



PSYCHOLOGY IN INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

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From the President's Desk

Laura Lee McIntyre

University of Oregon



Message from the President: Laura Lee McIntyre, PhD, BCBA-D

It is an honor and a pleasure to serve as President of Division 33. I have served on the Executive Council of Division 33 since 2005 and have watched the Division grow and change over the years. Importantly, we have a strong and active student and early career voice in the division leadership, spearheaded by our early career representative, Dr. Abbey Eisenhower, and student representatives, Hillary Hurst Bush (PhD student in clinical psychology at UMass Boston) and Geovanna Rodriguez (PhD student in school psychology at UC Riverside). We are expanding our membership opportunities by engaging in active recruitment of colleagues and students who work in areas related to intellectual and developmental disabilities (IDD) and autism spectrum disorder (ASD) research, practice, and policy. These things, and others, make Division 33 an exciting place to be, and are all reasons of why I

got involved in the division years ago and why I continue to stay engaged.

Convention Highlights

I want to thank those of you who attended the annual APA convention in Washington DC this past August. We had a strong program and a range of informative and stimulating sessions. Dr. Geraldine Dawson, Director of the Duke Center for Autism Diagnosis and Treatment, gave an invited keynote address on early intervention and brain plasticity in autism spectrum disorders. Dr. Rebecca Landa, Director of Center for Autism and Related Disorders at the Kennedy Krieger Institute, gave our keynote address on advances in social and communication interventions for toddlers with autism. NIH Program Officials, Lisa Gillotty (NIMH) and Alice Kau (NICHD) gave a roundtable on the ins and outs of IDD and ASD funding targeting early career psychologists and students.

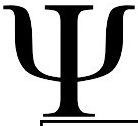
Division 33 was proud to partner with other divisions in the development of four symposia. Most notably we partnered with Division 7 (Developmental Psychology) on a session examining early development and predictors of outcomes in infant siblings of children with autism. We partnered with Division 3 (Experimental Psychology) on a session on laughter and sociality, with Division 20 (Aging) on a session on aging and intellectual disabilities, and with Division 41 (Law) on a session focusing on autism spectrum disorder and the criminal justice system. These

cross-division collaborative sessions represent the future of APA programming. I am certain we'll see more cross-divisional collaborative efforts at next year's convention in Toronto.

We honored Dr. Wayne Silverman with the Edgar A. Doll Award given his life achievements in the area of intellectual and developmental disabilities. We presented Dr. James McPartland with the Sara S. Sparrow Early Career Research Award given his contributions to translational neuroscience and autism. Two students, Karim Ibrahim of University of Hartford and Mt. Sinai School of Medicine, and Meredith Robinson of Loma Linda University, received our student research awards. We are grateful to Pearson, Wiley-Blackwell, and Springer Publishers for sponsoring these awards. As we wind down from the activities of the summer convention, we are gearing up for next year's conference in Toronto. Our Program

In This Issue

Message from the President	
Laura Lee McIntyre.....	1
APA Division 33 Student Award Winners	
Meredith Robinson & Karim Ibrahim.....	3
ID & the Death Penalty News	
Greg Olley.....	5
Student News/Advice/Interviews.....	6-9
Division 33 membership Update.....	10
Papers in the Student Newsletter.....	10
APA Council Report	
Jim Mulick.....	11
Pictures from APA.....	14-16
Division 33 Award Winners.....	17
Division 33 Executive Council.....	18



From the President's Desk

Laura Lee McIntyre PhD
Division 33—Continued

Chair for the 2015 Division 33 convention is Dr. Anna Esbensen. We thank Anna for her leadership and look forward to another great conference in 2015!

What's In a Name?

Members of Division 33 recently voted to amend the name of our division from IDD to IDD/ASD. The name change was originally brought to the Executive Council in March 2014 by then President Jan Blacher, President-Elect Designate Anna Esbensen, and I where it received support from the Executive Council (14:4). We argued that we may be able to expand our division membership and increase the division's revenue if we explicitly highlight our work in ASD. We suggested that a name change would help bring attention to our work in ASD and potentially attract new members who have historically affiliated with autism-specific organizations and conferences. Over the years, Division 33 has received more and more convention proposals in the area of autism. For example, more than two-thirds of Division 33 symposia and half of posters at the 2014 convention focused on autism research and practice. This is important to note because these posters and symposia were not invited sessions. This emphasis on autism is not unique to the 2014 convention. Indeed we have similar trends over the recent years. Our ASD sessions have been extremely well received and have attracted large crowds at the convention.

The name change amendment was discussed with Division 33 members during the Business Meeting at the 2014 convention in Washington, DC.

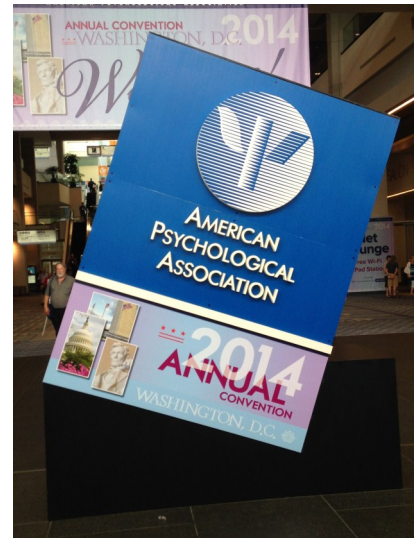
Much discussion centered on whether ASD is included within the DD portion of IDD. While many in the IDD field consider ASD to fall under the developmental disability umbrella, it was suggested that many in the ASD community do not necessarily identify with the IDD label. We discussed that the proposed name change would be more inclusive and better capture how individuals identify their focus.

