



# PSYCHOLOGY IN INTELLECTUAL AND DEVELOPMENTAL DISABILITIES/ AUTISM SPECTRUM DISORDER

OFFICIAL PUBLICATION OF APA DIVISION 33

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Summer 2019

## FROM THE PRESIDENT'S DESK

**V. Mark Durand, PhD**

**University of South Florida St. Petersburg**



Among the courses I teach at the University of South Florida St. Petersburg (including Abnormal Psychology and Autism Spectrum Disorder) is a course on Positive Psychology. This course includes an examination of the latest research on the biological, cultural, and psychological aspects of subjective well-being. In this class there is an extensive discussion about the concept of gratitude. In fact, I have students write a gratitude letter to someone who they've always wanted to thank but never have. They are then instructed to meet with the person they wrote the letter to, have the person read the letter and then report back on this experience. This exercise is based on Martin Seligman's work and typically results in an extremely moving experience leading to increased positive mood for weeks if not months following the exercise.

As my presidential year for Division 33 comes to a close my primary emotion is that of gratitude. I was fortunate to work with a large number of very talented and dedicated colleagues who have worked hard over the year to assure the continued success of Division 33. I especially want to thank the following individuals for all their contributions to the division.

- Sigan Hartley, President-Elect and Program Chair
- Karrie Shogren, President-Elect-Designate and Program Co-Chair
- Gael Orsmond, Immediate Past-President and Chair of Nominations & Elections Committee
- Sharon Krinsky-McHale, Past-Past-President
- Anna Esbensen, Past-Past-Past President and Chair of Awards Committee
- Cameron Neece, Secretary-Treasurer
- Eric Butter, Representative to APA Council
- Anne Wheeler, Member-at-Large

- David Michalec, Member-at-Large
- Joanna Mussey, ECP Representative
- Monica Gordillo, Student Representative
- Elina Veytsman, Student Representative
- Ashleigh Hillier, Newsletter Editor and Division Listserv Monitor
- Meg Stone-Heaberlin, Newsletter Editor
- Eric Butter, Chair of Membership Committee
- Katy Mezher, Associate Chair of Membership Committee
- Penny Hauser-Cram, Chair of Fellows Committee
- Greg Olley, Chair of Constitution Committee

In addition to these distinguished members there are number of other people who have been working behind the scenes for the division and I thank them all. For example, Jason Baker has worked tirelessly to upgrade our website and personally took on the task of creating sample podcasts as an additional feature for our members. We are excited to announce the launch of our official Division 33 Podcast, ACCESS Division 33! Each episode is about 10 minutes long and includes an interview with a Division 33 member about their work and why it is important to the lives of people with IDD/ASD and those who support them. Dr. Rachel Fenning and Dr. Liz Laugeson graciously donated their time, expertise, and patience for the first two episodes!

There is a podcast page on our website, but it is better for us if you listen to the podcast through APPLE PODCASTS. Just search for "Access Division 33," subscribe, listen, and please consider rating and reviewing. The more traffic/subscriptions through Apple and the better the ratings, the more visible the podcast will be and the more likely it will reach the public and other professionals. Jason Baker also worked with our early career professional group (ECP) to create a new website that focuses on ECP activities. The ECP group is working on a number of additional features that we hope will be useful for other early career professionals.

In the beginning of April 2019, the Executive Council held its mid-year meeting at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, which took place in San Antonio, TX. Once again



## FROM THE PRESIDENT'S DESK

### V. Mark Durand, PhD

we heard that our division is financially stable and strong, that we had strong pool of submissions for the 2019 APA Division 33 convention program and that division membership continues to grow. We also initiated an update of the division's bylaws – with a special thank you to Katy Mezher and Eric Butter. Again, the strength of our division is a testament to the hard work and creative energy of our members.

Of course, a major activity of our division is to put on the program at the annual APA convention. This year Sigan Hartley with the help of Karrie Shogren managed this large and complicated task. The results of their hard work is a program that should be outstanding. Here is a synopsis of what will be presented this year in Chicago.

#### Symposia

- Newborn Screening for Conditions Associated With Intellectual and Developmental Disabilities* (Anne Wheeler)
- Understanding Social Engagement and Adverse Social Experiences in Autism and Intellectual and Developmental Disabilities* (Shanter Alexander)
- Rock and Rolling into Adulthood-Perspectives on College, Career, and Social Support for Individuals With Autism and Other IDD* (Elina Veytsman)
- Taking Care of our Own---Diversity in Caregiving Across the Life Span* (Kristin Long)
- Emotional Arousal and Comorbid Behavior Problems in Children With Autism* (Emily Meltzer)
- Improving Outcomes for Individuals With Developmental Disability and Mental Health Issues When Interacting With Law Enforcement* (Karen White)
- The Role of Parent Characteristics for the Experiences of Parents of Children With Intellectual and Developmental Disability* (Kristen Dovgan)

#### Skill Building Session (CE credits)

New Frontiers---Application of Technology in Autism, ID/DD, and Neuropsychology Clinical Practice...Combining Old and New Worlds

#### Collaborative Programs

- Practice Considerations in Autism: Integrating Family, Clinical, School, Animal-Assisted Therapy, and Self-Advocate Perspectives*
- Mitigating Cognitive Decline in Adults: Potential Resilience in the Face of Aging, Genetics, and Disease*

#### Awardees

**Dr. Jan Blacher** was selected to receive this year's

Edgar A. Doll Award. This is a major career award that honors an individual for his or her substantial contributions to the understanding of intellectual or developmental disabilities throughout their career. Due to a scheduling conflict, Dr. Blacher will present her Doll Award address at the 2020 convention.

**Dr. Eric Butter** will be awarded the John W. Jacobson Award. This award is presented to an individual who has made meritorious contributions to the field of intellectual and developmental disabilities in an area related to behavioral psychology, evidence-based practice, dual diagnosis or public policy. Dr. Butter will receive the award and deliver his address beginning at 1:00 pm on Thursday August 8<sup>th</sup>.

#### Social and professional development events

- Early career professional mentoring hour – Friday Aug. 9<sup>th</sup>, 9:00-10:50 am
- Cross-divisional early career professional social hour – Friday Aug. 9<sup>th</sup>, 4:00-4:50 pm
- Division 33 social hour – Friday August 9<sup>th</sup>, 6:00-8:00 pm

Finally, we will hold our Division's Business Meeting (which includes the presentation of student research awards to Michelle Menezes and Elina Veytsman) and the Presidential Address on Friday August 9<sup>th</sup>, 5:00-5:50.

