



PSYCHOLOGY IN INTELLECTUAL AND DEVELOPMENTAL DISABILITIES/ AUTISM SPECTRUM DISORDERS

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From the President's Desk

Sharon J. Krinsky-McHale, PhD

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"One of the biggest disadvantages of being grown up is seeing the time rush by faster."

--Pawan Mishra, Author

It is hard to believe that it has been a year since I took over the reins as President of APA Division 33. In the words of John Lutzker, our 2011-2012 President, the role of President is "keeping a dedicated group of colleagues engaged and still proud of and involved in APA Division 33," I hope I have done just that. It has been an honor and a privilege to serve as President and I look forward to many more years of service on the Executive Committee.

The Executive Committee held its mid-year meeting at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, which took place March 9th in San Antonio TX. We, as a Division, continue to thrive and I'll highlight a few items that we discussed:

- Our Secretary-Treasurer, Cameron Neece McDowell reported that the overall finances of the Division are sound. As of 3/6/2017 the Division's total assets totaled \$70,523.59.
- The Program Chair for the APA 2017 Convention, Gael Orsmond, reported an increased number of CE credit presentations (5) will be available at this year's convention.
- The Division 33 Website Chair, Jason Baker, reported that we have had fairly steady traffic on our website, month to month with an average of 468 visits per month.
- Marc Tassé, Chair of the Committee on Developmental Disabilities and the Criminal Justice System reported on a recent case that came before the Supreme Court of the United States, *Moore v. Texas* which challenges the constitutionality of Texas' procedure in determining intellectual disability for purposes of death penalty eligibility. For more information on this cases: <http://www.scotusblog.com/case-files/cases/moore-v-texas/>.
- Elizabeth Laugeson, who represents Division 33 on the Committee for Women in Psychology gave us an update on the priorities of this committee.

I would like to congratulate our new incoming President-Elect,

Sigan Hartley and Member-at-Large, David Michalec. I have the utmost confidence that our Division will be in excellent hands with them taking on leadership roles and I look forward to working with both of them in the future.

While I would like to press rewind and continue in my present role, I will be passing the gavel (yes, there really is one) to Dr. Gael Orsmond. Gael is an Associate Professor in the Department of Occupational Therapy and Director of the Ph.D. program in Rehabilitation Sciences at Sargent College, Boston University. I would like to thank Gael for serving as Program Chair for this year's convention program. She has assembled a stellar program, which she presents in detail in

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From the President's Desk

Sharon J. Krinsky-McHale, PhD

Division 33—Continued

this current issue of the Newsletter. I would however, like to highlight a few of the events to take place: We have an exciting invited address this year from **Dr. Michael Cataldo**. Mike is the director of the Department of Behavioral Psychology at the Kennedy Krieger Institute. He is also a professor of psychiatry at Johns Hopkins University School of Medicine and an adjunct professor of psychology at the University of Maryland. He was our Doll Award winner in 2016 but was unable to attend the convention, we invited Mike back to deliver his address entitled, "Change."



The APA Convention is also a time for recognizing those in our field who have made particularly noteworthy contributions throughout their career. The Edgar A. Doll Award, will be presented to **Dr. Leonard J. Abbeduto**, the Director of the University of California, Davis MIND Institute and Tsakopoulos-Vismara Endowed Chair in the Department of Psychiatry and Behavioral Sciences in School of Medicine. Many of you will also remember that Len served as the President of Division

33 from 2010 to 2011 and is otherwise known as the 6th Past President in our Division's own inimitable way of marking the passage of time elapsed since service as President.



The John W. Jacobson Award will be awarded to **Dr. Marc Tassé**, Professor of Psychology and Psychiatry at the Neurological Institute of The Ohio State University. Many of you know that Marc is the current Chair of Division 33's Developmental Disabilities and the Criminal Justice System Committee.



Each year, the Division also honors outstanding students for their submissions. This year our student awards go to Margaret H. Mehling for her paper, "Impact of treatment modality on the brain basis of facial emotion recognition in autism" and Catherine Sanner, for her paper, "Parent stress, psychological flexibility, and parenting practices in parents of children

with developmental disabilities."