Full members of APA Division 33 had an opportunity to vote on the name change amendment this fall via an electronic ballot. The amendment received strong support and was passed with 70 votes in favor and 20 opposed. The next step of the name change amendment process is to receive approval from APA. APA by-laws require approval from all other divisions before a change is official. I anticipate that our division name of **IDD/ASD** will be official in January 2015.

I look forward to continuing the good work of our division and respect and appreciate the contributions of individuals who do work in intellectual and developmental disabilities (including ASD)!

Warmly,

Laura Lee McIntyre



Division 33 Student Award Winners

Meredith Robinson—Loma Linda University

Mindfulness and Parental Stress Among Parents of Children with Developmental Delays: The Role of the Family Environment.

Karim Ibrahim—University of Hartford

“Neural effects of a CBT social skills treatment on eye gaze processing in children with Autism”

Please congratulate our two outstanding students who were recognized at the APA Annual Convention in Washington, DC by the members of Division 33. Below are synopsis of their outstanding work!
Great work, Meredith & Karim!



Meredith Robinson

Mindfulness and Parental Stress Among Parents of Children with Developmental Delays: The Role of the Family Environment.

Our poster examined changes in family cohesion as a result of a Mindfulness-Based Stress Reduction (MBSR) intervention with parents of children with DD, as well as whether changes in family cohesion are associated with changes in parenting stress and child behavior outcomes from pre to post treatment. The current study utilized data from the Mindful Awareness for Parenting Stress (MAPS) project at Loma Linda University, which included 46 parents of children, ages 2.5 – 5, with DD. Parents participated in a randomized controlled trial examining the efficacy of MBSR in reducing parental stress and subsequent child

behavior problems. Results showed that MBSR was associated with increased family cohesion for families of children with DD. Additionally, improvements in family cohesion were associated with reductions in both parental stress and child behavior problems in the group that had received the treatment. These findings indicate that parent interventions can improve the family environment, and these improvements in family cohesiveness can improve treatment outcomes for children and their families.



Karim Ibrahim

“Neural effects of a CBT social skills treatment on eye gaze processing in children with Autism”

Karim Ibrahim is a doctoral student in clinical psychology at the Univer-

sity of Hartford. His dissertation research was conducted at the Seaver Autism Center for Research and Treatment at Mount Sinai under the mentorship of Dr. Ting Wang. His paper titled, “Neural effects of a CBT social skills treatment on eye gaze processing in children with autism,” was recently presented at the 2014 APA convention in Washington D.C.

Research has shown that the social deficits of autism spectrum disorders (ASDs) may be related to underactivity in key brain regions involved in social cognition. However, there is also evidence that activity in normative neural networks can be increased by providing children with ASD with explicit instructions to attend to important social cues. This study examined changes in ‘social brain’ activity following a 12-week social skills group treatment for children with autism.

As part of a larger randomized, comparative trial led by Dr. Latha Soorya, the Co-PI, verbally fluent children with an ASD, 8-11 years of age, were randomized to a 12-week CBT or facilitated play group. Behavioral assessments and fMRI were completed at baseline, endpoint and at a 3-month follow-up. The CBT treatment addressed 3 skill areas: **N**onverbal communication, **E**motion recognition, and **T**heory of mind **T**raining (Seaver-

Student Award Winners—Continued

Meredith Robinson & Karim Ibrahim

NETT). While undergoing fMRI, children viewed images of emotional faces with either a direct or averted gaze.

Following treatment, children in the CBT group showed greater activity in the medial prefrontal cortex (MPFC) and ventrolateral prefrontal cortex (VLPFC), regions of the brain implicated in theory of mind and labeling emotions, respectively. In contrast, children in the comparison group did not show any regions of increased activity after treatment. When directly comparing the two groups on changes in brain activity, we found that children in the CBT group showed greater increases in the MPFC, relevant for theory of mind, relative to the comparison group (see Figure).

When examining the relationship between participant characteristics and changes in brain activity,

there was a significant correlation between age and changes in social brain networks for the CBT group. Specifically, older children in the CBT group demonstrated the greatest increases in MPFC and VLPFC activity. This finding is consistent with results from the larger sample of behavioral outcomes, whereby a moderator analysis showed that older age at baseline was marginally correlated to improvements in social behavior.

By applying an fMRI approach, this study offers novel insight on the impact of CBT social skills groups for children with autism on areas of the brain important for social processing. Findings from this study suggest that there may be an advantage to using a group cognitive-behavioral

approach that capitalizes on top-down explicit processing in increasing activity in social brain networks.

Currently, Karim is a clinical trainee at the Yale Child Study Center and hopes this research will contribute to improving the lives of children with autism and their families.

