

Past Presidents

The history of the AAIDDD is long and distinguished. Our tradition, professional standing, and leadership in the area of intellectual and Developmental disabilities are exemplified in the persons of our Presidents. Our former Presidents are:

1876-1877	Edouard Sequin, MD	1922-1923	C. Banks McNairy, MD	1966-1967	Marguerite J. Hastings
1877-1878	Hervey B. Wilbur, MD	1923-1924	Walter E. Fernald, MD	1967-1968	Harvey F. Dingman, PhD
1878-1879	G. A. Doren, MD	1924-1925	Groves B. Smith, MD	1968-1969	Richard Koch, MD
1879-1880	H. M. Knight, MD	1925-1926	Arthur R. T. Wylie, EdD	1969-1970	Wesley D. White, EdD
1880-1881	Charles T. Wilbur, MD	1926-1927	Benjamin W. Baker, MD	1970-1971	Horace Mann, PhD
1881-1882	George W. Brown, MD	1927-1928	Edward R. Johnstone	1971-1972	Robert L. Erdman, EdD
1882-1884	J. Q. A. Stewart, MD	1928-1929	George E. McPherson, MD	1972-1973	Michael J. Begab, PhD
1884-1885	A. H. Beaton, MD	1929-1930	George L. Wallace, MD	1973-1974	David Rosen, MS
1885-1886	F. M. Powell, MD	1930-1931	H. H. Ramsey, MD	1974-1975	James D. Clements, MD
1886-1887	William B. Fish, MD	1931-1932	Harvey M. Watkins, MD	1975-1976	Sue Allen Warren, PhD
1887-1888	George H. Knight, MD	1932-1933	Howard W. Potter, MD	1976-1977	Burton Blatt, EdD
1888-1889	J. C. Carson, MD	1933-1934	Ransom A. Greene, MD	1977-1978	Margaret J. Giannini, MD
1889-1890	A. C. Rogers, MD	1934-1935	Mary M. Wolfe, MD	1978-1979	Richard C. Scheerenberger, PhD
1890-1891	J. T. Armstrong, MD	1935-1936	Edgar A. Doll, PhD	1979-1980	Marjorie H. Kirkland, MSSW
1891-1892	Isaac N. Kerlin, MD	1936-1937	Benjamin O. Whitten, MD	1980-1981	H. Carl Haywood, PhD
1892-1893	Walter E. Fernald, MD	1937-1938	Harry C. Storrs, MD	1981-1982	Frank A. Borreca, EdD
1893-1894	A. E. Osborne, MD	1938-1939	Neil A. Dayton, MD	1982-1983	A. Gail O'Connor, PhD
1894-1895	A. W. Wilmarth, MD	1939-1940	Frederick Kuhlmann, PhD	1983-1984	Herbert J. Grossman, MD
1895-1896	Samuel J. Fort, MD	1940-1941	Meta L. Anderson, PhD	1984-1985	B. R. (Bill) Walker, PhD
1896-1897	Martin W. Barr, MD	1941-1942	Fred O. Butler, MD	1985-1986	H. Rutherford Turnbull III, LLB, LLM
1897-1898	George A. Brown, MD	1942-1943	Horatio M. Pollock, PhD	1986-1987	Harold Michal-Smith, PhD
1898-1899	Mary J. Dunlap, MD	1943-1944	C. Stanley Raymond, MD	1987-1988	Valaida S. Walker, EdD
1899-1900	Alexander Johnson	1944-1945	E. Arthur Witney, MD	1988-1989	Robert G. Griffith, EdD
1900-1901	W. A. Polglase, MD	1945-1946	Mabel A. Matthews	1989-1990	James W. Ellis, JD
1901-1902	F. W. Keating, MD	1946-1947	Warren G. Murray, MD	1990-1991	Robert R. Bruininks, PhD
1902-1903	J. M. Murdoch, MD	1947-1948	Lloyd N. Yepsen, PhD	1991-1992	Jack A. Stark, PhD
1903-1904	Edward R. Johnstone	1948-1949	Edward J. Humphreys, MD	1992-1993	Michael R. Dillon, EdD
1904-1905	A. H. Beaton, MD	1949-1950	Mildred Thomson	1993-1994	David L. Braddock, PhD
1905-1906	George Mogridge, MD	1950-1951	Richard H. Hungerford	1994-1995	Karen L. Middendorf
1906-1907	W. H. C. Smith, MD	1951-1952	Edward J. Engberg, MD	1995-1996	William E. Kiernan, PhD
1907-1908	Charles Bernstein, MD	1952-1953	Bertha M. Luckey, PhD	1996-1997	Pamela C. Baker, PhD
1908-1909	W. N. Bullard, MD	1953-1954	Arthur T. Hopwood, MD	1997-1998	Robert L. Schalock, PhD
1909-1910	Miss Mattie Gundry	1954-1955	Gale H. Walker, MD	1998-1999	Stanley S. Herr, JD, DPhil
1910-1911	Arthur R.T. Wylie, MD	1955-1956	Arthur E. Westwell, DMD	1999-2000	Bernard R. Wagner, PhD
1911-1912	H. G. Hardt, MD	1956-1957	Thomas L. McCulloch, PhD	2000-2001	Cathy Ficker Terrill, MS
1912-1913	Allan E. Carrol, MD	1957-1958	Chris J. DeProspo, EdD	2001-2002	Steven F. Warren, PhD
1913-1914	J. K. Kutnewsky, MD	1958-1959	George Tarjan, MD	2002-2003	Ruth A. Luckasson, JD
1914-1915	H. H. Goddard, PhD	1959-1960	Frances M. Coakley	2003-2004	Ann P. Turnbull, EdD
1915-1916	Charles Bernstein, MD	1960-1961	Edward L. Johnstone	2004-2005	David L. Coulter, MD
1916-1917	E. J. Emerick, MD	1961-1962	Herschel W. Nisonger	2005-2006	Valerie J. Bradley, MA
1917-1918	George L. Wallace, MD	1962-1963	William Sloan, PhD	2006-2007	Henry "Hank" A. Bersani, PhD
1918-1919	Charles S. Little, MD	1963-1964	George L. Wadsworth, MD	2007-2008	David A. Rotholz, PhD
1919-1920	George S. Bliss, MD	1964-1965	Harvey A. Stevens	2008-2009	Steven M. Eidelman, MSW
1920-1921	H. A. Haynes, MD	1965-1966	I. Ignacy Goldberg, EdD	2009-2010	Joanna L. Pierson, PhD
1921-1922	Joseph H. Ladd, MD			2010-2011	Michael L. Wehmeyer, PhD

