <b>Cheryl Maykel, PhD</b> , Associate Professor in the Counseling and School Psychology programs at Rivier University in Nashua, NH <b>Kari Sassu, PhD, NCSP</b> , Founding Director of the Center for Excellence in Teaching and Learning and a Professor in the Counseling and School Psychology department at Southern Connecticut State University		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. Lopez, K., & Oh, H. (2021). Developmental Disabilities in the Context of Fragile Families: Racial and Ethnic Disparities at Age Nine. <i>Social Work Research, 45</i> (4), 293-305.
4:00pm	Adjourn			

9/23/22 – LEND SEMINAR 4-MCH Foundations- Class held at the UCEDD				
TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	Reading Groups		<ul style="list-style-type: none"> <li>Describe social determinants of health</li> </ul>	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
9:00am	Reading Group Discussion		<ul style="list-style-type: none"> <li>List 3 social determinants of health</li> </ul>	
9:30am	Social Determinants of Health	<b>Tara Lutz, PhD</b> Assistant Professor Public Health Sciences UConn UCEDD	<ul style="list-style-type: none"> <li>Describe how the social determinants of health predict life course outcomes</li> </ul>	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.
11:30am	Discipline Perspective: Characteristics and Goals of Public Health	<b>Holly Labrecque</b> PhD Student Public Health Sciences	<ul style="list-style-type: none"> <li>Describe the role of the public health professional</li> </ul>	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
12:15pm	<b>Lunch</b>		<ul style="list-style-type: none"> <li>Describe the role of family support to family well being</li> </ul>	Gotto, G. S., Reynolds, M. C., Palmer, S. B., & Chiang, D. F. (2019). Supporting families through the Charting the Life Course framework. Intellectual and developmental disabilities, 57(1), 56-65. <a href="https://doi.org/10.1352/1934-9556-57.1.56">https://doi.org/10.1352/1934-9556-57.1.56</a>
1:15pm	Children with Special Health Care Needs: The Role of Culturally Sensitive Family Support and Care Coordination	<b>Nanfi. N. Lubogo MCH-PHLI Fellow, CCHW</b> Co-Executive Director PATH CT CT Family to Family Health Information Center President, Family Voices Board of Directors		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.
2:45pm	<b>Break</b>			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
3:00pm	Research Inquiry	<b>Mary Beth Bruder, PhD</b> Director, UConn UCEDD		
4:00pm	Adjourn			

**9/30/22 - SEMINAR 5-MCH Neurodevelopment Risk and Disability- Class held on Zoom**

TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	Readings		<ul style="list-style-type: none"> <li>Identify 2 factors that can cause a premature birth</li> </ul>	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
9:00am	Reading Group Discussion		<ul style="list-style-type: none"> <li>List 3 developmental consequences of a premature birth</li> </ul>	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
9:30am	Biological Risk: Prematurity and Trauma-informed care in the newborn intensive care unit	<b>Marilyn Sanders, MD</b> Professor of Pediatrics, School of Medicine, University of Connecticut	<ul style="list-style-type: none"> <li>Describe what the NIDCAP assesses</li> </ul>	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.
12:00pm	<b>Lunch</b>		<ul style="list-style-type: none"> <li>List 2 components of an individualized developmental care plan in a NICU</li> </ul>	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). Baltimore, MD: Brookes.
1:15pm	Family Story	<b>Emily Ball</b>	<ul style="list-style-type: none"> <li>Identify prenatal, perinatal, and postnatal environmental risk factors and their potential developmental consequences</li> </ul>	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, 38</i> (1), 3-10. doi:10.1038/jp.2017.124.
2:00pm	Child Development and Risk	<b>Rob Keder, MD</b> Developmental and Behavioral Pediatrics, Connecticut Children’s Medical Center	<ul style="list-style-type: none"> <li>Describe how the interplay between environmental and biological risk increases overall risk</li> </ul>	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 <sup>th</sup> Ed., pp.165-174). Baltimore, MD: Brookes
4:15pm	Adjourn		<ul style="list-style-type: none"> <li>Describe protective factors that contribute to resilience</li> </ul>	<a href="https://developingchild.harvard.edu/">https://developingchild.harvard.edu/</a> Please download and view at least 3 multimedia videos and read through the key concepts (drop down menu).