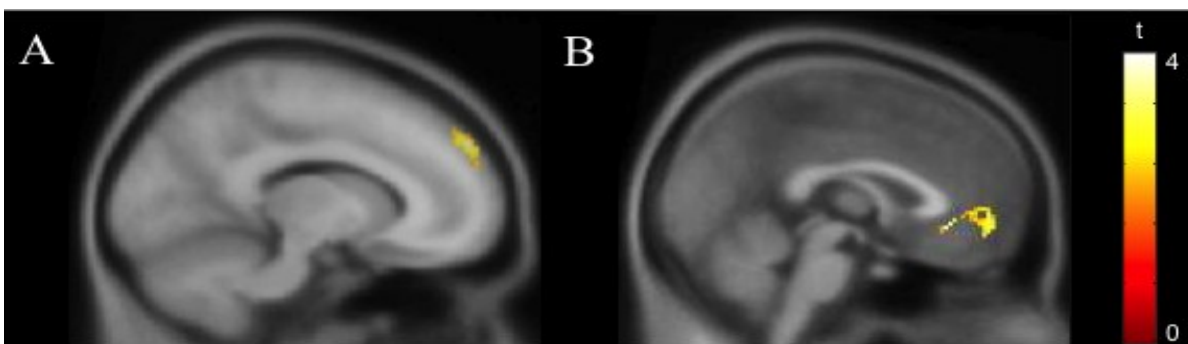


Figure. Increased activity in the MPFC for CBT vs Comparison groups following social skills treatment. Children in the CBT group showed greater increases in the MPFC than children in the comparison group when processing emotional faces with direct (A) and averted gaze (B) after 12 weeks of treatment. There were no areas in which the comparison group showed more changes in activity relative to the CBT group.



News from the Ad Hoc Committee on ID and the Death Penalty

Greg Olley, PhD

Division 33's Role in the *Hall v. Florida* Supreme Court Decision

Last winter Nathalie Gilfoyle, General Counsel for APA, contacted Division 33 to inquire about assistance in writing an *amicus curiae* (friend of the court) brief to the U. S. Supreme Court in a case related to intellectual disability. Then-President, Jan Blacher, enthusiastically passed on the request to Greg Olley who chairs the Division's *ad hoc* Committee on Intellectual Disability and the Death Penalty. Greg spoke to Ms. Gilfoyle and suggested a small work group that included Karen Salekin and Kevin McGrew. This small group of Division 33 members worked with Ms. Gilfoyle and the attorneys who would draft the brief to provide information that would be most informative for the Court.

The case was *Freddie Lee Hall v. Florida*, and the issue concerned Florida's law to implement the Supreme Court's 2002 decision in *Atkins v. Virginia*. In *Atkins*, the Court left to the states the responsibility of setting procedures to determine whether a defendant in a capital case has intellectual disability (then referred to as mental retardation). The *Atkins* decision prohibits the execution of people with intellectual disability, and the *Hall* case is the first case to come back to the Court seeking clarification of the diagnostic procedures used to implement *Atkins*. The Florida law is one of several state laws that set a rigid cutoff of IQ 70 for a diagnosis of ID, and Mr. Hall had an IQ of 71.

The Division 33 group worked with

the lawyers retained by APA to write the *amicus* brief. The brief focused on the scientific basis for considering the error inherent in measurement of intelligence when interpreting IQ tests. In other words, the brief described the standard error of measurement and its application in the interpretation of IQ scores. The attorneys for APA used this brief in their arguments before the high court in February 2014, and in May the Court issued a 5-4 decision in favor of Mr. Hall. The Court's majority opinion cited the APA brief often in making its decision. The result is that the laws in states with so-called bright line cutoffs for diagnosis of ID must be changed to allow psychologists to consider the standard error of measurement of the IQ test when interpreting scores. Future decisions in *Atkins* cases will be watched closely to determine whether the lower courts will interpret the *Hall* decision to mean that other factors with strong empirical support must also be considered in the interpretation of IQ scores or whether diagnoses will generally rely less heavily on IQ scores and more heavily on the individual's history of adaptive functioning as the most recent diagnostic manuals of the American Psychiatric Association and the American Association on Intellectual and Developmental Disabilities recommend.

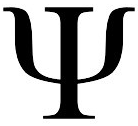
This recent example of Division 33 working closely with APA to achieve an important public policy change demonstrates the opportunities that Division 33 members have to apply their research and clinical expertise to influence the lives of people with

intellectual disability.

Summary Statement from APA From apa.org:

On May 27, 2014, the U.S. Supreme Court issued a 5-4 majority ruling against the Florida statute setting an IQ score requirement for defendants arguing their intellectual disability should protect them from the death penalty. Twelve years after leaving it to the states to determine when individuals were too intellectually incapacitated to be executed, the Court withdrew some of that discretion.

While states were told that they cannot make an IQ test score anywhere above 70 as permission for an individual's execution, it did say that it was not ruling on whether a state could set the fixed score at 75 or above, and use that alone as the measure. Justice Kennedy's opinion for the majority stated that the Court was not moving the rule of law on executing those who claim intellectual disability very far from where it had left that question twelve years ago in *Atkins*. However, the opinion described the experience of states across the country, and concluded that it was rare to make anyone eligible for the death penalty based simply on an IQ score above 70. Kennedy was joined by Justices Breyer, Ginsburg, Kagan and Sotomayor. The ruling did not rule out states' use of IQ test scores as part of the analysis of whether an individual had sufficient intellectual functioning to qualify for the death sentence. However, it stressed that use of such scores must take into account the "inherent" imprecision of such scores. APA's *amicus* brief was cited multiple times.



More Division 33 Student News!