AAIDD AWARDS

AAIDD 136th Annual Meeting

JUNE 18-21, 2012 | CHARLOTTE, NORTH CAROLINA

Research • Practice • Policy

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American Association
on Intellectual and
Developmental Disabilities



2012 AWARDS PROGRAM

2012 AAIDD AWARDS RECIPIENTS

William (Bill) C. Gaventa, MDiv, FAAIDD
Chairperson, Awards and Fellowship Committee

Wednesday, June 20, 2012—8:00 am • Grand Ballroom

- Clarence Sundram, JD.....Dybwad Humanitarian Award
- Katherine McDonald, PhD..... Early Career Award
- Carolyn Hughes, PhD.....Education Award
- Climent Giné, PhDInternational Award
- Robert Fletcher, DSW Leadership Award
- Academy of Country Music Lifting Lives..... Media Award
- Elisabeth Dykens, PhD.....Research Award
- Mary Sweig Wilson, PhDSpecial Award
- Sara Genevieve Sasnett, MS.....Service Award
- Rozemarijn Staal, PsyM.....Student Award
- Megan Griffin, MEd.....Student Award

AAIDD 136th Annual Meeting

June 18–21, 2012 | Charlotte, North Carolina

www.aidd.org



Presidential Award

Joanna L. Pierson, PhD, FAAIDD

Joanna Pierson became actively involved with AAIDD when she was elected the Maryland Chapter chair in 1990. Soon after that she served as the Co-Chair for the Washington DC AAIDD National Conference Local Arrangements Committee. She has continued to be involved in AAIDD on the national, regional, and state levels, serving on the board, many committees, and in both professional and geographic areas.