The future development of the division will be guided by some new members to the leadership of the division. In August, I will pass the gavel to Dr. Sigan Hartley so that she can effectively assume her role as President. Dr. Karrie Shogren will assume the role of president-elect. Finally, Camie Neece will continue as secretary-treasurer and Eric Butter will continue as APA council division representative. As you can see, your division is in great hands and I look forward to seeing all of you in Chicago!

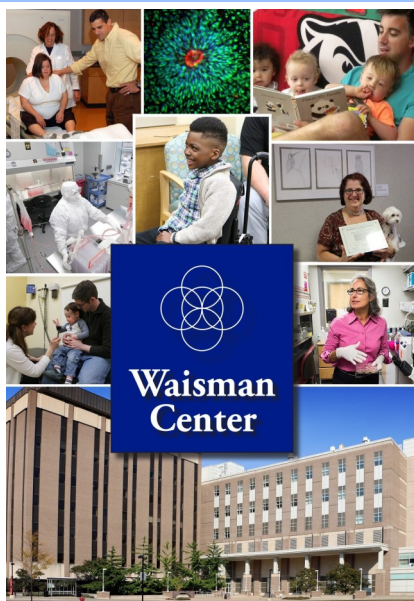


Dr. Sigan Hartley will be next to serve as the Division 33 President.

# IDD/ASD Training Program Highlight

## Waisman Center Post-Doctoral Training Program in IDD Research

Sigan Hartley, PhD  
Program Director



The Waisman Center Post-Doctoral Training Program in IDD Research was established in 1995 and is funded by NICHD. The program provides interdisciplinary training in biobehavioral and translational research on IDD at the postdoctoral level. The training program is housed in the Waisman Center at the UW-Madison, a large multidisciplinary IDD research center, and the T32 trainees are fully integrated into the research and training activities occurring at the Waisman Center. These included activities through the center's Intellectual and Developmental Disabilities Research Center (IDDRC), University Center for Excellence in Developmental Disabilities (UCEDD), Maternal and Child Health Bureau-funded Leadership and Education in Neurodevelopmental Disabilities (LEND) program, and Waisman Center IDD clinics. The training program funds four postdoctoral trainees annually.

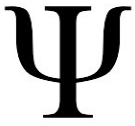
Our training program has been designed to provide postdoctoral trainees with a broad foundation of knowledge in IDD (e.g., prevalence, etiology, and presentation), the impact of race/ethnicity, cultural, and socio-economic status on issues pertaining to IDD, research ethics, and professional development related to obtaining research funding and competencies needed in leadership positions. In addition, through intensive mentorship by program faculty, our trainees learn the rigorous and reproducible methodological and analytic practices relevant to their specialized area of study in IDD.

Postdoctoral trainees are matched with a primary research mentor (one of our sixteen program faculty). These program faculty have appointments in a range of academic departments including Social Work, Human Development and Family Studies, Psychology, Medical Physics, Kinesiology, Pediatrics, and Communication Science and Disorders. Program faculty all have their primary research labs at the Waisman Center.

The focus of the training program is on interdisciplinary behavioral and biobehavioral research that synergizes theories, concepts, and methods that cross behavioral and biological disciplines in the study of IDD. In addition, our program, has increasingly committed to training the next generation of scholars on research that is translational and has public health relevance.

Examples of the topic of collaborative research by program faculty and trainees include:

- Structural, functional, and biochemical aspects of the nervous system relevant to autism and fragile X syndrome
- Establishing biomarkers for monitoring Alzheimer's disease in adults with Down syndrome



## IDD/ASD Training Program Highlight

- Advancing understanding of phenotypic expression of FMR1 expansions based on nuances of repeat size, mosaicism, and activation ratio and examining its impact on social-affective, communicative and family process
- Identifying profiles of social-affective and communication processes involved in IDD such as cerebral palsy, Down syndrome, autism, and fragile X syndrome
- Understanding family environment risk and resiliency processes relevant to autism, fragile X syndrome, and other types of IDD
- Engaging in IDD science that has public health implications including providing information on the prevalence and incidence of autism, cerebral palsy, and other types of IDD  
Developing and evaluating interventions to enhance quality of life of individuals with IDD and their families such as a Transitioning Together program aimed at supporting adolescents and young adults with autism and their families during the transition out of high school  
To date, we have had 46 postdoctoral trainees enroll in the program. These trainees have had an excellent track record of publishing in top-tier journals, obtaining extramural research funding, launching successful independent programs of research on IDD and associated conditions, and acquiring prominent leadership positions. Indeed, three trainees have been the President or President Elect of APA Division 33. Our trainees regularly build collaborations with program faculty and other trainees at the Waisman Center that continue well beyond the training period.

To learn about program faculty, research projects, and how to apply, visit:

<https://www.waisman.wisc.edu/administrative-core/postdoctoral-training-program-idd/>

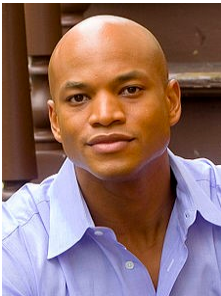
# APA 2019

August 8-11, 2019

Click [HERE](#) for the Division 33 Schedule At-A-Glance



## American Psychological Association Convention August 8-11, 2019 in Chicago, IL Keynote Speaker & Main Stage Events



### Wes Moore, Keynote Speaker

As a *New York Times* bestselling author, decorated Army combat veteran, social entrepreneur, founder and chairman of BridgeEdu, and CEO of Robin Hood—one of the largest anti-poverty forces in the nation—Mr. Moore has dedicated his life and career to being a vocal advocate for some of the nation’s most vulnerable people. From working to fund schools, food pantries and shelters in New York City, to helping build better on-ramps to higher education for underserved students, Mr. Moore’s life and work motivates and inspires.

### Deep Poverty

Thursday, 5:00–6:30 p.m.

Deep poverty affects more than 18.5 million people in the United States. For many, it’s a condition that persists generation after generation. Psychology can help lift people out of this vicious cycle. Hear our 2019 APA President share her powerful first-hand experience, learn from our CEO how APA is transforming to have more impact on critical issues like this one, and be inspired by a nationally acclaimed advocate for the underserved.

### Suicide

Friday, 11:00 a.m.–12:30 p.m.

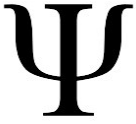
There is no single cause or cure for this growing issue, but there is hope. Psychologists from all areas of expertise are working to move the dial on suicide. In this multi-disciplinary session, a survivor shares his experiences linking advocates and providers, leading researchers share their latest on neurobiological indicators and the technologies to intervene at scale, experts discuss research breakthroughs and priorities, and an authority on suicidal behavior explores the healing power of community to build resilience within one of America’s most vulnerable populations: African American men.