Advice and Interviews

Interviews & Advice
 by Geovanna Rodriguez and Hillary Hurst Bush
Division 33 Student Representatives

First, Advice.....

Hillary Hurst Bush & Geovanna Rodriguez

Recently, we asked our Division 33 members at different points in their careers, from graduate students through fellows, the following question:

What is the best piece of advice that you received during your graduate training?

Alternatively, what advice would you offer to incoming or current graduate students?

This is what they had to say!

"In a seminar on dissertation writing, our Provost gave this advice: This is your dissertation. It is not your life's work. If you have in mind that great and complicated research project that you always wanted to do, save it for after you earn your degree. The dissertation needs to be something you can complete in a reasonable time. This caused me to change my topic, saving me from much stress. I pass similar advice on to my students who are writing course papers. When I review their proposals, my most

frequent comment is that they need to narrow the focus so that they can finish in the available time."

*Jeffrey Baker, Ph.D.
 Excelsior College
 Monroe Community College*

"Hands down, it was to WRITE, WRITE, WRITE – "The more you write, the easier it will become." I think I wrote, and published, more in the two years since one of my mentors told me that than any time since. I learned that just getting words-on-paper is half the battle; editing and re-writing is much easier.

So often students worry about the blank page, or how to begin an article or chapter. Just begin!

Other keen advice: To keep on running! My research advisor and I were both long-distance runners...."

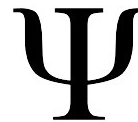
*Jan Blacher, Ph.D.
 Distinguished Professor
 UC Presidential Chair
 Director, SEARCH
 Family Autism Resource Center
 Graduate School of Education
 University of California*

"Marian Sigman, my advisor on internship, once told me that there are two qualities that are needed for success in academia: perseverance and ego-resilience. She was right."

*Geraldine Dawson, Ph.D.
 Professor
 Departments of Psychiatry and Behavioral Science, Psychology, and Neuroscience
 Director, Duke Center for Autism and Brain Development
 Duke University School of Medicine
 Duke Institute for Brain Sciences*

"I am writing this response during a period in which my own graduate students are incredibly busy, surrounded by practicum responsibilities, dissertation and qualifying exam writing, heavy courseloads, and internship and practicum applications. Perhaps influenced by this, my advice here is focused on work-life balance.

As a first-year grad student at UCLA, I remember hearing Professor Andy Christensen give my class advice about maintaining good balance during graduate school. He suggested taking a break from work for a



Student Advice and Interview Continued

set time every week, by taking every Friday night through Saturday night off; no work could be done during this time, as a chance to spend time with friends or family, or even only to do laundry or relax.

Following this advice was worthwhile. Graduate school can be such a great period of your life. I have made some of my closest friendships during graduate school, and I continue to treasure the connections, with both friends and mentors, that I made during this time. All this means that I was not working ALL of the time. That being said, it is sometimes challenging to find mentors who exemplify this good work-life balance, because so many of us in the field struggle to make enough time for everything. Nonetheless, as psychologists we ought to know the importance of relaxation and relationships for one's mental health. As graduate students, you are the future of the field, so you can make sure that this awareness stays in the forefront our field's practices."

Abbey Eisenhower, Ph.D.
Assistant Professor of Psychology
University of Massachusetts Boston

"Your 'real life' has already started. The habits, professional and play, that you cultivate now will set the tone for your life after grad school. Practice wisely."

Grace Gengoux, PhD
Stanford University School of Medicine
Graduated 2008, University of California, Santa Barbara

"Aside from 'find a good mentor' and 'learn a range of research methodologies' which I imagine many folks would say, the best advice I received was to engage in some coursework out of my immediate field. The rationale for that advice was that such work would stimulate new ideas and an understanding of theories, perspectives, constructs and questions other than those forming the core of my field which is developmental psychology. My mentors reasoned (correctly, I think) that future work in the field would involve many disciplines working together."

Penny Hauser-Cram, Ph.D.
Professor and Department Chair
Counseling, Developmental, and Educational Psychology Department
Lynch School of Education
Boston College

"Advice to incoming graduate students: Ask for and seek out applied volunteer experiences early in your graduate school career. Look for a small, regularly occurring time commitment. It can be difficult to do because you will be busy. Do this to build skills and amplify the meaning of what you learn in your coursework. Although they should be and likely will be well structured and meaningful experiences, do not rely only on your graduate student practica experiences. You may need to look in the community yourself for opportunities, or you may ask to create a relationship with a practicing psychologist with whom your institution currently has a relationship. Focus on developing your niche and learning one area in great depth."

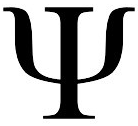
Katy Mezher, Ph.D.
Visiting Assistant Professor, Educational Psychology
Miami University

"First year in graduate school is the most difficult. It's a transition phase designed to bridge the gap between the knowledge base you should have acquired and the level of subject fluency and competency you are being trained to use in your career beyond graduate school.

It's critical to become aware of all the available resources afforded to graduate students to ease the many stressors that can arise throughout the process. Specifically, the financial resources of grants (i.e., intramural and extramural funding). Obtaining independent grant funding is highly competitive and a daunting task with research. Starting this process early permits more opportunities to be funded. In addition, obtaining independent grant funding is highly regarded achievement that increases one's ability to find employment following either graduate school and/or post doctoral training.

