

9/1/23 – LEND SEMINAR 1-MCH Foundations				
TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	Welcome, Introductions: Faculty, Staff & Trainees Overview of UConn UCEDD and CT LEND Overview CT LEND Requirements	Mary Beth Bruder, PhD Director, UCEDD and LEND And Staff	<ul style="list-style-type: none"> Assess MHCB knowledge. Assess LEND knowledge. Describe LEND program features. Describe UCEDD history & role. 	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. Review the MCH Leadership Competencies, p. 1-19 https://mchb.hrsa.gov/training/documents/MCH_Leadership_Competencies_v4.pdf
10:00am	Break		<ul style="list-style-type: none"> Identify the key events in the history of the DD movement. 	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
10:15am	Panel of a Past Trainees		<ul style="list-style-type: none"> Identify landmark legislation that defined the history of the DD movement. 	
11:00am	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	<ul style="list-style-type: none"> Describe how the social understanding of ID and its consequences has changed over time. Describe the roles of trainees, family faculty, and discipline coordinator. 	Review the history of MCHB through this interactive timeline: https://mchb.hrsa.gov/about/timeline/index.asp Watch: Netflix: Crip Camp https://www.youtube.com/watch?v=OFS8Spwi0Z4
12:30pm	Lunch			Complete the forms on Husky CT and the MCH Leadership Self-Assessment
1:30pm	Knowing Self: True Colors- Your personality traits that contribute to leadership	Darla Gundler UConn UCEDD	<ul style="list-style-type: none"> List the key elements of family centered care. List challenges families face by service systems. 	
4:30pm	Adjourn		<ul style="list-style-type: none"> Describe 3 important aspects of a family-professional partnership. 	

9/8/2023 – LEND SEMINAR 2-MCH Foundations

TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	Reading Groups			
9:00am	Large Group Discussion			
9:30am	Cultural Humility Discipline Perspective: Characteristics and Goals of Social Work; Research to Practice	Cristina Wilson, PhD Professor, UConn School of Social Work	<ul style="list-style-type: none"> List the key elements of family centered care. List challenges created by service systems that impact families. Describe the role of family support to family well-being. Describe 3 important aspects of a family-professional partnership. Describe how cultural bias and differences impact one's work with children, youth and families. Identify resources to enhance personal cultural 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>Fraser, M. W. (2004). Intervention research in social work: Recent advances and continuing challenges. <i>Research on Social Work Practice</i>, 14(3), 210-222.</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>Watch: Nancy Thaler on why it's important to support families https://www.youtube.com/watch?v=U1_t80It3c4</p>
12:00pm	Lunch			
1:15pm	Self-Advocacy	Chris Blake		
2:00pm	Break			
2:15pm	The History of the Parent Movement; Family Centered Care	Molly Cole Connecticut State Independent Living Council		
4:30pm	Adjourn			

9/15/23 – LEND SEMINAR 3-MCH Foundations

TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	Reading Groups		<ul style="list-style-type: none"> Describe social determinants of health. 	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.
9:00am	Reading Group Discussion		<ul style="list-style-type: none"> List 3 social determinants of health. 	
9:30am	Social Determinants of Health	<p>Tara Lutz, PhD Assistant Professor Public Health Sciences UConn UCEDD</p>	<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
	Discipline Perspective: Characteristics and Goals of Public Health	<p>Amal Alsamawi, Holly Labrecque PhD Student Public Health Sciences</p>	<ul style="list-style-type: none"> Describe the role of the public health professional. Describe examples of research-based strategies to enhance health and wellbeing. 	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.
12:15pm	Lunch			
1:30pm	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 in the Counseling and School Psychology programs at Rivier University in Nashua, NH</p> <p>Kari Sassu, PhD, NCSP, Founding Director of the Center for Excellence in Teaching and Learning; Professor, Counseling and School Psychology Department at Southern CT State University</p>	<ul style="list-style-type: none"> Describe examples of research-based strategies to enhance health and wellbeing. 	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. Tewar, S. N. (2019). Environmental exposures. In M. L. Batshaw, N. J. Roizen & L. Pellegrino (Eds.), <i>Children with disabilities</i> (8 th ed., pp. 23-36). Baltimore, MD: Brookes
3:30 pm	Adjourn			