Dr. Pierson observes that she is particularly proud of her efforts in actively including the membership in task forces of the association when she was president, in her work coordinating AAIDD's and People to People's delegations to India and Russia, and in her earlier work in rejuvenating the Maryland Chapter. She considers these roles as a small payback for all she has learned from other members of AAIDD. *"AAIDD has enriched my work serving people who have developmental disabilities. I am grateful for all I have learned from people I have met through AAIDD."*



"I feel so very lucky that I have been able to be involved for these many years," she notes.

Dr. Pierson has served in the following roles:

- President
- President elect
- Vice president
- Secretary/treasurer
- Board of Directors at-large member
- Task Force on Service Coordination and Support Brokerage chair
- Nominations and Elections Committee chair
- Health Promotion Committee
- SIGN Implementation Committee
- SIGN Committee
- Social Work Division president
- Region IX representative to National Assembly of Regions
- Region IX chair
- Maryland Chapter chair
- Maryland Chapter treasurer
- National Conference Local Arrangements Committee co-chair
- Leader, People to People Citizen Ambassador Program to India
- Co-leader, People to People Citizen Ambassador Program to Russia.

Dybwad Humanitarian Award

Clarence J. Sundram, JD

Clarence J. Sundram is a lifelong advocate for individuals with disabilities. As a young lawyer, he drafted legislation creating the first independent oversight agency over a state's mental health and developmental disabilities system—the New York State Commission on Quality of Care for the Mentally Disabled (CQC)—which he then chaired for 20 years from 1978–1998. Under his leadership, the commission was cited as a national model for monitoring of state institutions and conducting fiscal investigations; it served as the inspiration for legislation expanding the role of the protection and advocacy (P&A) programs nationwide to enable them to investigate deaths and allegations of patient abuse and neglect.

During his tenure at CQC, Mr. Sundram created a robust network of programs in New York that included public interest law firms, law school legal clinics, legal service offices, and built an enviable record of effective advocacy on behalf of people with disabilities. A prolific author and public speaker, he has trained advocates nationally and internationally. As a board member and president, he played a critical role in launching Mental Disability Rights International—an international advocacy organization on behalf of people with disabilities—and participating in numerous human rights fact-finding missions and



reform efforts in Argentina, Armenia, Bulgaria, Hungary, Kosovo, Mexico, Paraguay, Peru, Romania, Serbia, Turkey, the Russian Federation, and Uruguay.

Over the years, Mr. Sundram has been unafraid to wade into thorny issues, such as the capacity of people with profound intellectual disability to provide consent to sexual relations, and finding a balance between respecting individual autonomy while protecting vulnerable individuals.

Mr. Sundram has also served on federal court monitoring bodies in several landmark class action cases including Willowbrook, Wyatt, Pineland, and Forest Haven. He has testified before both Houses of Congress and before legislative committees in New York, Maine, Massachusetts, and Washington, DC, regarding legislation dealing with abuse, neglect, and exploitation. He has consulted across the US and Canada and for the US Department of Justice on issues of protection from abuse, neglect and exploitation, investigations, restraint and seclusion, and quality assurance and risk management. In March 2011, Mr. Sundram was asked by New York Governor Andrew Cuomo to serve as his special advisor for vulnerable persons. His report to the governor recommended sweeping reforms in the system for the prevention, reporting, investigation, and responses to such incidents in New York.

Early Career Award

Katherine McDonald, PhD

Katherine (Katie) McDonald is an assistant professor of public health, food studies, and nutrition in the Falk College of Sport and Human Dynamics and a faculty fellow at the Burton Blatt Institute at Syracuse University. She received a bachelor of science with Distinction in Human Development and Family Studies with a minor in French from Cornell University and her doctorate in community and prevention research psychology from the University of Illinois at Chicago. Dr. McDonald was previously an assistant professor of psychology at Portland State University.