Moreover, if your program requires teaching for financial compensation having independent research funding can remove the added stressor(s) and labor(s) of teaching in excess during graduate school, which compete with time commitments for conducting research and completing your dissertation work in a timely manner. Lastly, aim to publish at least a paper per year in graduate school as a bench mark."

Dr. Lorenz S. Neuwirth, Ph.D. (2014)
The CUNY Graduate Center: Neuroscience



Student Advice and Interview continued

“Best advice to incoming students: Find a mentor who can teach you the most, even if he/she has a reputation of being difficult person to work with. Then stick with that program for a while (full year at least). If things fall into place, great. If not, you can always move to another lab, but the knowledge you get is worth whatever down side there may be. On the other hand, there are professors who are just impossible people to work with and it's best to avoid them if you can. When you first visit your program, try to talk to advanced graduate students to get their take on specific professors.

Best advice I received during my graduate training: Be open to a broad range of opportunities. Doctoral training provides a foundation that you build on throughout your career, and you never know what direction that career might take. Other than there will be a constant need for new learning.”

*Wayne Silverman, Ph.D.
Director, Intellectual Disabilities Research, Department of Behavioral Psychology; Co-Director, Intellectual and Developmental Disabilities Research Center
Kennedy Krieger Institute*

“The best piece of advice I ever received was that the best dissertation was a done dissertation. My advice is to handle everything one step at a time because there are so many hurdles to get through grad school and it is not worth worrying about each and every one, so just tackle what you can and get it done well. “

*Leigh Ann Tipton, Ph.D.
Post Doctoral Researcher
SEARCH Family Autism Resource Center
University of California, Riverside*

Thanks to all for contributing and a special thanks to Geovanna and Hillary for collecting such GREAT advice!

Second, an Interview.....

Greg Olley, PhD, UNC Chapel Hill

Introduction:

Greg Olley, Ph.D., is a Clinical Professor in the Department of Allied Health Sciences and a psychologist in the Carolina Institute for Developmental Disabilities at the University of North Carolina School of Medicine. He is also Chair of the APA Ad Hoc Committee on Intellectual Disability and the Death Penalty.

Q: You are well-known in Division 33 and the greater psychological community for your work on intellectual disability (ID) and the death penalty. How did you become interested in this topic?

A: George Baroff is a psychologist who is now retired from the University of North Carolina and is a Fellow in Division 33. George is quite a figure in the history of ID. He wrote three editions of a textbook in “mental retardation” as well as some other books, and he is the person who coined the phrase “self-injurious behavior.” George had been working with attorneys who defended clients with ID and wrote on the subject. He has a chapter in the 1996 handbook written by several Div 33 members. George

“recruited” me when he had more referrals than he could handle, and he was approaching retirement. So it was George Baroff’s encouragement that sent me down this road.

Q: Could you describe your experience as Chair of the Ad Hoc Committee on Intellectual Disability and the Death Penalty?

A: At the APA convention in 2005, several people met informally to discuss the ways in which Division 33 members were responding to the 2002 *Atkins* decision that prohibited the death penalty for people with what we then called mental retardation. Then-President of Division 33, Sara Sparrow, formed an *ad hoc* committee with the mission of coordinating the Division’s efforts to respond to *Atkins* by disseminating the most accepted and valid practices that might assist the courts. She appointed Steve Greenspan and Harvey Switzky as members and me as Chairperson.

Each year the Executive Council has re-authorized the committee and agreed to add members to include those psychologists who have been most active in this work. The committee now has 10 members who bring many and varied skills and experiences to this topic.

Q: Do you think the field of ID issues in the law has changed over time? What changes do you think should happen next?

A: In general, I think that law enforcement and the courts are becoming better informed about disability issues, although all psychologists have a responsibility to provide the best available infor-



Student Advice and Interview continued

mation. There is a need to collaborate with attorneys and to inform law enforcement and the courts. Attorneys are typically very open to working with psychologists who can bring specific expertise. I would like to see this information more readily available in the training of lawyers and law enforcement officers, and I would like psychologists not to shy away from working with the courts. It is unfamiliar territory for most psychologists in DD, but we should make ourselves available to assist in our areas of expertise.

Q: In your personal experience, what has been the most difficult aspect of consulting on these types of cases and working with clients with ID? What has been the most rewarding?

A: Perhaps the most difficult challenge is the fact that there are prevalent stereotypes of intellectual disability in the public, and these stereotypes are hard to overcome in informing the courts. Although it is generally a good thing that people with ID are more readily seen in our communities and even on television and the movies, the down side is that these are the people with visible disabilities. The result is that the public often has the false impression that they can identify people with ID by looking at them. Defendants in *Atkins* cases look perfectly fine and can speak adequately. It is hard to make it known that this handsome man is significantly limited in intelligence and adaptive functioning. On the other hand, it is very rewarding when judges and prosecuting attorneys are open to information about the nature of ID and the ways that the defendant is limited. Recently the efforts of lawyers in North Carolina resulted in the exoneration of Henry McCollum who had been on

death row for nearly 31 years because he gave a false confession. The court understood his vulnerabilities and understood that there was no evidence to support his conviction. As another example, lawyers for APA sought out our committee for experts to assist them in writing an *amicus* brief to the United States Supreme Court in the case of *Hall v. Florida*. Karen Salekin, Kevin McGrew, and I provided information on the importance of taking into consideration the standard error of measurement in interpreting intelligence tests. The Supreme Court agreed and cited the APA brief several times in their opinion. This was a very satisfying outcome that recognizes the importance of science in making valid decisions in *Atkins* cases.