9/22/23 – LEND SEMINAR 4-MCH Foundations

TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	Reading Groups			
9:00am	Reading Group Discussion			
9:30am	Disability as a Construct and IDEA	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	<ul style="list-style-type: none"> Define quality of life indicators for families and their children with disabilities Describe 1-2 techniques of advocacy Describe 1-2 characteristics associated with a higher family quality of life Describe why family quality of life is important 	<p>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.</p> <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>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, 56</i>(5), 374-388. doi: 10.1352/1934-9556-56.5.374</p> <p>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</p> <p>Turnbull, H. R. and Stowe, M. J. (2001). Five models for thinking about disability. <i>Journal of Disability Policy Studies, 13</i>(2), pp. 198-205.</p>
12:00pm	Lunch			
12:30pm	Disability as a Construct and IDEA (Cont.)			
1:30pm	Break			
1:45pm	Self-Advocacy	Russell Lehmann Member, Nevada Governor's Council on Developmental Disabilities		
4:00pm	Adjourn			

9/29/23 – LEND SEMINAR 5-MCH Foundations

8:30am	Readings		<ul style="list-style-type: none"> Name resources in Connecticut that provide reliable information, resources and referral for families and professionals. 	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
9:00am	Reading Group Discussion			
9:30am	CT Title V Program for Children with Special Health Care Needs and Medical Home Initiative	Selma Alves CT Department of Public Health	<ul style="list-style-type: none"> Describe the role of state and local agencies and medical practices in the screening and referral process for children with special health care needs. 	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.
10:30am	Break			
10:45am	Family Story	Laurie Cantwell Family Faculty CT LEND	<ul style="list-style-type: none"> Describe the role of the medical home in care coordination for those with special health care needs and/or disabilities. 	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.
11:30am	Research Projects	Round 1		
12:00pm	Lunch			
1:00pm	Research Projects	Round 2	<ul style="list-style-type: none"> Describe family support services and strategies for families with children with special health care needs. 	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). Brookes.
2:00pm	Children with Special Health Care Needs: The Role of Culturally Sensitive Family Support and Care Coordination	Nanfi. N. Lubogo MCH-PHLI Fellow, CCHW Co-Executive Director PATH CT CT Family to Family Health Information Center President, Family Voices Board of Directors		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> (2 nd ed., pp.665-678). Brookes.
3:15pm	Break			
3:30pm	Case Studies	Mary Beth Bruder		
4:15pm	Adjourn			

10/6/23 - SEMINAR 6-MCH Neurodevelopment Risk and Disability				
TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	Reading Groups		<ul style="list-style-type: none"> Describe the components of a developmental assessment for a child with a suspected delay or disability 	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 Group Discussion			
10:00am	What Have We Learned from Deinstitutionalization	James Conroy, PhD Founder and President, Center for Outcome Analysis, Inc. Co-President, Pennhurst Memorial & Preservation Alliance	<ul style="list-style-type: none"> Describe the intersection of disability and race List and describe 2 biases that prevent persons from racial minorities with disabilities from accessing quality services 	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 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. https://doi.org/10.1007/s40489-020-00204-z
12:00pm	Lunch		<ul style="list-style-type: none"> List and describe 2 barriers to optimum medical care for those with developmental and other disabilities 	
1:30pm	Race and Disability: Centering the Disparities	Anton Alerte, MD Professor, Pediatrics Associate Dean for Primary Care, UConn School of Medicine		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. 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). Brookes.
3:15pm	Break			
3:30pm	Research Groups			
4:30pm	Adjourn			