### Gun Violence

Saturday, 11:00 a.m.–12:30 p.m.

Whether it’s living with the threat of a school shooting, or a factor in everyday life, every American has been affected by gun violence. The problem can seem intractable, yet every psychologist has an opportunity to better prepare their communities to reduce and prevent violence. An ex-convict from Chicago’s South Side returns home to interrupt violence at the level of whispers, while an author and developmental psychologist addresses early assessment and how to encourage nonviolent choices at a community level. Finally, a Sandy Hook mother, family therapist, and advocate takes a radically inclusive approach to protecting our communities.

For more information, visit this [link](#).



## Division 33 Edgar A. Doll Award 2019

### EDGAR A. DOLL AWARD

Sponsored by Pearson Clinical Assessments

Award Recipient:

**JAN BLACHER, PhD**

For Her Lifetime Achievements in the Area of Intellectual  
and Developmental Disabilities

Dr. Blacher will present her Doll Award address at  
the 2020 convention.

*A special thank you to our award sponsor:*



Pearson

## Division 33 John W. Jacobson Award 2019

### JOHN W. JACOBSON AWARD

Sponsored by Nationwide Children's Hospital

Award Recipient:

**ERIC BUTTER, PhD**

For His Meritorious Contributions to the Field of Intellectual and  
Developmental Disabilities in an Area Related to Behavioral Psychology,  
Evidence-Based Practice, Dual Diagnosis, or Public Policy.

To be presented on Thursday Aug 8<sup>th</sup> at 1:00pm  
McCormick Place Room W191  
at the American Psychological Association Convention in Chicago, IL

*A special thank you to our award sponsor:*



**NATIONWIDE CHILDREN'S**  
*When your child needs a hospital, everything matters.™*

# Division 33 Student Interview

## *Defining Work-Life Balance*

*Respondents:*

**Laura Lee McIntyre, PhD, NCSP, BCBA**

Department Head of Special Education and Clinical Sciences, University of Oregon

**Joshua Masse, PhD**

Director of Young Child Services, Boston Child Study Center

*Interviews conducted by:*

Monica Gordillo, Boston University &

Elina Veytsman, UC Riverside

### What does work-life balance mean to you?



**LLM:** In my life, I have both work and life priorities. It's not necessarily a 50/50 balance all the time, but on the whole, I have to make sure I'm balanced. It's important to nurture your whole self because we do work really hard, and all work without play is not good, particularly for those in the helping professions, who work with clients and students, and for my role as a department chair.

**JM:** I think the term work-life balance is a bit of a misnomer as it implies there's a perfect state of harmony that one should constantly seek. With that, there's a risk of feeling like you're perpetually coming up short in meeting this mythical harmonious state of existence. I like to view work-life balance through the lens of living a values-focused lifestyle and setting goals to be aligned with those values. Although cliché, it's been critical to note what's actually important to my overall state of health and happiness. Of course, these change over time, but awareness of these values has served as important guideposts to maintain a healthy perspective, namely when managing life's many nuisances and stressors.



### What does work-life balance look like?

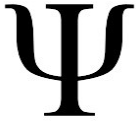
**LLM:** I try to spend time with my family every sin-

gle day. I have a 5-year-old and a 7-year-old, and they need their mom and I need them, so I prioritize being there for dinnertime and bedtime and for extracurricular activities. Sometimes that means I'm up really late at night working, but that's a decision I make so I can have that time with my kids. It's also important for me to spend time with my partner and to exercise regularly. So for me, work-life balance sometimes means I don't have a lot of room for other hobbies outside of family or exercise. I do have other hobbies, friendships, and other things that are important to me. But on a day-to-day basis, I manage my most pressing priorities, which for me are family, my very busy job, and exercise.

**JM:** Currently, and this sounds obvious, but being present for both my work and my family is important to me. Specifically, maintaining a schedule that allows me to be home with my family most days of the week is aligned with my values. Sometimes this means having to stay a bit more organized and structured during the work day, perhaps declining an offer to go out to lunch with a colleague once in a while. That being said, I always strive to maintain social relationships. Nowadays, most communication is via text and an occasional get together but I try to tend to the social relationships that are important to me.

### What are your strategies for maintaining a work-life balance?

**LLM:** My strategies are scheduling time to exercise, prioritizing my family's extracurricular activities, and learning how to say no. I plan ahead to make sure I have time scheduled for professional activities, but I also ensure that other things that are important to me are scheduled and planned. If I choose to splurge on something, I have to find another time to carve out for work. I know it doesn't sound very spontaneous, but getting it on my calendar is a way to demonstrate that my priori-



## Division 33 Student Interview

### *Defining Work-Life Balance*

ties are coming to fruition, and to honor my commitment to those I care about.

**JM:** I think it's been important for me to realize, whether it was the final push for writing up my dissertation, a research deadline, or heavier-than-usual clinical demands, there are stretches when you're simply not balanced. During these times, maintaining open communication about my work load with those around me has been important. Also, I've found it helpful to identify a point in time in my schedule to turn off work and to recharge. Even if it's just a brief period of time. Of course, protecting this time from all the work demands that are really trying to get on the schedule has been the hard part! It's helped me to realize there will be always be work to do so taking the time to decompress -both physically and mentally- has been critical for me.

#### **Have you ever experienced burn-out? How did you know you were experiencing burn-out?**

**LLM:** I have! When I'm not able to maintain that balance and the stress has accumulated, I may find myself slipping into a negative state and feeling agitated, or I might react strongly to something minor. I think we all sometimes realize that we're probably taking on too much and don't have a good way to personally manage all of it. For me the biggest signs of burnout are: 1) when everything feels negative and I stop solving problems and start complaining about them, 2) when stress interferes with my sleep time, and 3) when I'm not able to figure out when to exercise or don't have an outlet for my stress. These are signs that I need to slow down and figure out how to restructure my priorities.

**JM:** Given the field we're in, some level of burnout is inevitable, and I've certainly experienced it. I know I am experiencing burnout when I find myself using less of my frontal lobe to plan and problem solve. For me, I hasten burnout when I allow work-or work-related stress-to impede sleep.

#### **How have you dealt with burn-out?**

**LLM:** I figure out what I can eliminate from my list of things to do, and I reprioritize. If I'm not getting enough sleep, I stop what I'm doing and sleep. I reach out to somebody that I trust and care about – a colleague for professional matters or a personal friend or my spouse for a different perspective. I also think about what we're doing – I'm a faculty member and a researcher, and I'm passionate about my research, but I'm not going into emergency surgery right now – nothing is so urgent that I can't just step away, even if it's momen-

tarily, and regroup.