Q: What kind of training do psychologists need in order to be competent in the courtroom?

A: The specialty of forensic psychology is perhaps the fastest growing specialty area, so there is definitely a lot to learn in order to work effectively in court. On the other hand, psychologists with training in DD have a great deal to offer the courts when the victim or the defendant may have ID or any other form of developmental disability. Lawyers can provide guidance to psychologists who have not appeared in court before. The psychologist may only testify in areas of expertise, so providing this expertise is a contribution to the court. Our legal system is, of course, an adversarial one, but psychologists are familiar with interpersonal conflict and can generally provide testimony in the most professional way, regardless of the confrontational tone of the court-

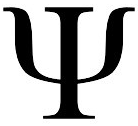
room.

Q: How might graduate students and early career professionals obtain this training?

A: Continuing education in forensic psychology is readily available online and at conferences, such as APA. There are many reference texts that offer basic information that is helpful to testimony. Stanley Brodsky's brief and readable books published by APA are a good start. This fall AAIDD will publish an edited book on *Atkins* cases and related matters specific to developmental disabilities and the legal system.

Q: What advice would you offer to graduate students and early career professionals who are interested in psychological research with direct policy implications?

A: In the ideal, it would be good to study under someone who does research in the broad area of policy. If one can establish the aspect of policy that is of interest, journals such as *Intellectual and Developmental Disabilities* and *Journal of Policy and Practice in Intellectual Disabilities* provide good examples for research. The Arc of the United States and the American Association on Intellectual and Developmental Disabilities have policy and position statement on many relevant topics on their Web sites. Braddock's book, *The State of the States in Developmental Disabilities* identifies policy issues of many kinds. Virtually any aspect of developmental disabilities has a policy component. Continued involvement in Division 33 is a great step in networking with others who share interests and contributing to the policy decisions of the division.



Division 33 Membership Update

Eric Butter, PhD, Chair
Katy Mezher, PhD, Associate Chair

Something New:

Student papers in the Newsletter

We are proud to report that Division 33 membership has climbed since our last membership report at the 2014 Convention. Efforts will intensify in the coming months at broadening our reach and increasing our membership further. Other membership activities are under way as well.

We are working to establish a Membership Committee by our Mid-Year Meeting that will help us meet goals of for formally tracking our student members and updating our web site.

Finally, look for future communication from us if you are one of Division 33's "Life Status Members". We are always looking for ways our many lifetime members can support Division 33 and we will be reaching out to you with ways you can help. See below for our current membership numbers.

Please send any requests related to membership to:

Eric Butter, PhD
Director, Child Development Center
Nationwide Children's Hospital
The Ohio State University
187 West Schrock Road
Westerville OH 43081
Eric.Butter@nationwidechildrens.org

Type	Number
Professional Affiliates	8
Students	62
Associate	31
Member	99
Fellow	373
2014 Total	573

Attention Members!

The newsletter editors have received interest in highlighting student papers in future newsletters. We think this is a GREAT idea!

Here is our plan:

- Nominate a student paper that is appropriate for the Newsletter
- Send a copy via email to either of the editors (C. Neece or D. Michalec)
- A small "review committee" made up of the editors and members-at-large will review submissions
- We will highlight one paper in each future newsletter!

Be thinking of your students and the great work they do. Don't be shy! Nominate a paper!

If you have more questions, please contact David Michalec

David.michalec@nationwidechildrens.org



APA Council Report

Jim Mulick PhD

The Ohio State University/Nationwide Children's Hospital

Division 33 Representative

2014 APA COUNCIL REPORT

The year 2015 will be my last full year as your counsel representative in APA governance. In that no individual can serve more than two consecutive terms as Council representative from the same division, and that I have served four terms in the last 15 years, and given my age, it is not clear that I will ever have an opportunity to serve on the Council again. But the coming year will be a year that will be filled with changes in APA. The entire governance structure is being revised in accordance with the recommendations of a special panel appointed by the leadership some years ago, a process known as the "good governance" process. Outside consultants were hired, and the Council was subjected to the process of management that seemed to me to move inexorably toward a more top-down governance structure. This report will include some of the changes already enacted by Council.

The good governance project team (GGP) developed prototype concepts for the new governance structure last November and presented them to council members. They did so in a way that more or less suppressed criticism by dividing counsel into small groups at circular tables in the large ballroom area where the Council meets, with each table having a representative of the GGP team. The full Council discussed them as well, but the discussion tended to be critical but indecisive. Counsel was presented with three prototypes of a

new governance structure as follows:

Overview of Prototypes

1. *Incremental Change, which retains the Council of Representatives while adding change options*
2. *Moderate Change, which creates an "issues focused" Assembly*
3. *Clean Slate, which has a single board of governors and utilizes ad hoc structures to maximize nimbleness, inclusivity and engagement*

Right, not crystal clear. But they did get more specific. Given those three options, I was in favor of incremental change. Needless to say I was in a minority. Early career members of GGP seem to advocate for the clean slate idea, having been seduced by the notion of nimbleness. By the end of the August Council meeting, the incremental change idea was dropped. The idea of checks and balances in the governance structure, however, emerged as the guiding ideal. This notion was characterized as follows:

GGP sought to incorporate multiple methods for achieving checks and balances in the governance system. Here are just a few examples of what has been built into the system across the prototypes.