Dr. McDonald lived with individuals with and without intellectual disabilities in a community of L'Arche. It was from this experience that she learned firsthand the marginalization that adults with developmental disabilities experience and the power of positive, transformative relationships. Since then, Dr. McDonald's work, research, and service use ecological theory and social action approaches to understand and promote the community integration of individuals with disabilities.

Her current research includes two core areas of inquiry. The first is respectful, inclusive research: Dr. McDonald has several projects involving the empirical study of human research ethics, with an emphasis on the research participation of adults with developmental disabilities. Her long-term goal is to contribute an empirical perspective to respectful, inclusive research practices. To date, these studies have focused on instrument development and the



isolation of important variables from the perspectives of three critical stakeholder groups: adults with intellectual and developmental disabilities, researchers, and institutional review board members. The second is participatory action research addressing disparities: Dr. McDonald also conducts collaborative research with community-

based organizations and community members on health, education, and employment disparities experienced by individuals with disabilities. One long-standing collaboration is the Academic Autistic Spectrum Partnership in Research and Education (AASPIRE). AASPIRE conducts research on the needs of autistic adults through academic-autistic partnerships, including studies on access to quality healthcare and the online autistic community. With the Southeast ADA Center, Dr. McDonald conducts research on understanding community accessibility and participation among adults with disabilities. She is also conducting an evaluation of the use of community-based research (CBPR) with adults with developmental disabilities.

Dr. McDonald has served on the boards of directors for L'Arche Nehalem, l'Arche Chicago, the Arc of Multnomah-Clackamas County and two university institutional review boards. Dr. McDonald received the Stevens-Shapiro Fellowship from the International Association for the Scientific Study of Intellectual Disabilities in 2008 and was an international visiting fellow at the University of Western Sydney in Australia.

Education Award

Carolyn Hughes, PhD

Carolyn Hughes is professor of special education and Kennedy Center investigator at Vanderbilt University. She received a doctorate in special education from the University of Illinois at Urbana-Champaign where she was also a visiting post-doctoral research associate in the Transition Research Institute.

Dr. Hughes's research extends over 25 years in the areas of transition to adult life, self-determination, support strategies for students with intellectual disability and autism, and social interaction among general education high school students and their peers with disabilities. She has been principle investigator (PI) or co-PI on multiple research grants funded by the US Department of Education, including the Metropolitan Nashville Peer Buddy Program, Promoting Inclusion through Self-Directed Learning, and Project OUTCOME, a program for high school students with disabilities from high-poverty backgrounds. She also has managed multiple master and doctoral personnel preparation grants at Vanderbilt funded by the U.S. Department of Education. Currently, Dr. Hughes is PI or co-PI on research grants funded through the Organization for Autism Research, the Dan Marino Foundation, and Autism Speaks to study a peer-mediated model for teaching social interaction skills to high school students with autism. Dr. Hughes has published numerous books, chapters, and articles addressing social interaction and self-directed learning skills among high school students and



how to improve outcomes for youth from high-poverty backgrounds. She is an editorial board member of many journals in the developmental disabilities field, including the *American Journal on Intellectual and Developmental Disabilities*, and is associate editor of *Research and Practice*

for Persons with Severe Disabilities.

Dr. Hughes is a co-author of the *Supports Intensity Scale (SIS)*, an instrument used to measure the support needs of adults with intellectual and developmental disabilities published by AAIDD. With her colleagues Jim Thompson and Mike Wehmeyer, Dr. Hughes is PI on a US Department of Education, Institute of Education Sciences research grant, the purpose of which is to develop and validate the *SIS for Children* designed to assess the support needs of children, ages 5 to 16 years, with intellectual and developmental disabilities. Both the adult and children's versions of the *SIS* are consistent with the current conceptualization of intellectual disability as a multidimensional state of human functioning in relation to environmental demands. The *SIS for Children* applies the person-environment fit model of disability to special education practice to identify supports needed to enhance children's successful engagement in school and preferred life activities and to promote active involvement and meaningful educational opportunities for children in inclusive environments.