**JM:** Over time, I have accepted that I function better when I get a certain amount of sleep and exercise, so I strive to maintain healthier habits. I have also become (a little bit!) better at setting limits. I'm more accepting of the notion that I should bite off only as much as I can chew if I want to enjoy the full meal of life---and leave room for dessert! To that point, I've strived to become better at "professional triaging" to discern what needs the most attention and what can wait for the time being. Accordingly, I keep an ongoing task list with categories separated out by needed level of attention.

#### **Over time, has maintaining a work-life balance become easier, harder, the same?**

**LLM:** Early in my career, I can say that I had very little work-life balance. But over the years, I've paid attention to how long it takes me to write a manuscript, or work through a problem with an employee, or review a student's dissertation proposal, and I've become more efficient and smarter about time management. At the same time, as I've taken on more responsibilities, I've had the need to be more balanced and to be a good role model for my children and my students. So I think I've gotten better in some ways, because I have a family now and it's really important for me to be there for them. The "life" piece has changed for me over the years – earlier in my career it was going out to happy hour with my early career colleagues and now it's leaving work so I can get to my son's little league game. So the priorities have changed, while the need for work-life balance and striving for that have evolved and matured.

**JM:** In graduate school and earlier in my career, I'll admit my work life balance leaned more toward the work side of things. However, as I have become a husband and a dad (and as my children are getting older), striving to maintain work-life balance has become a strong value for me. To that end, I've adopted a "work smarter, not harder" mentality. In order to maximize time with my family, I've become more efficient and have set better limits with my work-dedicated time. I've also been able to come to better terms with the notion that all things don't have to be 100% perfect to be considered done. Last, my wife also works full-time as a clinical psychologist so time management and keeping a detailed schedule has become paramount. We've become great friends with our shared Google calendar!

#### **Any advice for individuals (students, researchers, professors, clinicians, etc.) who are struggling to achieve a work-life balance?**



## Division 33 Student Interview

*Defining Work-Life Balance*

**LLM:** For students, the habits you learn in grad school are the habits that will stay with you, for better or for worse, into your professional life. That's not to say that people can't change, but change is hard. We know this in psychology. It's important to be mindful about managing stress while in grad school, because life doesn't begin to happen afterward. Be an active participant in your life and make decisions that you can be proud of and will help promote your health and well-being.

For faculty, develop habits that will allow you to prioritize research, teaching, and service, and allow you to thrive as a human being. As my mentor, Dr. Jan Blacher, told me when I was in grad school, "You can do it all, you just can't do it all at once." I love that advice and I find myself thinking about that and using it with my students and colleagues. We have to pace ourselves, and prioritize what is most important right now. We also have to be forward thinking, so our decisions should be linked to our overarching professional and personal goals and values.

One more piece of advice: Laugh every single day. If you find that you can't laugh, take that as a sign that perhaps you need to rethink your priorities!

**JM:** Try to be mindful of your values and priorities. These will likely change over time but knowing what they are may help to guide your decisions and establish meaningful goals. Developing good habits and positive coping skills in graduate school and early on in your career is important. You'll need to rely on these in the long run. Although difficult in today's society, try not to over-compare yourself with others, whether it be a fellow graduate student, researcher, or clinician. This is especially true if the comparison is knocking your priorities out of balance.

My most important piece of advice is to be forgiving of yourself. Maintaining a satisfying work-life balance can be incredibly challenging and most folks feel spread very thin across their various responsibilities. Be easy on yourself, especially during those times you're feeling like you're not being the most effective. Be mindful that it's a marathon, not a sprint. And if you're finding yourself sprinting each of the 26.2 miles, look for places to stop-- or at least slow down--along the way!

### A special thank you to our Division 33 Student Representatives!



Monica Gordillo  
Boston University



Elina Veytsman  
UC Riverside



## Early Career Professionals Webpage Launch

President Durand, the Executive Committee, and Joanna Mussey (ECP Representative) are excited to announce a *new web page* on the Division 33 website for Early Career Professionals (ECPs)!

This is an effort from the ECP Committee within Division 33 to focus on, support, and engage professionals within the division who have received their degrees within the last 10 years. The ECP Committee is focused on developing and providing ECP-relevant content at the annual APA Convention as well as for the division and its members. We are working to continue to expand resources and information for ECPs that will be posted on this new web page in addition to our convention programming. Check out the ECP page for additional information about Division 33 ECP programming as the 2019 APA Convention approaches!

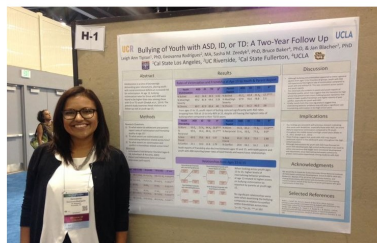
**You can navigate to the ECP page from the menu across the top of the division website at <http://www.division33.org/> or directly by going to <http://www.division33.org/early-career>**

*The ECP Committee would like to thank Dr. Jason Baker from the Division 33 Website Committee who donated his time and expertise to make this effort a reality.*

We are excited about this avenue for reaching ECPs working with individuals with IDD/ASD and those who support them.  
*Thank you for supporting this effort.*



### Early Career Professionals (ECP)



## Early Career Psychologist Column

### Navigating a Conference: Tips from an Early Career Professional

Gazi Azad, PhD  
Assistant Professor, Johns Hopkins University



It was exactly ten years ago, in 2009, that I attended my first professional conference – the annual convention for the American Psychological Association (APA). As a first-year doctoral student in school psychology, I really did not know how to feel about presenting my poster. Ultimately, I had mixed feelings. I was nervous about whether I could answer questions adequately from a group of highly educated researchers and practitioners. Would I sound like I know what I’m talking about? I was also excited to mingle with experts from various fields of psychology, whose work I had cited and revered. Presenting my research at a national conference was a symbolic presentation of entry into academia – I had made it! At that time, I did not know that I would continue to attend professional conferences for the next decade.

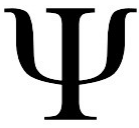
There is a sense of intellectual stimulation at professional conferences that is unmatched by other experiences. For 3-4 days, you are immersed in the world of research. By attending talks from “experts”, I have learned to think about research from a multitude of perspectives. It is the provocative research questions that always peak my interest. However, the most valuable experience to me as an early career professional is dialogue with others, a dialogue that can only be achieved by attending the conventions annually. Each year, I leave annual meetings feeling rejuvenated and inspired. I am eager to return home with new ideas for impactful papers and innovative grants.