Please be sure to attend our Business meeting, which will be held immediately prior to our immensely popular and extraordinarily enjoyable social hour. We promise the meeting will be brief and the merriment will be extended. Please be sure to introduce yourself to any Executive Committee Member, especially if you want to be more active in the business of the Division. Students and Early-Career Professionals are especially encouraged to take a more active role; you are the future of our Division!

We, personally and as a Division, have dedicated ourselves to understanding and serving the needs of individuals with intellectual/developmental disabilities, including those with Autism Spectrum Disorders. We are facing a time of unprecedented change in how our government functions and what social programs will be weakened or dismantled by the Trump administration. We, as psychologists, have to carefully reflect on what role each and every one of us should play to make sure that the needs of this special population are continuously met. It is therefore fitting that our convention is in our nation's capital this year. I wish you a wonderful summer and I hope that you will join us in Washington DC.



Division 33 Student Interviews

By: Elizabeth Will and Barbara Caplan
Division 33 Student Representatives

Dr. Nancy Raitano Lee

Associate Editor at American Journal of Intellectual & Developmental Disabilities

Dr. Jan Blacher

Associate Editor for the Journal of Intellectual Disability Research



Dr. Jan Blacher



Dr. Nancy Raitano Lee

About the Contributors:

Dr. Nancy Raitano Lee (NRL) is an Assistant Professor in the Department of Psychology at Drexel University. She is a child clinical psychologist and specializes in developmental neuropsychology in individuals with intellectual disability. Her current research projects focus on reading, executive function, and memory in youth with Down syndrome, fragile X syndrome, and other neurodevelopmental disorders. Dr. Raitano Lee is currently an Associate Editor at the *American Journal on Intellectual and Developmental Disabilities*.

Dr. Jan Blacher (JB) is a Distinguished Professor in the Department of Education at the

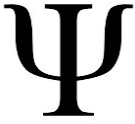
University of California, Riverside, and a UC Presidential Chair. Her research interests primarily involve the positive and negative impact of children with intellectual disabilities on the family, as well as the successful transition to early schooling for children on the autism spectrum. Dr. Blacher currently serves as an Associate Editor for the *Journal of Intellectual Disability Research*.

Q1. What are some of the benefits of serving as editor for a journal?

NRL: I enjoy the opportunity to stay abreast of research on topics that relate to but do not directly overlap with the focus of my research. It helps me to have a broader perspective on the disorders I study and to be mindful of factors that could be important to consider when interpreting complex study findings.

I also believe that serving as an associate editor has helped me as I prepare manuscripts, and even more importantly, write research proposals. It is helpful to think “what might a reviewer ask or be critical of?” when writing up study findings or a grant application. I hope (fingers crossed!) that this helps me to avoid methodological problems that may result in difficulties disseminating research down the road.

JB: Here, my remarks will pertain to the *Journal of Intellectual Disability Research (JIDR)*, one journal where I have been involved in the editorial/review process for some time. The journal, *JIDR*, recently re-



Division 33 Student Interview

Interviews with Dr. Jan Blacher & Dr. Nancy Raitano Lee.

vised the editorial procedures and the Associate Editors became Editors, and the original Editor became the Editor-in-Chief (EIC). Operationally, this means that Editors can make final decisions on any manuscripts under their review, and greatly shortens the time between submission-review-decision. The EIC retains all oversight, deals with policy, controversial decisions or issues, writes Editorials and helps oversee manuscript quality and flow.

To be honest, being an Associate Editor has all of the perks and few of the headaches!

Q2. What are the greatest challenges or difficulties?

NRL: I think one of the greatest challenges is reconciling different reviewers' points of view. These are obviously the hardest manuscripts to process. I am fortunate to have a supportive editor and editorial board to which I turn for consultation on these challenging manuscripts. Just like clinical work, when I struggle with an editorial decision, I feel my best course of action is to seek consultation to ensure that each manuscript gets a thorough and fair review.