International Award Climent Giné, PhD

Climent Giné is currently professor and dean of the Blanquerna Faculty of Psychology, Education, and Sports Sciences at Ramon Llull University in Barcelona, Spain. He has been involved in the field of care for people with intellectual disability and their families since 1971, first at school, then in educational administration, and for the past 20 years on the university level.

His work as a psychologist and director of a special education school earned him his first opportunity to get closer to the lives of people with intellectual disability, their dreams, and especially to their enormous possibilities as long as they could count on support and participation experiences in learning and in the community.

His years spent in educational administration, particularly in creative moments in Spain as a result of access to democracy, gave him the opportunity to contribute to the definition of educational policies that were to be a clear commitment in favor of the deinstitutionalization, normalization, educational inclusion, and recognition of a full and quality life for people with intellectual disability and their families.

After a career as a practitioner and administrator, Dr. Giné completed his doctorate in 1994; since then, he joined the academic life, combining research with teaching while carrying out various managerial and administrative duties.



His teaching has focused on training teachers in special education, for masters in educational psychology, masters in early intervention and families, and doctorate programs at Ramon Llull University and at other universities in Catalonia and Spain. Since 1998, he has led a research group

that has developed several projects, including an impact assessment of services to improve the quality of life of people with intellectual disability throughout their lifespans; the adaptation and validation of the *Supports Intensity Scale* for adults and children in Catalonia, with the support of Drs. Schalock and Thompson; the process of change to move toward an inclusive school; the transformation of special schools; and the early intervention and family quality of life under the leadership of Dr. Ann Turnbull of the Beach Center on Disability, University of Kansas.

He has collaborated with UNESCO on various projects to improve services for people with intellectual disability and their families in Ecuador, Dominican Republic, Venezuela, Panama, Bosnia, and more.

Dr. Giné is a member of the editorial board of several journals in the field of educational psychology, special education, and early intervention.

Leadership Award Robert J. Fletcher, DSW

Robert J. Fletcher is the founder and chief executive officer of the NADD (formerly called the National Association for the Dually Diagnosed). His vision and leadership have brought NADD to its position as the world's leading organization in providing educational resources, training materials, consultation services, and conferences.

Dr. Fletcher has dedicated his professional career to improving the lives of individuals who have a dual diagnosis of a mental illness and intellectual



disability. He has authored articles, book chapters, and books in clinical, programmatic, and policy areas and conducted research in the field of dual diagnosis. He is the chief editor of both the textbook and clinical guide of the *Diagnostic Manual—Intellectual Disabilities (DM-ID)*. Most recently he has edited a book entitled *Psychotherapy for*

Individuals with Intellectual Disability. Additionally, Dr. Fletcher provides consultation services and lectures on various topics related to mental health aspects of individuals with intellectual disability.

Media Award

Academy of Country Music Lifting Lives®

ACM Lifting Lives® is the philanthropic arm of the Academy of Country Music (ACM), dedicated to improving lives through the power of music. With the help of country music artists, the music industry, and other caring supporters, the Academy is able to give back by funding a variety of amazing organizations that are music-focused.



In addition to spontaneous and varied giving throughout the year—such as supporting artists' favorite charities through our "My Cause" feature online and providing immediate financial assistance through our Diane Holcomb Emergency Relief Fund—ACM Lifting Lives has three official, annual giving opportunities. These include the Lifting Lives Grant Cycle for music therapy and music education programs, the ACM Entertainer of the Year Matching Gift, and the ACM Awards Lifting Lives Moment.