My experiences at professional conferences have not always been so meaningful. In the

past decade, I have transitioned from a passive receiver of information or to an active seeker of connection. Early in my career, I attended conferences to obtain information. I attended all the relevant presentations. I attempted to cram in as many talks as I could. I even took notes! Over the years, the scale has tipped in the opposite direction. The number of talks I attend have steadily diminished and the number of other activities I engage in have rapidly increased. I’m not sure when the switch over happened, but it was likely a slow process given that I was never “trained” in how to effectively attend conferences. Below are some tips that I picked up along the way as I transitioned from graduate student to post-doctoral fellow to an Assistant Professor.

#### *Identification*

- Identify a conference that is aligned with your professional goals and aspirations. Conferences often have reputations for targeting researchers or practitioners. They may be content- (e.g., autism focus at the International Society for Autism Research) or context- (e.g., school focus at the National Association of School Psychologist) specific, or broad-based meetings. (e.g., American Psychological Association).
- The conference chosen should match budgetary constraints, as well as feasibility of travel. Many national conferences switch coasts every year. Therefore, if you’re unable to attend one year because of funds and/or location, you can target that conference the following year. For students and trainees, sharing hotel rooms is often an easy way to keep costs to a minimum. Know the target audience. Conferences



# Accelerating the Future of Child Health

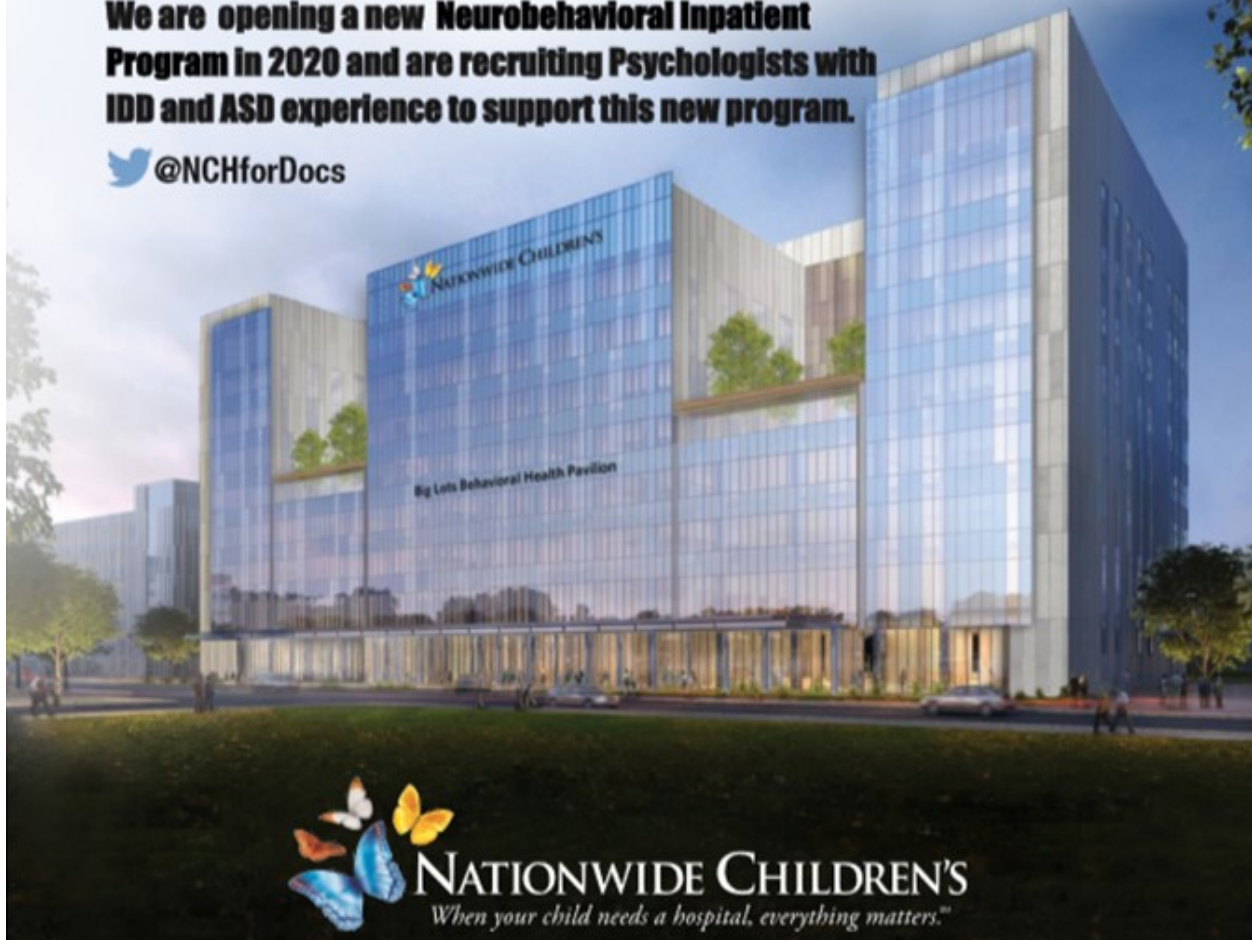
We must change the way we think about child health care. It will always involve managing asthma and treating broken bones. But if we want to treat the whole child, we must include behavioral health.

At Nationwide Children's, we're transforming behavioral health care to help children in our community and around the world reach their fullest potential. Last year, we broke ground on the Big Lots Behavioral Health Pavilion, which will be the country's largest behavioral health treatment and research center for children and adolescents on a pediatric medical campus.

Take a video tour of this unique new building at [NationwideChildrens.org/Pavilion](https://NationwideChildrens.org/Pavilion).

**We are opening a new Neurobehavioral Inpatient Program in 2020 and are recruiting Psychologists with IDD and ASD experience to support this new program.**

 [@NCHforDocs](https://twitter.com/NCHforDocs)



Contact [Eric.Butter@nationwidechildrens.org](mailto:Eric.Butter@nationwidechildrens.org) for more information about this and other career opportunities.

## Early Career Psychologist Column

### Navigating a Conference: Tips from an Early Career Professional

may attract local, national, or international attendees. The targeted audience should be the people that you're interested in connecting with. Identifying the appropriate conference has an impact on the entire experience.

#### *Application*

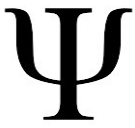
- Advanced preparation is needed to apply to a conference. Conferences often have deadlines six months or more in advance of the meeting dates. Collaborative proposals require even more preparation as they involve presenters from multiple institutions. Think of your ideas in advance, and start contacting collaborators sooner than later.
- Select a presentation type (poster, presenter on symposium, chair of symposium,) that matches your professional identity. Students or early career trainees are generally not expected to chair conference symposia. However, advanced trainees or early career professionals are encouraged to take on this role. It is customary to have senior scholars serve as discussants on panels.
- Familiarize yourself with the norms associated with particular conferences. For example, competitive conferences may only select symposia from presenters across multiple institutions. Some conferences require three presenters per symposium, whereas other conferences encourage four presenters. Symposia may be designated as 50 minute panels or 1 hour and 50 minute panels. At some conferences, the chair may have a presentation, and at other conferences, the chair is independent from the presentations.
- Being part of a collaborative symposium is an ideal opportunity to network with others. For instance, inviting an "expert" as a discussant may open the door for future collaborations. This also provides a "reason" to connect with senior scholars, rather than sending a cold email. Finding

other presenters for the panel also enlightens you about others who may be doing similar work.