1. *Greater number of governance positions directly elected by the membership*

2. *Processes for vetting issues, positions, and candidates*

3. *Triage process to prioritize and direct issues based on clearly agreed upon principles and factors*

4. *Directly involving the membership in dialogue, decision-making and real time virtual observation*

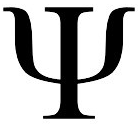
5. *Evaluation of governance effectiveness based on mission and strategic direction*

6. *Including public or outside expertise in governance groups to bring voices with different perspectives or expertise*

7. *Taking care to avoid conflicts of interest, for example, by prohibiting those entrusted with nominating duties from running for office soon after that service*

Item number seven above is a modification of a principle I suggested. My suggestion was that no one on GGP should be allowed to run for office in the new governance structure. Oh well.

Keep in mind that in February Counsel approved a three-year trial delegation of duties to the Board of Directors. That is, counsel retains fiduciary responsibility for all aspects of APA, but allows the board of directors to assume operational implementation of duties delegated to them as of February. Four areas of responsibility were transferred to the Board of Directors, financial and



APA Council Report continued

budgetary decision-making, the oversight of APA's Chief Executive Officer, the alignment of the budget with our strategic plan, and policy relating to APA internal operations. These changes were thought to provide counsel with an opportunity to focus on strategic and emerging issues affecting psychology and to engage in high level discussions concerning policy and new directions. They would do this in, we must assume, in a manner both nimble and profound.

Council also approved a change in the composition of the Board of Directors. The Board of Directors would now have six member at-large seats open to election from and by the general membership. The board would also have a public member, a student member, and an early career psychologist. Two seats would also be reserved for members of a newly created "Council leadership team" in order to ensure a bridge between the board and the Council. The implementation group of the new governance structure is being populated. The Council leadership team will also be populated in the near future. The leadership team will have 12 members, two of whom will also be on the board of directors.

Bear in mind, for these changes to become permanent after the three-year trial, the membership will have to approve corresponding bylaws changes. The bylaws amendment ballot is expected to be sent to members in 2015. This will be members' last chance to deep six the whole thing. Counsel wrapped itself up in a lengthy debate as to whether or not pro and con statements should be circulated with the ballot to members. Many council members noted

that initiatives that are accompanied by pro and con statements are almost always defeated by the membership. I guess this makes your understanding of this report all that much more important. APA's website may also have additional information on the good governance project and changes to be implemented as this work in progress unfolds.

There was also vigorous discussion of just how large the new council should be. Many suggested that a large council could hardly be nimble. Many advocated for the inclusion of designated Council seats for certain constituencies. This is not settled. It is also unclear whether Council seats will be allocated on apportionment basis, as currently, based on the size of the division or state, provincial, or territorial Association, or based on one seat per such constituencies. Either way, division 33 would retain its one seat. Mind you, some proposals were floated that suggested that small divisions should band together based on common interests and have only one council seat among them. Few were enthusiastic about that idea.

The Council also approved a change in the oversight functions of the committee for the advancement of professional practice. This committee will now be wholly a committee of the APA practice organization instead of the entire Association.

APA approved a change to Association rules to require that all boards and committees have at least one member be an early career psy-

chologist. The only qualification to this was that a group solely comprised of early career members would be prohibited.

APA also discussed a resolution aimed at stemming false confessions and wrongful convictions, including a recommendation that all interrogations of domestic criminal felony suspects should be videotaped from a neutral angle. This resolution was based on research indicating that law enforcement officials often close investigations after a criminal suspect confesses even if the confession is inconsistent or contradicted by evidence or coerced.

Other actions by counsel included a resolution to support the UN convention on the rights and dignity of persons with disabilities, adoption of a policy pertaining to guidelines for clinical supervision in health service psychology, and the creation of a new journal for the division of psychologists and independent practice entitled "*Practice Innovation*." A committee was created to address associate and baccalaureate education. Counsel also passed a resolution on gender and sexual orientation diversity in children. Finally, Council adopted a policy that supports inclusion of members who have not previously served on boards and committees, and such individuals would be indicated with an asterisk on the election ballot. Last but not least, 111 new APA fellows were elected.

APA governance has taken an unusual action since the August Council meeting. James Rison, the New York Times investigative reporter published a book entitled *Pay Any Price:*

APA Council Report continued

Greed Power and Endless War, in which he describes series of not previously disclosed emails involving senior officials from APA and the CIA. He asserts that this might represent secret collusion to craft APA policy that would provide support and cover for the "enhanced interrogation" or torture program implemented during the Bush administration. The APA Board of Directors issued a response disputing his allegations. Many council members on the Council listserv expressed dismay about this never-ending controversy concerning psychologists and torture. Many also expressed a desire for the whole thing to go away. Nevertheless, as I write, APA has hired a distinguished Chicago attorney, David Hoffman, who once served as Justice Rehnquist's clerk and as Inspector General of the City of Chicago (and is experienced as an external audit team supervisor for allegations involving corporate ethics, corruption, and fraud) to head up an inquiry concerning this entire matter and how it was handled in APA. Anyone having information that they believe the independent reviewer should be aware of is invited to contact Mr. Hoffman at apareview@sidley.com. Information can also be shared with Mr. Hoffman via a special phone line — 312 456-8468.