10/7/22 - SEMINAR 6-MCH Neurodevelopment Risk and Disability - Class held on Zoom				
TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	Reading Groups		<ul style="list-style-type: none"> <li>Describe the role of the medical home in care coordination for those with disabilities</li> </ul>	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 <sup>th</sup> ed., pp. 3-22). Baltimore: Brookes
9:00am	Reading Group Discussion		<ul style="list-style-type: none"> <li>Describe the components of a developmental assessment for a child with a suspected delay or disability</li> </ul>	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 <sup>th</sup> ed., pp. 265-284). Baltimore, MD: Brookes
9:30am	CT Title V Program for Children with Special Health Care Needs and Medical Home Initiative	<b>Selma Alves</b> CT Department of Public Health	<ul style="list-style-type: none"> <li>Identify the role of a developmental and behavioral pediatrician</li> </ul>	Schonberg, R. L., & Menzel, M. B. (2019). Birth defects and prenatal diagnosis. In M. L. Batshaw, N. J. Roizen & L. Pellegrino (Eds.), <i>Children with disabilities</i> (8th ed., pp. 37-52). Baltimore, MD: Brookes.
10:15am	<b>Break</b>		<ul style="list-style-type: none"> <li>Identify the role of a medical geneticist</li> </ul>	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.
10:30am	Interdisciplinary Assessment for Children with Neurodevelopmental and other Disabilities	<b>Kirin Suri, MD</b> Neonatologist and Behavioral Pediatrician	<ul style="list-style-type: none"> <li>List 2 advances in the identification of genetic syndrome</li> </ul>	
12:30pm	<b>Lunch</b>		<ul style="list-style-type: none"> <li>Identify conditions that can be screened before or shortly after birth</li> </ul>	
1:00pm	Family Story	<b>Laurie Cantwell</b>	<ul style="list-style-type: none"> <li>List 3 genetic based disabilities that can be screened for at birth</li> </ul>	
2:00pm	Genetics and Neurodevelopmental Disabilities	<b>Joe Tucker, MD</b> Assistant Professor, Genetics and Genome Sciences, UCONN Health	<ul style="list-style-type: none"> <li>Describe the characteristics of two types of genetic syndromes that result in intellectual disabilities</li> </ul>	
3:15pm	<b>Break</b>		<ul style="list-style-type: none"> <li>Identify conditions that can be screened before or shortly after birth</li> </ul>	
3:30pm	Research Groups			
4:30pm	Adjourn			

10/14/22 - SEMINAR 7-Neurodevelopment Risk and Disability – Class held at Avon Old Farms Hotel				
TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	Reading Groups			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> (2 <sup>nd</sup> ed. pp.583-596). Baltimore: Brookes
9:00am	Reading Group Discussion			
9:30am	Family Partnerships	<b>Ann Turnbull, PhD and Rud Turnbull, JD</b> Marianna and Ross Beach Distinguished Professors Emerita in Special Education Co-founders and Co-directors of the Beach Center on Disability University of Kansas	<ul style="list-style-type: none"> <li>List and describe examples of family supports</li> <li>Define quality of life indicators for families and their children with disabilities</li> <li>Describe 3 important aspects of a family-professional partnership</li> <li>Describe why family quality of life is important</li> <li>Describe 1-2 techniques of advocacy</li> <li>Describe 1-2 characteristics associated with a higher family quality of life</li> </ul>	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 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 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.
10:30am	<b>Break</b>			
10:45am	Family Partnerships: Continued			
12:15pm	<b>Lunch</b>			
1:15pm	Family Partnerships: Continued			
2:30pm	<b>Break</b>			
2:45pm	Family Partnerships: Continued			
4:15pm	Adjourn			
				<b>Watch:</b> Nancy Thaler on why it's important to support families <a href="https://www.youtube.com/watch?v=U1_t80It3c4">https://www.youtube.com/watch?v=U1_t80It3c4</a>