JB: The **greatest difficulty** one faces as Journal Editor is maintaining timely reviews. Here, **I ask my colleagues in APA to step up and accept those review invitations!** The peer review process will become corrupted or stagnant if good reviewers decline

these invitations.

Another difficulty is securing reviewers who will actually make a decision! If the manuscript is poorly written and the reviewer doesn't think constructive feedback can save it, then the recommendation should be, "Reject." All too often reviewers write private notes to me (in the confidential section) about how much they dislike the paper, but recommend, "Revise-and-Resubmit." This does not help the review process.

Finally, I admit I have a bee-in-my-bonnet about proof-reading manuscripts. It is simply not professional to submit a paper that has not been carefully edited; this includes cross-checking all of the references. I rarely see a paper where the references have been prepared, APA style, with 100% accuracy.

Q3. What advice would you give early career professionals who would like to get involved in the editorial board at a journal?

NRL: I would suggest that early career professionals accept as many journal review requests as they can. These really help to hone the skills necessary to serve on an editorial board. I have found that with increased experience, I have been able to review manuscripts more efficiently. This has been an important skill to have while serving on the AJIDD editorial board.

I would also suggest that early career psychologists chat with mentors and more senior colleagues about their desire to get involved with an editorial board. I served as a consulting editor before becoming an associate editor at AJIDD, and I received this opportunity from a close, more senior colleague.

JB: By all means, let any Associate Editor or Editor know of your interest! Early career professionals (ECPs) are often my favorite reviewers because: a) They are more likely to be on top of the literature; b) They are more eager to do a good job; and c) They are at the career stage where reviewing really counts on their record. I should add that outstanding reviews get noticed for sure; this is a good way to impress senior colleagues who will eventually recommend the ECP for Consulting Editor or Associate Editor of a given journal.

One thing I would not do at the ECP stage is become an Editor or Associate Editor – it's more time-consuming and your efforts should be focused on publishing pre-tenure.

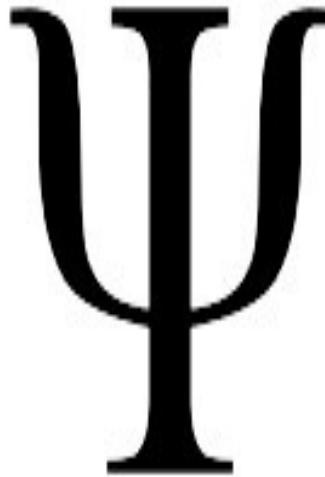
4. What are the qualities of the best reviews you have read?

NRL: In my opinion, the best reviews are ones in which it is clear that the reviewer really wants to make the manuscript stronger. While the reviewer is obviously serving in an evaluative capacity, a strong reviewer not

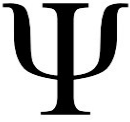
Division 33 Student Interview
Interviews with Dr. Jan Blacher & Dr. Nancy Raitano Lee

only points out weaknesses but also identifies ways in which a manuscript can be improved. I believe that this is why peer review is so important. An outside perspective not only serves as a vetting process but also serves as a means of strengthening already strong science.

JB: Four qualities come to mind: (1) Brevity with clarity; a review doesn't need to delineate every single thing that is wrong with a paper, especially if the overall recommendation is "Reject." In this case, a few key drawbacks will suffice. Even if the recommendation is "Revise-and-Resubmit," the reviewer should spend the time to focus his/her remarks. (2) Use a little honey; everyone likes to read at least one positive sentence or remark about the paper. (3) Specificity; the more specific the reviewer comments are, the better the revision (if that is the outcome). (4) See the forest not just the trees; sometimes reviewers get hung up on effect size or lack of representativeness of the sample, without recognizing the novelty or creativity present in the study. I always tell new reviewers, or my doctoral students who are learning, to read the paper over and first reflect on what it might contribute to the extant field or literature, THEN articulate where it could be strengthened/improved.



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## IDD/ASD Training Highlights

A new feature that asks those involved in training to share their ideas, programs, and philosophies about teaching the next generation of IDD/ASD psychologists. Each newsletter will “highlight” a different IDD/ASD training program.