The fun never ends, just like the war. Oh yes, and I might add that APA's first response to the allegation of psychologists involved in torture was adopted in a very *nimble* manner in response to a real-world situation affecting the profession. Sometimes being quick on the draw makes you wish you never got out of bed.

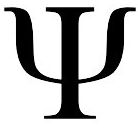


**Remember to join Division
33 at the 2015 APA
convention**

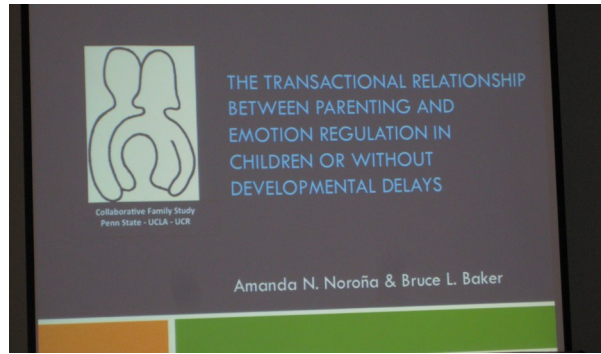
Toronto, Canada.

August 6th—9th, 2015
Don't forget your passport!!

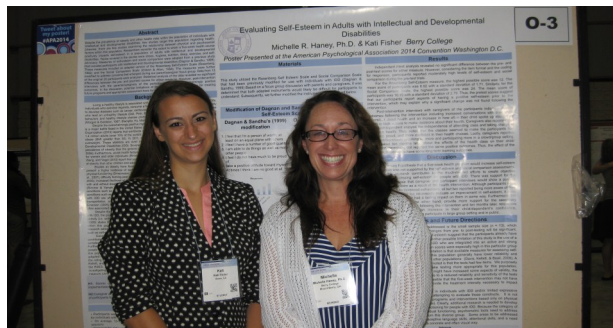


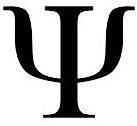


Pictures from Division 33 programming at APA, Washington, DC, August, 2014

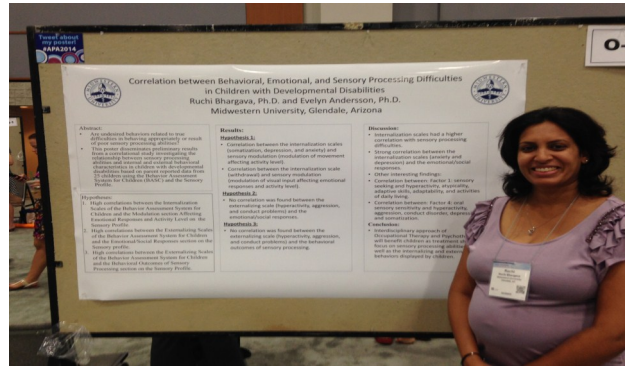


Pictures from Division 33 programming at APA, Washington, DC, August, 2014





Pictures from Division 33 programming at APA, Washington, DC, August, 2014



Thanks to all for coming! See everyone at

- **Gatlinburg, New Orleans, LA, April 1-3, 2015**
- **APA, Toronto, Canada, August 6-9, 2015**



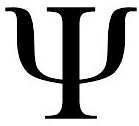
Edgar A. Doll Award (est. 1980)		Sara Sparrow Early Career Research Award (est. 2008)	Jacobson Award (est. 2007)
1981	Sam Kirk		
1982	Gershon Berkson		
1983	Marie S. Crissey		
1984	Sidney Bijou		
1985	no award		
1986	Norman Ellis		
1987	Ed Zigler		
1988	H. Carl Haywood		
1989	Donald MacMillan		
1990	Henry Leland		
1991	Alfred Baumeister		
1992	Earl Butterfield		
1993	Brian Iwata		
1994	Ivar Lovaas		
1995	Stephen Schroeder		
1996	Donald Baer		
1997	Richard Eymann		
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	

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PSYCHOLOGY IN INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

Editorial Policy

Psychology in Intellectual and Developmental Disabilities 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. Brief articles about policy issues in psychology and IDD, 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 until a new Newsletter Editor is selected. 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.



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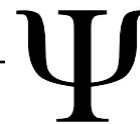
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AMERICAN PSYCHOLOGICAL ASSOCIATION
Division 33
Psychology in Intellectual and Developmental Disabilities
Applications for Membership

APA members & Non-Students

Name: _____

Address: _____

Phone (____) _____

Email: _____

Interest Area (s): _____

APA Membership Status:

- Affiliate
- Associate
- Member
- Fellow

Current Fees:

\$32.00 = APA Associates, Members, & Fellows
\$30.00 = Non-APA psychologists
\$30.00 = Other interested individuals

Student Memberships

Name: _____

Address: _____

Phone (____) _____

Email: _____

Affiliation: _____

Student Member of APA: () Yes () No

Faculty Endorsement: This student is enrolled as a student in a course of study which is primarily psychological in nature.

Signature: _____

Affiliation: _____

Current Fees:

\$15.00 = APA Student Affiliate
\$15.00 = Non-APA Student Affiliate

Please return your form to:

Dr. Eric Butter, Division 33 Membership Chair
Nationwide Children's Hospital, Child Development Center
187 W. Schrock Rd.
Westerville, OH 43081
Eric.Butter@nationwidechildrens.org

Checks are payable to :
"APA Division 33"



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