

A PUBLICATION
OF THE AAIDD
AD HOC
COMMITTEE ON
STUDENT /
JUNIOR MEMBER
RECRUITMENT

**SPECIAL
POINTS OF
INTEREST:**

- AAIDD Annual Meeting (pg. 1)
- Student Research Highlight (pg. 2)

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AAIDD Student and Young Professionals Newsletter

VOLUME 1, ISSUE 4

JULY, 2008

Here is the Latest Issue of the AAIDD Student and Young Professional Newsletter!

This newsletter focuses on connecting and sharing information with students and young professionals in the field of intellectual and developmental disabilities (IDD). We hope you find this newsletter to be a useful resource and we invite you to get in-

involved in the many ongoing activities of SJMRR committee. Please contact SJMRR Committee Co-Chair Cameron Neece (cneece@ucla.edu) if you have any questions or are interested in joining this active committee. We look forward to hearing from you!



Knowledge Support Empowerment

Highlights from the AAIDD Annual Meeting

The 2008 AAIDD Annual Meeting was held May 28-30 in Washington, DC. The theme of this year's conference was the New Professional and there was a major emphasis on involving early career and new professionals in the Annual Meeting. At the 2008 meeting, AAIDD unveiled a new format for the AAIDD conference: (a) two days of thematic plenary sessions followed by breakout sessions that provided greater coverage of the issues and challenges presented in the plenary sessions and (b) a peer-reviewed, interactive poster session. We look forward to hearing your reactions to this format.

We were energized and inspired by outstanding plenary sessions on Wednesday and Thursday. Each day provided thought-provoking content and direction to guide the new professional in tackling issues such as the impact of the genetic movement on disability

issues, the changing global perspective of disability, creating a meaningful and inclusive life in the community, and understanding how the use of technology has advanced in our field. During the conference, exemplary students and early career professionals were honored.

We had three very successful events for students and early career professionals to learn, network, and socialize. On Wednesday afternoon, AAIDD and the Mentor Network hosted a luncheon in which representatives from NIH and IES shared information about funding opportunities for early career professionals. On Wednesday evening we all gathered at a local restaurant to kick back and relax. Thursday evening brought a final opportunity for early career professionals, students, and seasoned AAIDD members to socialize at the President's reception.

This year's annual meeting, though diverse in the

themes, provided students and early career professionals with opportunities to learn about emerging research directions, hone their leadership skills, and garner excitement for the future that lies ahead. As we look to the future, we leave you with a few wise words shared by Dr. Leach in his plenary session on the journey to a new professionalism:

- "We are our institutions." There is no "they;" there is only us."
- "Once one commits, providence will follow."
- "Community leads to clarity; clarity leads to courage."

We were all inspired by the words and wisdom shared throughout the conference. We look forward to next year's conference to continue our conversations and hope you will join us.

Research and Training Opportunities in IDD

The Juniper Gardens Children' Project/University of Kansas was awarded a Post-Doctoral Leadership Training Grant funded by the Office of Special Education Programs (OSEP). The aim of this project is to reduce the shortage of both minority and non-minority special education research leaders skilled in the education and treatment of culturally and linguistically diverse children and families. This project offers Post Doctoral Associates a one year stipend for work at the University of Kansas Juniper Gardens Children Project (JGCP) in Kansas City, Kansas. JGCP is an award winning community-based research center with funded research projects in the disciplines of early childhood, behavior disorders, mental retardation, multicultural special education, ESL and ELL, professional development, and reading. KU's Department of Special Education is consistently rated at the top in the nation. The *Scientist*, a life sciences trade magazine, recently ranked KU in the top 10 as one of the best work places as surveyed by Post Doctoral Associates nationwide. Post doctoral position appointments are available through 2009.

Length of Appointment: This is a 9 -12 month appointment. Up to 8 post doctoral positions are being recruited

Dates: Application deadline is until positions are filled and start dates are September 1 and January 1.

Salary Stipend: \$31,050.00 for the nine to twelve month appointment. Travel funds are also available for research and professional meetings

Required Qualifications:

1. Must be a resident or citizen of the United States.
2. Must have a Ph.D. or an Ed.D. in Special Education, Human Development, Applied Behavior Analysis or allied fields (e.g., Education, Education Psychology, Speech/Language Pathology, Child Development).
3. Must demonstrate an interest in pursuing

research with implications for culturally/linguistically diverse children (e.g., research projects, papers, presentations, publications, and interventions).

Preferred Qualifications:

1. Aspires to be or is a current employee of an Institution of Higher Learning.
2. Holds a leadership position in special education (e.g., state or local education agency)
3. Has experience related to teaching research, and /or service to culturally and/or linguistically diverse children with disabilities, or who are at risk for disabilities.