<b>10/21/22- SEMINAR 8- Neurodevelopment Risk and Disability Screening for ASD – Class held on Zoom</b>				
<b>TIME</b>	<b>TOPIC</b>	<b>PRESENTERS</b>	<b>OBJECTIVES</b>	<b>READING ASSIGNMENTS</b>
8:30am	Reading Groups			
9:00am	Reading Group Discussion			
9:30am	Autism Spectrum Disorder Discipline Perspective: Characteristics and Role of the Psychologist	<b>Inge-Marie Eigsti, PhD</b> Professor, Psychological Sciences Co-director, Cognitive Neuroscience of Communication (CNC) T32 program University of Connecticut	<ul style="list-style-type: none"> <li>Identify the difference between screening and diagnostic evaluation</li> <li>Describe the DSM IV criteria for diagnosis of ASD</li> <li>Describe the latest research on ASD screening and outcomes</li> <li>Describe the co-morbidities that can accompany a diagnosis of ASD</li> </ul>	<p>Fehlings, D., &amp; 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> <p>Johnson, T. L., Chin, E. M., &amp; Hoon, A. H. (2013). Cerebral palsy. In M. L. Batshaw, N. J. Roizen &amp; L. Pellegrino (Eds.), <i>Children with disabilities</i> (8th ed., pp. 423-456). Baltimore, MD: Brookes</p> <p>Kang, P. B. (2019). Muscles, bones, and nerves. In M. L. Batshaw, N. J. Roizen &amp; L. Pellegrino (Eds.), <i>Children with disabilities</i> (8th ed., pp. 139-158). Baltimore, MD: Brookes</p> <p>Perry, A., Koudys, J., Dunlap, G., &amp; Black, A. (2017). Autism Spectrum Disorder. In M. L. Wehmeyer, I. Brown, M. Percy, K. A. Shogren &amp; W. L. A. Fung (Eds.), <i>A comprehensive guide to intellectual and developmental disabilities</i> (2nd ed., pp.219-230). Baltimore, MD: Brookes.</p> <p>Piven, J., Elison, J., &amp; Zylka, M. (2017). Toward a conceptual framework for early brain and behavior development in autism. <i>Molecular Psychiatry</i>, 22(10), 1385–1394</p> <p>Potvin, D., &amp; Ratto, A. B. (2019). Autism spectrum disorders. In M. L. Batshaw, N. J. Roizen &amp; L. Pellegrino (Eds.). <i>Children with disabilities</i> (8<sup>th</sup> ed., pp. 317-346). Baltimore, MD: Brookes.</p>
12:00pm	<b>Lunch</b>			
1:00pm	Family story	<b>Heather McCann</b>	<ul style="list-style-type: none"> <li>Name and describe one degenerative motor disability</li> </ul>	
2:00pm	Motor Development and Disabilities Discipline Perspective: Characteristics and Goals of Physical Therapy	<b>Sudha Srinivasan, PT, PhD</b> Assistant Professor Physical Therapy Program Department of Kinesiology University of Connecticut	<ul style="list-style-type: none"> <li>Understand the diagnosis and characteristics of cerebral palsy</li> <li>Understand the effects of cerebral palsy on development</li> <li>Describe effective interventions to remediate the consequences of cerebral palsy</li> </ul>	
4:15pm	Adjourn			

10/28/22 - SEMINAR 9-Neurodevelopment Risk and Disability- Class held at the UCEDD				
TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	Reading Groups		<ul style="list-style-type: none"> <li>Describe the screening process for children suspected of having Autism.</li> </ul>	Adelman, C.R. & Kubiszyn, T. (2017). Factors that affect age of identification of children with an autism spectrum disorder. <i>Journal of Early Intervention</i> , 39(1). 18-32.
9:00am	Reading Group Discussion			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</i> 8, 22–36. <a href="https://doi.org/10.1007/s40489-020-00204-z">https://doi.org/10.1007/s40489-020-00204-z</a>
9:30am	Learn the Signs, Act Early: the CDC Screening Initiative	<b>Bethanne Vergean</b> Act Early Ambassador, UConn UCEDD	<ul style="list-style-type: none"> <li>Name 2 screening instruments appropriate to screen for ASD</li> </ul>	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
11:00am	Family Story	<b>Heather Dierberger</b>	<ul style="list-style-type: none"> <li>Identify the difference between screening and diagnostic evaluation</li> </ul>	Khowaja, M.K., Hazzard, A.P., & Robins, D.L. (2015). Sociodemographic barriers to early detection of autism: screening and evaluation using the M-CHAT, M-CHAT-R, and follow-up. <i>Journal of Autism and Developmental Disorders</i> , 45(6), 1797-1808.
12:00pm	<b>Lunch</b>		<ul style="list-style-type: none"> <li>Describe the development and use of the M-Chat</li> </ul>	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
12:30pm	Research groups		<ul style="list-style-type: none"> <li>Describe the distinction between a medical diagnosis of ASD and eligibility for education/early intervention services under the classification of autism in the IDEA</li> </ul>	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
1:30pm	Screening Using the M-Chat and Assessment with the ADOS	<b>Kacie Wittke, MA</b> Assistant Clinical Professor, Speech Language Pathologist University of Connecticut		
2:30pm	<b>Break</b>		<ul style="list-style-type: none"> <li>Name resources in Connecticut that provide reliable information, resources and referral for families and professionals about ASD</li> </ul>	
2:45pm	Screening - Continued			
4:00pm	Research Groups		<ul style="list-style-type: none"> <li>Describe the role of state and local agencies and medical practices in the screening and referral process</li> </ul>	