The 2011 ACM Awards Lifting Lives Moment honored Nashville's Vanderbilt Kennedy Center and its work with men and women with developmental disabilities across the country. Chart-topping country artist Darius Rucker joined 25 ACM Lifting Lives music campers on stage during the 46th Annual Academy of Country Music Awards for a special performance of "Music From the Heart," a song the campers wrote

collectively with Brett James and Chris Young at the ACM Lifting Lives Music Camp for young adults with developmental disabilities. Since 2009, the ACM Lifting Lives onstage moments have raised over \$200,000 for designated charities. Other featured performances have included Trace Adkins for the Wounded Warrior Project, Toby Keith for Stand Up to Cancer, and Little Big Town for ConAgra's Child Hunger Ends Here initiative.

ACM Lifting Lives works year round to improve lives through the power of music by funding nationwide programs offering music therapy and music education. We invite you to join in supporting the Vanderbilt Kennedy Center to help advance research, treatment, and understanding for people with Williams syndrome and other developmental disabilities. You can learn more about ACM Lifting Lives by visiting www.acmliftinglives.org.

Research Award

Elisabeth Dykens, PhD

Elisabeth Dykens is Annette Schaffer Eskind chair and professor of psychology, psychiatry, and pediatrics at Vanderbilt University. She is director of the Vanderbilt Kennedy Center for Research on Human Development, a national intellectual and developmental disabilities research center, and co-director of the Vanderbilt Kennedy Center for Excellence in Developmental Disabilities, part of the national developmental disabilities network. She has devoted her career to conducting and leading innovative research programs whose ultimate goal is improving the quality of life of individuals with intellectual and development disabilities and their families.



patterns of development found in specific genetic syndromes and to developing interventions to improve the quality of life.

She has made significant contributions in understanding and treating the co-occurrence of IDD and mental health disorders. With a John Merck Fund grant, she has

conducted research showing the efficacy of a cost-effective clinical program. The Behavioral Health and Intellectual Disabilities Clinic featured interdisciplinary training of preprofessionals. The clinic team is finalizing a toolkit for national dissemination of best practices for psychiatric care in individuals with IDD. Also addressing mental health needs is her Parent Stress Intervention Project, comparing a Mindfulness-Based Stress Reduction and a Positive Parenting Curriculum as interventions to lower stress and support parents of children and adults with disabilities. Parents implement this peer-mentor model.

Dr. Dykens has introduced positive psychology into IDD behavioral research. As she argued in a widely cited article, IDD is a diagnosis based on negatives—on what an individual does not have. She proposed "a future research and practice agenda based on positive internal states, including happiness, contentment, hope, engagement, and strengths." This call constituted a conceptual shift in the field.

She is deeply committed to integrating innovative research into teaching and public service to improve the lives of individuals with disabilities.

Dr. Dykens has led the field to a new appreciation of genetic etiologies in behavioral research. Since she began this research in the late 1980s, she has come to be regarded nationally and internationally as an authority on behavioral phenotypes. She is a leading researcher on a wide range of genetic syndromes, including Down, Prader-Willi, Williams, Angelman, and Smith Magenis syndromes. With co-authors (Robert M. Hodapp and Brenda M. Finucane), she published a landmark book on genetics and IDD syndromes. She investigates the cognitive, functional, and behavioral profiles of individuals with specific syndromes. Theoretically and practically, her research has made a significant contribution to understanding the unique

*Special Award***Mary Sweig Wilson, PhD**

Mary Sweig Wilson is professor emerita in communication sciences at the University of Vermont. Since 1982 she has been president and CEO of Laureate Learning Systems, a company dedicated to producing software to help children and adults with disabilities. Dr. Wilson received a bachelor of arts in speech and theater from Smith College, master's in speech-language pathology from Emerson College, and doctorate in communicative disorders from Northwestern University. She has received numerous awards and honors during her career, including Fellow of the American Speech-Language-Hearing Association, Honors of the Vermont Speech-Language-Hearing Association, the Technology and Media Leadership Award, and Emerson's Alumni Achievement Award.



a program for the adult residents at the Brandon Training School, providing software access even before the school's administration was using computers. During that same time, Dr. Wilson worked with Professor Robert Guthrie to bring the benefits of technology to adults with intellectual and developmental

disabilities in the Buffalo, New York area.