- During or post application, seek out travel funds either directly from the conference or your institution. Student travel funds are the most readily available. Many conferences also have opportunities for early career professionals. The goal is to encourage more junior level scholars to attend. Conferences often have diversity awards or merit-based scholarships (e.g., best dissertation award). Sometimes, there are awards for first-time attendees. Your institution may also have designated funding for conference travel.

#### *Preparation*

- Regardless of the modality of presentation, conferences require preparation. Posters must be completed at least a week in advance in order to leave adequate time for printing. Do not print your poster at the conference location. Also, do not have your poster printed and sent to the conference location. There are too many opportunities for a fatal flaw to occur in these situations. It is best to have your poster printed at your home institution. Sometimes, there are organizations within the institution that print posters. Other times, it may be necessary to print your poster from professional printing companies.
- It is important to have a two-minute summary of your poster prepared in advance. When developing the poster, the emphasis should be on the graphs and tables. This is the information that attracts attendees. The text should only reflect essential information in the form of bullet points. Paragraphs are extremely difficult to read. They are also not aesthetically pleasing to people passing your poster. Keep business cards or a printout of the poster with your contact information handy for future communications. It is customary to print insti-



## Early Career Psychologist Column

### Navigating a Conference: Tips from an Early Career Professional

tutional logos on posters.

- Similar principles apply for oral presentations. Slides should present only pertinent information. Conference attendees are taking in a lot of information. It is important to think about the 2-3 “take home” points from your presentation. Do not read from your slides. Use the bullet points as a guiding framework for your talk. It is important not to become dependent on the notes for each slide. Conferences often have their own audio/visual/computer equipment set up, which may or may not have presenter mode.
- Practice your presentation in front of colleagues who are not directly in your field. It is your responsibility to capture the interest of attendees in and outside of your field. Also, practice answering questions. Answering questions adequately is as important as presenting information.
- When booking conference accommodations, consider staying at the designated conference hotels. This creates an ideal opportunity to engage with potential colleagues in an informal setting.
- Know your schedule in advance. Many conferences are moving toward online platforms to disseminate the conference schedule. These user-friendly apps provide attendees with an opportunity to create their own schedules on their smartphones.

#### *Attendance*

- It is important to attend talks on familiar, as well as unfamiliar but related topics. Conferences are an opportunity to think about your research interests from multiple perspectives.
  - Regardless of your familiarity with the topics, think about questions to ask at the end of the presentation. If you’re not comfortable asking questions in front of a large crowd, you can approach the presenter individually after their presentation
- proceedings. Have business cards readily available to exchange contact information.
  - Attend any and all social networking events, especially those designed for early career professionals. Make a concerted effort to engage with people outside of your field. These social networking events are often designed for attendees to meet with expert scholars, renowned practitioners, distinguished program officers, and established industry workers.
  - Know the people you’re trying to connect with in advance. It is important to network with someone just above your professional level. For example, undergraduates should connect with graduate students. Graduate students should connect with post-doctoral fellows. Post-doctoral fellows should connect with Assistant Professors. People are generally interested in talking about their work, and therefore, are usually willing to have a cup of coffee to chat about overlapping areas of interests. Email people in advance to schedule these informal meetings, so it is already on their conference calendar.
  - Prepare a brief “elevator pitch” about yourself. This brief introduction should include your name, position, interests (as it may relate to the person that you’re connecting with), the aspect of their work that you’re interested in, and a relevant question that links your interests with their work.
  - Become involved in conference committees. Attending a conference can be an overwhelming experience, especially large conventions that attract thousands of people. Becoming involved in conference committees (e.g., early career committee, diversity committee, etc.) is one way to find your niche at national or international conferences.

*Enjoy the experience!*

# APA Council Report for Division 33

**Eric Butter, PhD**  
**Nationwide Children’s Hospital**



## APA Adopted a Game-Changing Plan for the Future

*At its first meeting of 2019, APA’s council embraces a strategic plan that will position psychology to make a greater impact, among other action.*

In a move that will amplify how APA can strengthen the field and the many ways psychology can address some of society’s greatest challenges, APA’s Council of Representatives overwhelmingly approved a new [Strategic Plan](#) at its Feb. 15–17 meeting in Washington, D.C. The plan is aimed at fostering “a strong, diverse and unified psychology that enhances knowledge and improves the human condition,” according to our new vision statement.

Specifically, the goals of the new strategic plan are to:

- Utilize psychology to make a positive impact on critical societal issues.
- Elevate the public’s understanding of, regard for, and use of psychology.
- Prepare the discipline and profession of psychology for the future.
- Strengthen APA’s standing as an authoritative voice for psychology.

Guiding these efforts are principles that call for APA to ensure its efforts are grounded in the best available psychological science; champion diversity and inclusion; respect and promote human rights; and embrace a global perspective, among other values.

To read the plan, go to [www.apa.org/about/apa/strategic-plan](http://www.apa.org/about/apa/strategic-plan). Approved by more than 96 percent of council, the plan was the culmination of more than a year’s work during which APA solicited input from its governance, members and the public.

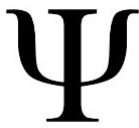
### OTHER COUNCIL VOTES

At this first meeting of 2019, the APA council:

**Council voted to receive a report on master’s programs in health-service psychology.**

The “Report of the Board of Educational Affairs Task Force to Develop A Blueprint for APA Accreditation of Master’s Programs in Health Service Psychology” discusses possible pathways APA could use to establish accreditation of master’s programs in psychology. In addition, the report identifies the necessary expertise needed to constitute an accreditation decision-making body. The report will inform the development of standards for accreditation of master’s programs in health service psychology. To read the report, go to [www.apa.org/ed/governance/bea/masters-accreditation-blueprint](http://www.apa.org/ed/governance/bea/masters-accreditation-blueprint). There are likely significant implications for health service psychology in the field of IDD and ASD and we will monitor this process closely.