11/4/22 - SEMINAR 10-Neurodevelopment Risk and Disability - Class held at the UCEDD				
TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	Reading Groups		<ul style="list-style-type: none"> <li>Describe the role and responsibilities of an occupational therapist on an interdisciplinary team</li> </ul>	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). Baltimore: Brookes.
9:00am	Reading Group Discussion			
9:30am	Motor Development and Disability  Discipline Perspective: Characteristics and Goals of Occupational Therapy	<b>Tina Rhodes</b> UCEDD Project Coordinator	<ul style="list-style-type: none"> <li>Provide 2-3 examples of settings that an occupational therapist might work in (e.g., private practice)</li> <li>Describe occupational therapy practices to use with infants and young children with language delays</li> </ul>	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. 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 <sup>th</sup> ed., pp. 507-524). Baltimore, MD: Brookes.
11:30pm	<b>Lunch</b>			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 <sup>th</sup> Ed., pp 481-506). Baltimore: Brookes
12:30pm	Family Story	<b>Abbie Senich and Chris Sullivan</b>	<ul style="list-style-type: none"> <li>Identify key elements of the field of nursing: practice, education, and career</li> </ul>	
1:30pm	Nursing Care for Children and Adults with Disabilities  Discipline Perspective: Characteristics and the Role of the Nursing	<b>Mimi Snyder PhD, MSN, RN</b> (She/Her/Hers) Director, Pre-licensure Program AACN LANP Fellow 2018-2019 School of Nursing, University of Connecticut	<ul style="list-style-type: none"> <li>Describe 2 types of settings where pediatric nurses work</li> <li>Describe the characteristics of a family-nurse partnership</li> </ul>	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 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 <sup>th</sup> ed., pp. 457-480). Baltimore, MD: Brookes
3:30pm	Research Groups			

11/11/22 - SEMINAR 11-Interdisciplinary Practice-Class held on Zoom				
TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	Reading Groups		<ul style="list-style-type: none"> <li>Identify key elements of the field of special education: practice, education, and career</li> </ul>	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.
9:00am	Reading Group Discussion		<ul style="list-style-type: none"> <li>List the principles of IDEA</li> </ul>	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
9:30am	Discipline Perspective: Special Education	<p><b>Allison Lombardi, PhD</b> Associate Professor of Special Education Neag School of Education, University of Connecticut</p> <p><b>Sherylye Jackson</b> Hartford Public Schools</p>	<ul style="list-style-type: none"> <li>List the elements of an IEP</li> <li>Describe the role and responsibilities of the special educator on an interdisciplinary team</li> </ul>	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
11:00am	Family Story	<p><b>Darla Gundler</b> Associate Director, ECPC</p> <p><b>Tiffany Gundler</b></p>	<ul style="list-style-type: none"> <li>Describe the role of a special educator, general educator and para educator in an inclusive classroom</li> </ul>	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
12:00pm	<b>Lunch</b>			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.
1:30pm	Early Hearing Detection And deafness  Discipline Perspective: Characteristics and the Role of the Audiologist Early Hearing Detection	<p><b>Kathy Cienkowski, PhD</b> Department Head &amp; Associate Professor, Department of Speech, Language, Hearing Sciences, University of Connecticut</p>	<ul style="list-style-type: none"> <li>Define MTSS</li> <li>Describe the role and responsibilities of an audiologist on an interdisciplinary team</li> <li>Describe one type of hearing test that is given to babies before they leave the nursery after birth</li> </ul>	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
3:30pm	Research Groups		<ul style="list-style-type: none"> <li>Describe 1-2 types of hearing tests audiologists use</li> </ul>	
4:00pm	Research Groups		<ul style="list-style-type: none"> <li>Describe how hearing loss is identified and managed in children</li> </ul>	