From the beginning of her career, Dr. Wilson has been interested in translational research. She has a special penchant for analyzing linguistic theory and research and determining how that knowledge can be applied to the development of language assessment and treatment practices. Since 1995 Dr. Wilson has been the principal investigator on 15 prestigious Small Business Innovation Research awards from two components of the National Institutes of Health: the National Institute on Deafness and Other Communication Disorders (which provides support for basic and clinical research designed to improve the lives of individuals with communication disorders), and the National Institute on Child Health and Human Development (which provides support for research aimed at ensuring that all children are provided with an opportunity to achieve their full potential for leading healthy and productive lives). These grants have supported the development of Laureate Learning Systems' highly regarded Sterling Edition programs.

In the 1970s Dr. Wilson was a leader in Vermont's efforts to ensure that children with developmental disabilities be integrated into their local schools and receive appropriate intervention services. Even before the passage of Public Law 94-142 (Education of All Handicapped Children Act), she served on the Vermont State Planning Action Committee for providing least restrictive environments for children with disabilities. In the 1980s she served as president of what was then called the AAMR Region X as well as in the national assembly. In the mid-1980s, Laureate Learning Systems implemented

*Service Award***Sara Genevieve (Genni) Sasnett, MS**

With a career that spans 38 years in the disability field, Ms. Sasnett is presently the chief operating officer (COO) for St. John's Community Services (SJCS). As COO, Ms. Sasnett directs the services for over 500 individuals with disabilities and is responsible for over 700 staff in the District of Columbia, Tennessee, Pennsylvania, and Virginia. At SJCS she has been the driving force in creating a culture of inclusion for individuals with disabilities. Through Ms. Sasnett's efforts, SJCS has achieved quality service milestones, including CARF accreditation, and consistently high-quality government certification reviews.



nity-based model for all SJCS day services—a unique model that blends diverse community activities and volunteerism in a manner that promotes the independence, value, and full inclusion of individuals with disabilities.

Most important, Ms. Sasnett has been an unwavering champion for the employment of individu-

als with disabilities. She closed the SJCS sheltered workshop and established the first supported employment services in the District of Columbia for individuals with severe disabilities. She served as the project director for a three-year OSERS systems change grant that expanded employment opportunities and services for individuals with disabilities in the District of Columbia. She facilitated the expansion of community-integrated employment for former residents of Pennhurst State School and Hospital in Pennsylvania and lead SJCS's development of competitive integrated employment efforts in Northern Virginia and the western region of Tennessee. And, most recently, Ms. Sasnett has spearheaded the SJCS Employment First initiative and the "one person, one job" philosophy.

Ms. Sasnett has been instrumental in guiding SJCS into its position as one of the field's most progressive organizations that exemplifies evidence-based and best practices. One of Ms. Sasnett's most notable contributions to the disability field has been spearheading the conversion of SJCS from a segregated, center-based organization to a 100% community-based service model in all four states. This has included transitioning the SJCS Early Intervention Program to neighborhood daycare programs, the SJCS School Program for students with autism and intellectual disability into District of Columbia Public Schools, and converting SJCS residential services from the intermediate care facility medical model to more homelike, smaller living arrangements that provide individuals greater independence and choice. Ms. Sasnett also established the commu-

Although Ms. Sasnett's focus has been primarily in the District of Columbia, Virginia, Tennessee, and Pennsylvania, she has had a national impact in advancing community support and opportunities for people living with disabilities. With passion, intelligence, and a great heart, Ms. Sasnett has improved service delivery models and the quality of life of individuals with disabilities and their communities.

*Student Award***Rozemarijn (Rosie) Staal, PsyM**

Rozemarijn (Rosie) Staal is a third-year doctoral student at Wright State University's School of Professional Psychology. Ms. Staal earned a master's in clinical psychology from this program, and graduated with honors from the University of Surrey in London, England, where she obtained a bachelor of science in psychology and counseling.