10/13/23 - SEMINAR 7-Neurodevelopment Risk and Disability

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 one 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 	
9:30am	Learn the Signs, Act Early: the CDC Screening Initiative	Bethanne Vergean Act Early Ambassador, UConn UCEDD		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.
10:30am	Break			
11:00 am	Research Groups		<ul style="list-style-type: none"> Describe the differences between established, biological and environmental risk 	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.
11:30am	Family Story	Chris Blake		
12:15pm	Lunch			
1:00pm	Child Development and Risk	Rob Keder, MD Developmental and Behavioral Pediatrics, Connecticut Children's Medical Center	<ul style="list-style-type: none"> Describe how the interplay between environmental and biological risk increases overall risk Describe protective factors that contribute to resilience 	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.
2:30pm	Break			
2:45pm	Child Development and Risk Continued			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). Brookes.
4:15pm	Adjourn			

10/20/23- SEMINAR 8- Neurodevelopment Risk and Disability Screening for ASD				
TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	Reading Groups		<ul style="list-style-type: none"> Describe the role and responsibilities of a nurse 	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 key elements of the field of nursing: practice, education, and career 	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	Nursing Care for Children and Adults with Disabilities Discipline Perspective: Characteristics and the Role of the Nursing	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 	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, 31</i> (1), 34-43.
11:30am	Family Story	Brenda and Sean Stenglein	<ul style="list-style-type: none"> Identify the role of a medical geneticist 	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). Brookes.
12:00pm	Lunch			
1:00pm	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 syndromes Identify conditions that can be screened before or shortly after birth 	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, 30</i> (1), 143-159
4:15pm	Adjourn		<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 	

10/27/23 - SEMINAR 9-Neurodevelopment Risk and Disability

TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	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"> Describe the role and responsibilities of a psychologist Describe the DSM IV criteria for diagnosis of ASD Describe the co-occurring conditions that can accompany a diagnosis of ASD Describe the role of a school counselor 	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	Reading Groups			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.
11:20am	Reading Discussion			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
12:00pm	Lunch			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). Brookes.
12:45pm	Discipline Perspective: Characteristics and Goals of School Counselors	Sara Renzulli, PhD Assistant Professor-in-Residence, Counselor Education and Counseling Psychology		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
2:10pm	Break			
2:25pm	Research Groups			
3:45pm	Adjourn			

11/3/23 - SEMINAR 10-Neurodevelopment Risk and Disability				
TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	Reading Groups		<ul style="list-style-type: none"> Describe the role and responsibilities of a neonatologist 	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.
9:00am	Reading Group Discussion		<ul style="list-style-type: none"> Identify 2 factors that can cause a premature birth 	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.
9:30am	Research Groups		<ul style="list-style-type: none"> List 3 developmental consequences of a premature birth 	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.
10:00am	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"> Describe what the NIDCAP 	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). Brookes.
12:00pm	Lunch		<ul style="list-style-type: none"> List 2 components of an individualized developmental care plan in a NICU 	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.
12:45pm	Vision Impairment and Blindness	Gabriela Freyre-Calish UCEDD and parent	<ul style="list-style-type: none"> List 2 types of developmental delays that are prevalent in children blind at birth 	
2:30pm	Current challenges in special education	John Eisenberg Director of the National Association of State Directors of Special Education	<ul style="list-style-type: none"> List technology that can assist children who are blind learn and participate in everyday learning activities. 	
4:15pm	Adjourn			

11/10/23 - SEMINAR 11-Interdisciplinary Practice				
TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	Reading Groups		<ul style="list-style-type: none"> Describe the role and responsibilities of a physical therapist 	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"> Describe the role and responsibilities of an audiologist on an interdisciplinary team 	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.
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 one type of hearing test that is given to babies before they leave the nursery after birth 	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.
11:00am	Family Story	Darla Gundler Associate Director, ECPC Tiffany Gundler	<ul style="list-style-type: none"> Describe 1-2 types of hearing tests audiologists use 	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.
12:00pm	Lunch		<ul style="list-style-type: none"> Describe how hearing loss is identified and managed in children 	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.
1:00pm	Early Hearing Detection And deafness Discipline Perspective: Characteristics and the Role of the Audiologist 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"> Understand the effects of cerebral palsy on development Name and describe one degenerative motor disability Understand the diagnosis and characteristics of cerebral palsy 	
3:30pm	Research Groups		<ul style="list-style-type: none"> Describe effective interventions to remediate the consequences of cerebral palsy 	
4:00pm	Adjourn			