**Council adopted the Resolution on Physical Discipline of Children by Parents**, which recommends that caregivers use alternative forms of discipline—such as modeling behavior, respectful communication and collaborative conflict resolution—rather than physical punishment. The resolution points out that, according to the research, physical discipline is not effective in achieving parents’ goals of decreasing aggressive and defiant behavior in children or of promoting positive child behaviors. The resolution commits APA to raising public awareness and increasing education about the impact of physical discipline on children and the effectiveness of other methods of discipline. It also calls on APA to promote culturally responsive training and continuing education on alternative discipline strategies. (A [press release](#) (click here) was issued on Feb. 18.) Though there remains debate among a small number of Council members and likely a greater number of APA members, the moral and logical clarity that our clinical science has more to offer parents other than physical discipline to change child behavior is, I think, a welcomed policy statement.



# APA Council Report for Division 33

## APA Adopted a Game-Changing Plan for the Future

**Council adopted a clinical practice guideline for depression.** The *Clinical Practice Guideline for the Treatment of Depression Across Three Age Cohorts* provides recommendations for the treatment of depressive disorders based primarily on systematic reviews of the evidence. The guideline addresses three developmental cohorts: children and adolescents; general adults; and older adults (ages 60 and over). It is intended for psychologists, other health and mental health professionals, consumers, families of consumers, students/training programs, policymakers and the public. This guideline is aspirational and is not intended to create a requirement for practice. The guideline is will be available on APA's website in the near future. It is important to note that there remain concerns from several corners of APA Council and more general constituencies about how clinical practice guidelines are developed. In short, I highly recommend that if a guideline is meaningful to your work, be sure to get involved, make public comment, and reach out to the organizing leaders of the relevant task force as these guidelines are being developed.

**Council approved a resolution to improve child and adolescent care.** The Resolution on Child and Adolescent Mental and Behavioral Health calls on APA to "take a significant leadership role to support and advocate that it is every child's right to have access to culturally competent, developmentally appropriate, family-oriented, evidence-based, high-quality mental health services that are in accessible settings." It replaces an earlier, outdated resolution.

**Council approved a rules amendment to clarify division public policy statements.** The amendment clarifies existing policy stating that division position or policy statements on matters of public policy must be consistent with APA bylaws, rules and any existing APA policy. APA staff will work with division leaders to ensure that their public position statements are not contrary to APA policy and that they comply with all relevant bylaws and rules. If APA policy does not exist, consistent with current practice, divisions

may issue statements with appropriate disclaimers that the position they are taking is not APA policy but represents only the views of the division.

**Council approved an update of APA's policies and curriculum related to psychopharmacology.** The council adopted revised versions of three documents: The Model Education and Training Program in Psychopharmacology for Prescriptive Authority; The Designation Criteria for Education and Training programs in Psychopharmacology for Prescriptive Authority; and the Model Legislation for Prescriptive Authority. The revisions update APA's 2009 documents. Major changes to the curriculum include adding the possibility of providing significantly more psychopharmacology training at the doctoral level, rather than the previous requirement that most of the training occur at the post-licensure/postdoctoral level.

Over the last several months, through spring 2019 and into early summer, APA has continued to make moves and have impact. Significant advocacy was initiated related to the closure Argosy professional schools where APA quickly mobilized to do what could be done to preserve the career trajectory of thousands of graduate students. Also, APA CEO Dr. Evans was spotlighted in Congressional testimony about what psychological science can contribute to our nation's response to opioid use disorder treatment and prevention. In both case, fast and agile advocacy as well as high profile, public engagement on these issues, was made possible by the reorganization and expansion of the advocacy functions within APA that were advanced through 2018. APA is working better, and doing so for our public and for you.

*Full minutes of the Council meeting can be found on the [APA website](#).*



## 2019 Annual Gatlinburg Conference Student Research Award

### *Trajectories of Receptive and Expressive Vocabulary Development in Adolescents with Down Syndrome and Fragile X Syndrome Compared to Younger Typically Developing Children*

Authors: Sarah Nelson, Danielle Harvey, & Leonard Abbeduto



**Sarah Nelson, 2019 Research Award Winner**

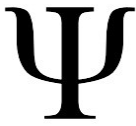
**Introduction:** Fragile X syndrome (FXS) is the leading inherited cause of intellectual disability and second only to Down syndrome (DS) as a genetic cause of intellectual disability. In addition to cognitive impairments, individuals with DS and FXS have significant impairments in multiple domains of language compared to their typically developing (TD) peers of the same cognitive level. However, past studies have shown that individuals with FXS outperform those with DS on measures of both receptive and expressive language (e.g., Abbeduto et al., 2001). Notably, there have been few longitudinal studies examining trajectories of receptive and expressive language in adolescents and young adults with DS and FXS. In the current study, therefore, we examined the age-related trajectories of receptive vocabulary (RV) and expressive vocabulary (EV) in adolescents with DS and FXS, as well as a sample of younger TD children of a similar nonverbal developmental level. We also examined factors affecting those trajectories. Such data can provide insights into potential pathways of intervention.

**Method:** We employed multilevel growth modeling to examine the longitudinal trajectory of RV and EV across four annual assessments in adolescents with DS ( $N = 30$ ,  $M$  age = 13.89 years, range = 10-18) and FXS ( $N = 52$ ,  $M$  age = 14.03 years, range = 10-19), and younger TD children ( $N = 56$ ,  $M$  age = 7.20 years, range = 3-12). Raw scores on the Peabody Picture Vocabulary Test-3<sup>rd</sup> Edition (PPVT-III) and Expressive Vocabulary Test (EVT) provided the dependent measures of RV and EV, respectively. Age was centered at the first assessment, such that each participant's age at the Time 1 visit was zero. Covariates included

mean-centered growth scores from the Leiter-R and a mean-centered metric of maternal education level.

**Results:** At the initial visit, individuals with DS had significantly lower RV ( $M = 64.93$ ,  $SD = 23.06$ ) and EV ( $M = 44.69$ ,  $SD = 13.50$ ) scores compared to individuals with FXS (RV:  $M = 97.33$ ,  $SD = 34.88$ ; EV:  $M = 65.69$ ,  $SD = 23.99$ ) and TD youth (RV:  $M = 96.89$ ,  $SD = 31.88$ ; EV:  $M = 65.49$ ,  $SD = 19.10$ ), who did not differ from each other at the first visit. For youth with DS, neither RV nor EV increased significantly with age across the annual assessments (RV:  $b = -1.24$ ,  $SE = 1.18$ ,  $p = 0.29$ ; EV:  $b = 0.81$ ,  $SE = 0.94$ ,  $p = 0.38$ ). However, both RV and EV increased linearly with age for individuals with FXS (RV:  $b = 2.17$ ,  $SE = 0.68$ ,  $p = 0.002$ ; EV:  $b = 2.98$ ,  $SE = 0.52$ ,  $p < .001$ ) and TD youth (RV:  $b = 6.08$ ,  $SE = 0.92$ ,  $p < .001$ ; EV:  $b = 6.39$ ,  $SE = 0.67$ ,  $p < .001$ ), with TD youth demonstrating steeper growth over time compared to those with FXS. The age-related trajectories for the diagnostic groups were all significantly different from each other. In addition, Leiter-R growth scores predicted both RV and EV raw scores at the first assessment (RV:  $b = 0.89$ ,  $SE = 0.08$ ,  $p < .001$ ; EV:  $b = 0.54$ ,  $SE = 0.06$ ,  $p < .001$ ), whereas maternal education level only contributed to RV scores (RV:  $b = 4.25$ ,  $SE = 2.12$ ,  $p = 0.04$ ; EV:  $b = -0.73$ ,  $SE = 1.45$ ,  $p = 0.62$ ).