The Post Doctoral Experience Offers:

- A location in an urban/inner city community
- An exposure to culturally diverse community and staff
- A unique and long lasting community research partnership
- A blend of technical and grant writing expertise
- A team approach to conducting research

To Apply: Send via e-mail, a letter of interest, vita, three letters of recommendation, two samples of your published work(s), and a research goals statement (after reviewing our website of research topics) of what you would like to get out of the post doctoral experience to:

Dr. Barbara J. Terry, Co-Director

Post-Doctoral Leadership Program – Juniper Gardens Children's Project, 650 Minnesota Avenue, 2nd Floor, Kansas City, Kansas 66101-2800, (913) 321-3143 ext. 229 Voice, (913) 371-8522 Fax, terryb@ku.edu E-mail, Website: <http://www.jgcp.ku.edu>



The Student/Junior Member Recruitment and Retention Committee of AAIDD does not endorse any particular graduate program or post-doctoral program; we aim to be an informational resource for students searching for graduate programs and post-doctoral opportunities. We advise students to investigate how each program meets their needs in terms of research and career goals and program quality.

SJMRR Teleconference Summary

Topic: Writing for Publication

Speakers: Dr. Susan Parish, Assistant Professor of social work at the University of North Carolina-Chapel Hill and Dr. Charlie Lakin, Director of the Research and Training Center on Community Living (RTC/CL), University of Minnesota

Dr. Parish shared her thoughts on writing for publication from the perspective of both an assistant professor that is going up for tenure in the fall and a journal editor. Parish emphasized the need to start early developing publications with faculty members and working on established research projects. When considering the requirements for tenure, Parish said, “the bottom line is, faculty must publish”. She recommended having a publication pipeline – research and writing in various stages of de-

velopment – and keeping a journal of ideas for future study. Dr. Parish also shared her perspective as an editor and offered recommendations for “dos” and “don’ts” regarding submitting articles for publication.

Dr. Lakin discussed the types of questions that reviewers must consider when reviewing a paper. Does the article address a current issue in the field? Does it align with journal’s readership, interests, and guidelines? Lakin also offered recommendations for writing:

- Do work that matters – significance of topic more important than significance of results
- Do good work – attend to details, identify the limitations, attend to others research so you know what to anticipate
- Send it to the right place – make sure your article matches the journal purpose/mission
- Benefit from the review process – value and learn from reviewer and editor comments
- Work with others – foster collaborations and reach out to new colleagues.

Finally, Lakin suggested using multiple outlets to share your research. Don’t limit yourself to research journals as these are but one method of communication. Determine your target audience, objectives, and decide on your products

Book Review: Diagnostic Manual-Intellectual Disability

An invaluable resource for any person working with individuals with intellectual disabilities (ID), the Diagnostic Manual-Intellectual Disability (DM-ID) is a thorough look at mental health issues affecting persons with intellectual disability. Mental health issues in individuals with ID are common, but they are sometimes difficult to diagnose, especially when the level of intellectual functioning declines. This peer-reviewed manual provides adapted diagnostic criteria for individuals with ID, corresponding to disorder classifications in the DSM-IV-TR. It is also important to note that the DM-ID was developed in association with the American Psychiatric Association and the editor of the DSM-IV-TR, Michael First, is an editor of this comprehensive publication.

Each clearly written chapter presents a description of the disorder, a summary of the DSM criteria, etiological information, as well as adaptations

of the diagnostic criteria for persons with ID. The adapted criteria were derived through an expert-consensus model of clinicians and researchers who specialize in dual diagnosis and each chapter provides research support for the modifications. Many chapters highlight different methods of eliciting necessary information from individuals with ID in order to make accurate diagnoses. The manual was also field tested with 900 individuals with various levels of ID, adding to its credibility.

A variety of mental health disorders are presented in the DM-ID, of particular significance are the disorders that are more difficult to diagnose in individuals with ID due to communication or memory difficulties. Some of these disorders include dementia, schizophrenia, mood disorders, anxiety disorders, and personality disorders. Other important diagnoses, such as post-traumatic stress disorders and sexuality

and gender identity disorders, are described, issues that are often ignored in the ID population.

The DM-ID is a very comprehensive guide, comprising 580 pages. A shorter volume, a clinical guide, has been abridged for clinical usefulness. Both volumes facilitate a more accurate psychiatric diagnosis of individuals with ID. The full version, however, is a must have for any person entering the field of ID, as it truly draws awareness to the mental health challenges of persons with intellectual disabilities.

The DM-ID and DM-ID Clinical Guide are available from NADD press (www.thenadd.org).

Full reference information is:
Fletcher, R., Loschen, R., Stavrakaki, C., & First, M. (2007). *Diagnostic manual- Intellectual disability: A textbook of diagnosis of mental disorders in persons with intellectual disability*. Kingston, NY: NADD.