11/18/22 - SEMINAR 12-Interdisciplinary Practice: Class held at the UCEDD				
TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	Reading Groups		<ul style="list-style-type: none"> <li>List 2 types of developmental delays that are prevalent in children blind at birth</li> </ul>	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.
9:00am	Reading Groups Discussion			
9:30am	Vision Impairment and Blindness	<b>Gabriela Freyre-Calish</b> Project Coordinator UCEDD and parent	<ul style="list-style-type: none"> <li>List technology that can assist children who are blind learn and participate in everyday learning activities.</li> </ul>	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
11:00am	Research Groups		<ul style="list-style-type: none"> <li>Define intellectual disability (ID)</li> </ul>	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), 1-18. doi:10.1186/s11689-016-9167-4.
12:15pm	<b>Lunch</b>			<a href="https://jneurodevdisorders.biomedcentral.com/articles/10.1186/s11689-016-9167-4">https://jneurodevdisorders.biomedcentral.com/articles/10.1186/s11689-016-9167-4</a> .
1:00pm	Discipline Perspective: Characteristics and Goals of School Counselors	<b>Sara Renzulli, PhD</b> Assistant Professor-in-Residence, Counselor Education and Counseling Psychology	<ul style="list-style-type: none"> <li>Describe the role of a school counselor</li> <li>Describe the role of a school psychologist</li> <li>Describe 2 assessments typically conducted by a school psychologist</li> </ul>	Myers, S. (2019). Diagnosing developmental disabilities. In M. L. Batshaw, N. J. Roizen, & L. Pellegrino (Eds.), <i>Children with disabilities</i> (8 <sup>th</sup> Ed., pp 199-224). Baltimore: Brookes
2:15pm	<b>Break</b>			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.
2:30pm	Discipline Perspective: Characteristics and Goals of School Psychology	<b>Melissa Bray, PhD</b> Professor, School Psychology, Neag School of Education, University of Connecticut		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.
4:15pm	Adjourn			

12/2/22 - SEMINAR 13-Interdisciplinary Practice-Class will be on Zoom				
TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	Reading Groups		<ul style="list-style-type: none"> <li>Describe the components of a Neuropsychological Assessment</li> </ul>	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.
9:00am	Reading Groups Discussion		<ul style="list-style-type: none"> <li>Describe the process for diagnosing ADHD and ADD</li> </ul>	
9:30am	Genetics and Neurodevelopmental Disabilities	<b>Joe Tucker, MD</b> Assistant Professor, Genetics and Genome Sciences, UCONN Health	<ul style="list-style-type: none"> <li>Describe the range of mental health diagnoses a child/ youth with a disability may have</li> </ul>	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.
11:00am	<b>Break</b>			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
10:15am	Research groups		<ul style="list-style-type: none"> <li>Describe the effect of mental health challenges on a family</li> </ul>	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> (8 <sup>th</sup> ed., pp. 301-316). Baltimore, MD: Brookes.
12:00	<b>Lunch</b>			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.
1:00 pm	Family Story	<b>Tom Cosker</b>	<ul style="list-style-type: none"> <li>Describe the role and responsibilities of speech and language pathologist on an interdisciplinary team</li> </ul>	
1:30 pm	Discipline Perspective: Characteristics and Goals of Speech and Language Disorders	<b>Bernard Grella, PhD</b> Associate Professor Department of Speech, Language, Hearing Sciences, University of Connecticut	<ul style="list-style-type: none"> <li>Provide 2-3 examples of settings that a speech and language pathologist might work in (e.g., private practice)</li> </ul>	
	Early Language Development		<ul style="list-style-type: none"> <li>Describe speech and language practices to use with infants and young children with language delays</li> </ul>	
3:30pm	Research Groups			
4:15pm	Adjourn			

<b>12/9/22 - SEMINAR 14-Interdisciplinary Practice – Class Held at Avon Old Farms Hotel</b>				
<b>TIME</b>	<b>TOPIC</b>	<b>PRESENTERS</b>	<b>OBJECTIVES</b>	<b>READING ASSIGNMENTS</b>
8:30am	Reading Groups and Discussion		<ul style="list-style-type: none"> <li>Describe the components of Life Course Planning</li> </ul>	Gotto, G. S., Reynolds, M. C., Palmer, S. B., & Chiang, D. F. (2019). Supporting families through the Charting the Life Course framework. Intellectual and developmental disabilities, 57(1), 56-65. <a href="https://doi.org/10.1352/1934-9556-57.1.56">https://doi.org/10.1352/1934-9556-57.1.56</a>
9:00am	Family Story	<b>Brenda Stenglein</b>		
9:15am	Charting the Life Course	<b>Linda Rammler, PhD</b> UConn UCEDD		
10:45am	<b>Break</b>			
11:00am	Research Projects			
12:15pm	<b>Lunch</b>			
1:15pm	Self-Advocacy	<b>Russell Lehman</b> Member, Nevada Governor's Council on Developmental Disabilities		
3:30pm	<b>Adjourn</b>			
		<b>HAPPY HOLIDAYS</b>		