**Discussion:** The findings are consistent with previous studies that have demonstrated that individuals with FXS have vocabulary skills similar to their younger TD peers, whereas those with DS have lower vocabulary skills compared to these groups (Price, Roberts, Vandergrift, & Martin, 2007; Roberts et al., 2007). Moreover, in contrast to the TD and FXS groups, individuals with DS showed a plateau with no growth across annual assessments in either RV or EV. This finding conflicts with a recent study by Connors, Tungate, Abbeduto, Merrill, and Faught (2018), who found that adolescents with DS showed significant growth in RV over two years and that adolescents less than 16 years of age showed growth in EV. Moreover, Roberts et al. (2007) found that NVIQ and ME (measured in years) contributed to RV and EV, whereas ME only predicted RV in the current study, perhaps due to both limited variability in ME across the groups as well as the way in which ME was coded.



## 2019 Annual Gatlinburg Conference Student Research Award

*Trajectories of Receptive and Expressive Vocabulary Development in Adolescents with Down Syndrome and Fragile X Syndrome Compared to Younger Typically Developing Children*

Future studies are needed to discern if the plateau in vocabulary development in DS seen during adolescence continues into adulthood, at what age skills may begin to plateau, and what contributes to reduced growth in language skills during this developmental period in this population. The present results also suggest that future studies should examine additional cognitive and environmental predictors of RV and EV skills in adolescents with DS and FXS as well as whether these factors contribute to growth over time.

**References:**

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Price, J., Roberts, J., Vandergrift, N., & Martin, G. (2007). Language comprehension in boys with fragile X syndrome and boys with Down syndrome. *Journal of Intellectual Disability Research*, 51(4), 318-326.

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### Psychology in Intellectual and Developmental Disabilities/Autism Spectrum Disorder

***You can join and renew your Division 33 membership online!  
Just visit: <http://www.division33.org/membership/>***

*As always, a very special thank you to Jason Baker for doing such a wonderful job with our website.*



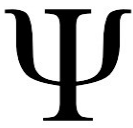
**APA DIVISION 33: IDD/ASD**

## Division 33 Members at the April 2019 Gatlinburg Conference in San Antonio, TX



Please join us in April 2020 in San Diego, CA. Call for Proposals opening September 16, 2019. Click [HERE](#) for more information.

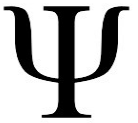




## Division 33 Award Winners

Edgar A. Doll Award (est. 1980)	Sara Sparrow Early Career Research Award (est. 2008)	Jacobson Award (est. 2007)
1981	Sam Kirk	
1982	Gershon Berkson	
1983	Marie S. Crissey	
1984	Sidney Bijou	
1985		
1986	Norman Ellis	
1987	Ed Zigler	
1988	H. Carl Haywood	
1989	Donald MacMillan	
1990	Henry Leland	
1991	Alfred Baumeister	
1992	Earl Butterfield	
1993	Brian Iwata	
1994	Ivar Lovaas	
1995	Stephen Schroeder	
1996	Donald Baer	
1997	Richard Eyman	
1998	Nancy Robinson	
1999	Murray Sidman	
2000	Todd Risley	
2001	Don Routh	
2002	Travis Thompson	
2003	John Borkowski	
2004	Gene P. "Jim" Sackett	
2005	Robert Sprague	
2006	Ann Streissguth	
2007	Douglas K. Detterman	Richard Foxx
2008	Michael Guralnick	Luc Lecavalier
2009	Sara Sparrow	James Mulick
2010	Bruce Baker	Laura Lee McIntyre
2011	Michael Aman	Stephen Greenspan
2012	Ann Kaiser	Anna Esbensen
2013	Steve Warren	Sally Rogers
2014	Wayne Silverman	James McPartland
2015	Laraine Masters Glidden	V. Mark Durand
2016	Michael F. Cataldo	Abby Eisenhower
2017	Leonard Abbeduto	Marc Tassé
2018	Catherine Lord	Cameron L. Neece
2019	Jan Blacher	Eric Butter

*The **Edgar A. Doll Award** is a career award that honors an individual for his or her substantial contributions to the understanding of intellectual or developmental disabilities throughout their career. Our deepest gratitude to **Pearson** for their sponsorship of this prestigious award and support of Division 33.*



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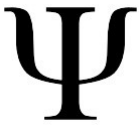
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## APA DIVISION 33: IDD/ASD

**Thank you for reading this edition of the Division 33 Newsletter!**

**Have an idea for a future newsletter? We want to hear from you.  
Please contact the Division 33 Newsletter Editors:**



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**Meg Stone-Heaberlin, PsyD —[Megan.Stone@cchmc.org](mailto:Megan.Stone@cchmc.org)**

APA DIVISION 33

Summer 2019

VOLUME 45, NUMBER 1

**PSYCHOLOGY IN INTELLECTUAL AND DEVELOPMENTAL DISABILITIES AND  
AUTISM SPECTRUM DISORDER Editorial Policy**

*Psychology in Intellectual and Developmental Disabilities/Autism Spectrum Disorder* is an official publication of Division 33 of the **American Psychological Association**. It is devoted to keeping members informed about the activities of Division 33 and to present news and comment concerning all aspects of service, research, dissemination, and teaching in psychology and IDD/ASD. Brief articles about policy issues in psychology and IDD/ASD, as well as descriptions of service programs and preliminary research summaries are invited. We are especially interested in articles inviting the reaction and comment of colleagues in future issues. Comments and letters will be published as space allows. Manuscripts must conform to APA style and should be submitted via an email attachment. Articles, comments, and announcements should be sent to the current Division 33 President. Books, films, videotapes, and other material also may be submitted to the Editor for possible review. Unless stated otherwise, opinions expressed are those of the author and do not necessarily represent official positions of Division 33.