11/17/23 - SEMINAR 12-Interdisciplinary Practice				
TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	Reading Groups		<ul style="list-style-type: none"> Define intellectual disability (ID) 	<p>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.</p> <p>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.</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). Brookes.</p> <p>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</p> <p>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). Brookes.</p> <p>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. https://jneurodevdisorders.biomedcentral.com/articles/10.1186/s11689-016-9167-4.</p>
9:00am	Reading Group Discussion		<ul style="list-style-type: none"> Describe the role and responsibilities of a special educator 	
9:30am	Discipline Perspective: Special Education	Brandi Simonsen, PhD Professor of Special Education Neag School of Education, University of Connecticut	<ul style="list-style-type: none"> Describe the role of a school counselor Describe the role and responsibilities of an occupational therapist 	
12:00pm	Lunch			
1:15pm	Motor Development and Disability	Tina Rhodes UCEDD Project Coordinator	<ul style="list-style-type: none"> Identify key elements of the field of special education: practice, education, and career 	
	Discipline Perspective: Characteristics and Goals of Occupational Therapy		<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 	
3:15pm	Research Groups			
4:15pm	Adjourn		<ul style="list-style-type: none"> Define MTSS 	

12/1/23 - SEMINAR 13-Interdisciplinary Practice				
TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	Reading Groups		<ul style="list-style-type: none"> Describe the role and responsibilities of a school psychologist Describe 2 assessments typically conducted by a school psychologist 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 speech and language practices to use with infants and young children with language delays 	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. 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 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 th ed., pp. 301-316). Brookes. 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.
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		
11:00am	Break			
11:15am	Research groups			
12:00pm	Lunch			
1:00pm	Family Story	Tom Cosker		
2:00pm	Discipline Perspective: Characteristics and Goals of Speech and Language Disorders Early Language Development	Bernard Grella, PhD Associate Professor Department of Speech, Language, Hearing Sciences, University of Connecticut		
4:00pm	Research Groups			
4:30pm	Adjourn			

12/8/23 - SEMINAR 14-Interdisciplinary Practice				
TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	Reading Groups and Discussion		<ul style="list-style-type: none"> Describe the role and responsibilities of the dentist 	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
9:00am	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 signs of trauma in persons with disabilities Describe strategies to address trauma during interactions with persons with disabilities 	
10:15am	Trauma and Disabilities	Jason Fogler, Ph.D. Director, Leadership Education in Neurodevelopmental & related Disabilities, Boston Children College Assistant Professor of Pediatrics & Psychology, Harvard Medical School	<ul style="list-style-type: none"> Describe the components of the research process 	Prock, L. & Fogler, J. (2018). Trauma & neurodevelopmental disorder: Assessment, treatment & triage. In J. M. Fogler & R. A. Phelps (Eds.), <i>Trauma, autism, & neurodevelopmental disorders: Integrating research, practice, & policy</i> . Springer Nature, pp. 55-71. Fogler, J., Van Scoyoc, A., Marquardt, M., Phelps, R. Chapter 56: Posttraumatic Stress Disorder and Acute Stress Disorder. In: <i>Developmental-Behavioral Pediatrics</i> , Fifth Edition. Feldman HM, Elias E, Blum NJ, Jimenez ME, Stancin T, eds. Philadelphia, PA: Elsevier, anticipated 2022, in press.
12:15pm	Lunch			
1:15pm	Group Discussions for Feedback			
2:15	Research Presentations			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