The AAIDD SJMRR 2008 Student Scholarship Awardees

The SJMRR Committee wants to congratulate all of the AAIDD Award recipients. We are pleased that we were able to participate by awarding two students with stipends and registration to the conference. The AAIDD Awards Committee also utilized criteria developed by the SJMRR committee in 2007 to award this year's first Early Career Award.

The students who received the Student Scholarship Awards were Alacia Trent-Stainbrook and Rebecca H. Zaja. Alacia attends Vanderbilt University and is a Kennedy Center Post Doctoral Student. Her primary interests are in early childhood language acquisition, language and behavior therapy, family-implemented interventions, and siblings of children with disabilities. The poster she presented was titled "Generalization of Responsive Interaction Strategies by Siblings of Children with Disabilities."

Alacia joined AAIDD "to be part of an organization that shares her passion for supporting individuals with disabilities through promoting evolving policies, strong research, and evidence-based practices." She also stated that "AAIDD provides valuable support to young professionals in the process of establishing their careers as educators and researchers in the field of intellectual and developmental disabilities."

Rebecca attends George Mason University where she is pursuing an MA in School Psychology and a PhD in Applied Developmental Psychology. Her primary interests focus on assessment and interventions for children and

young adults with dual diagnosis. Through her work in the Dual Diagnosis Clinic (a part of the Center for Behavioral and Cognitive Development at GMU, and in cooperation with the Northern Virginia Training Center), she is a part of both individual and community-based services that focus on positive community inclusion and improving quality of life for these individuals. The poster she presented was titled "Relationship Between Adaptive Social Functioning, Theory of Mind and Facial Emotion Processing In Adults with Autism and ID"

Rebecca joined AAIDD because she is "interested in pursuing a career that will involve working with children and young adults with intellectual and developmental disabilities." In addition she was "particularly drawn to the organization's focus on advocacy, integration, research and positive outcomes."

The Early Career Professional Award was awarded to Luc Lecavalier. Dr. Lecavalier is an Associate Professor and clinical psychologist at the Nisonger Center, UCEED and Department of Psychology at Ohio State University. As stated in the AAIDD award program, "[h]is research and academic interests include diagnosis and measurement of behavior/psychiatric problems in individuals

with intellectual disability and/or autism spectrum disorders." His accomplishments include teaching undergraduate and graduate courses, sitting on thesis and dissertation committees, acting as a reviewer for grant agencies and scientific journals and his membership on the Editorial Board for the Journal of Autism and Developmental Disorders and Journal of Mental Health Research in Intellectual Disabilities.

The Student Award was awarded to Wendy Machalicek. Wendy Machalicek, who just completed her Ph.D. in Special Education at The University of Texas at Austin, was recognized for her significant contributions to research in the area of assessment and instruction for students with intellectual and developmental disabilities.

Congratulations to all of the award winners and especially Alacia, Rebecca, Luc, and Wendy.

Are you working on a research project? Email a brief description to cneece@ucla.edu for consideration for publication in a future issue of the newsletter.

We need your input on our new name!

The Student and Junior Member Recruitment and Retention Committee is ready for a name change, but we need your help in deciding what that name will be. Please go to <http://www.aaidd.org/YP/index.shtml> and answer 5 simple questions to help provide us some direction. Thank you!





Knowledge Support Empowerment

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The goal of the AAIDD Ad Hoc Committee on Student / Junior Member (SJMRR) Recruitment and Retention is to develop and implement strategies that foster the involvement and representation of students, recent graduates, and junior faculty / executives within AAIDD. The committee is working on a number of initiatives and meets via teleconference once per month to provide one another with updates and to share ideas. We are always interested in including more students and new members in our activities. Please contact Cameron Neece (cneece@ucla.edu) if you would like to learn more about becoming involved in this active committee.

Visit www.aidd.org/YP for more information on issues relevant to students and young professionals

Not yet an AAIDD member.... Join Today!

AAIDD offers a number of membership options for students and young professionals.

AAIDD offers a Student Membership program for full time students and a Young Professional Membership program for recent college graduates who are new to the disability field. Student and young professional members receive online access to AAIDD's highly ranked journals: *Intellectual and Developmental Disabilities* and the *American Journal on Mental Retardation*. In addition to having access to disability leaders and

mentors, student and young professional members receive FYI-the Association's monthly electronic newsletter; discounts at conferences and on books and other publications, and access to AAIDD's Career Connections. Student and Young Professional Members are eligible to vote, hold office, join Action Workgroups, and to have access to the Members Only section of the AAIDD web site.

Student and Young Professional Members will be noti-

fied electronically about important events, training institutes, annual meetings, public policy seminars, teleconferences, and new publications.

Young professionals who are beginning to establish their careers can transition to Active Membership status, and continue to receive all the benefits they enjoyed as Student or Young Professional Members.

For more information on the various membership categories and to join AAIDD visit :

<http://www.aidd.org/Membership/form.shtml>