Ms. Staal participated in a research delegation with the AAIDD, which travelled to Cuba to conduct research into the structure and delivery of services to individuals with intellectual disability. The research delegation met with representatives of Cuba's health, education, and social

service systems and participated in visits to schools, clinics, workshops, and residential treatment facilities. Ms. Staal was awarded the Wright State University President's Commendation for her academic and professional accomplishments and was the recipient of the university's 2011 Schuster Award, which recognizes a student who shows outstanding academic achievement and demonstrates an unusually strong commitment to community service and the pursuit of high principles.

Prior to starting her doctorate, Ms. Staal worked as a QMRP at an intermediate care facility serving adults and children with intellectual and developmental disabilities. She received a commendation from the Ohio Department of Developmental Disabilities in recognition of the service she provided to the individuals in her care. It was her work with these clients that inspired her to pursue a doctorate in psychology, and she intends to dedicate her career as a clinical psychologist to advocating for, and improving the delivery of services to, people with intellectual and developmental disabilities.

For her dissertation, Ms. Staal developed a screening tool that uses the behavioral observations found in the *Diagnostic Manual—Intellectual Disability (DM-ID)* to assist clinicians in making more accurate diagnoses of psychological disorders in individuals with intellectual disability (ID). She is currently the sole author of an article in *The NADD Bulletin* entitled "*The Diagnostic Manual—Intellectual Disability (DM-ID): Improving the Diagnosis of Psychopathology in Individuals with Intellectual Disability*," which is based on the literature review of her dissertation. She requested feedback on her screening tool from the NADD Research Committee to establish clinical utility and content validity for the tool, and a subcommittee has been formed to work on this project further. It is her hope that this tool will be published in the next few years and result in improving the lives of individuals who are dually diagnosed with an intellectual disability and concomitant mental illness.

*Student Award***Megan Griffin, MEd**

Megan Griffin is a doctoral candidate in the Department of Special Education at Vanderbilt University and a trainee with the Vanderbilt Kennedy Center for Excellence in Developmental Disabilities. Her work focuses on the inclusion of people with intellectual and developmental disabilities in school and community settings.



Ms. Griffin recently was named a Think College Emerging Scholar by the Institute for Community Inclusion at the University of Massachusetts-Boston in collaboration with the Association of University Centers on Disabilities. Her work has been enriched by the opportunity to collaborate with researchers committed

to advancing the knowledge base around this growing national movement.

Ms. Griffin's other research interests also involve the transition from high school to adulthood for young people with disabilities. She is particularly interested in the ways that young adults with disabilities can be supported to make choices about their own lives, to secure satisfying employment, and to engage fully in the community. She is also passionate about promoting the inclusion of people with disabilities and their families who desire to participate in faith communities.

Ms. Griffin is honored to receive this award and credits the exceptional training and mentorship that she has received at Vanderbilt. She is especially grateful for the support of Dr. Robert Hodapp, her faculty advisor, and Ms. Elise McMillan, co-director of the Vanderbilt Kennedy Center University Center for Excellence. Ms. Griffin recently accepted a faculty position in special education at the University of New Mexico. She looks forward to continuing her work to promote the meaningful inclusion of people with IDD in the community.

Ms. Griffin has been particularly involved with the development of inclusive postsecondary educational (PSE) opportunities for students with IDD. Her involvement began with participation in a statewide task force to promote inclusive PSE options in Tennessee. Despite interest among students and their parents, no such options were available to students with IDD in Tennessee until recently. To address this gap, the Tennessee Council on Developmental Disabilities offered a grant to fund the state's first pilot program. Working with members of the Vanderbilt Kennedy Center, Ms. Griffin contributed to a successful grant application that funded the development of the Next Steps at Vanderbilt program.

Since the inception of Next Steps, Ms. Griffin has contributed to its development, implementation, evaluation, and associated research. This work has provided her with countless opportunities to learn from participating students and their families, as well as from program staff, volunteers, and supporters. For her efforts,