Our Third Highlighted Program is:

*Stanford University Department of Psychiatry & Behavioral Sciences  
Autism and Developmental Disorders Clinic*

*Co-Directors: Antonio Harden, MD & Jennifer Phillips, PhD*

### **Stanford University Department of Psychiatry and Behavioral Sciences Autism and Develop- mental Disorders Clinic**

Co-Directors: Antonio Harden,  
MD & Jennifer Phillips, PhD

Training the next generation of experts in Autism and Developmental Disorders is one of the most pressing imperatives for our field. At Stanford, training for a wide variety of professionals and students is integrated into all our clinical service and applied research activities.

The Stanford Autism and Developmental Disorders Clinic, housed within the Department of Psychiatry and Behavioral Sciences Division of child and Adolescent Psychiatry, is founded on a commitment to family-focused assessment and treatment using the best available evidence-based methods. The Clinic conducts diagnostic evaluation, behavioral treatment, and parent training for children and adolescents who have developmental disabilities, and learning and social impairments. Common diagnoses for

this clinic include Autism Spectrum Disorder, Social (Pragmatic) Communication Disorder and Intellectual Disability. We participate in a diverse set of training programs include a child psychiatry fellowship, a graduate-level practicum, and both research and clinical postdoctoral fellowships.

Our treatment philosophy embodies an emphasis on improving parent empowerment and providing parent training to make meaningful improvements in skills which really enhance family quality of life. Trainees develop expertise in partnering with caregivers to apply evidence-based naturalistic behavioral treatment approaches to achieve socially valid results. Our assessment services are also characterized by use of gold-standard diagnostic measures and strong commitment to helping parents gain insight into the complex factors which impact their child’s functioning and provision of detailed individualized recommendations.

The Clinical Psychology Postdoctoral Fellowship in Autism and Developmental Disorders serves as the culmination of train-

ing in psychology and is guided by the scientist-practitioner model. Fellows are offered diverse clinical experiences in assessment and treatment utilizing evidence-based treatments, rich didactics based on current empirical literature, opportunities for scholarly inquiry, and supervision by Stanford faculty. The emphasis is on advanced training across broad competency domains including diagnosis and assessment, psychotherapeutic intervention, cultural diversity, professional conduct, ethical practice, and scholarly inquiry, with specialized intensive experience with Autism Spectrum and other Developmental Disorders.

The postdoctoral fellowship has a major rotation working with patients in the Autism and Developmental Disabilities Clinic and includes experience conducting multi-disciplinary diagnostic assessments using gold-standard instruments as well as providing evidence-based therapies and parent training including Pivotal Response Treatment (PRT). Fellows spend 20 hours per week in direct patient care. They conduct one to two new patient eval-



# IDD/ASD Training Highlights

*Stanford University*

uations each week and carry on-going individual psychotherapy and/or family therapy cases. Fellows also participate in at least one group treatment program throughout the year. Psychological testing cases (approximately one per month) are also conducted throughout the year. Minor rotations in the general, anxiety and eating disorder clinics are available. Fellows may elect to participate in active clinical research projects and to complete a scholarly project during the year.

Intensive and varied supervision is also a core part of the training program. Trainees have the opportunity to work alongside attending psychologists conducting diagnostic assessments and a variety of evidence-based group and individual treatments and to receive individual supervision focused on development of advanced clinical skills as well as group supervision to guide professional development. The training experience is further enhanced by a wide variety of didactic trainings focused on topics related to diagnosis and treatment of specific disorders treated in specialty clinics, as well as ethics and professional development issues. Trainees also have the opportunity to attend bi-weekly Autism Clinic meetings focused on case consultation and discussion of recent scientific advances, as well as monthly Child Psychiatry Grand Rounds. Membership in the Stanford Autism Center at Lucile Packard Children's Hospital Stanford also provides exposure to a wide

range of scholarly and community outreach activities including campus-wide research and clinical working groups, parent education and support activities, as well as an annual research update conference.





## Early Career Psychologist Column

### “Implications of the *Endrew* Decision for Serving Youth with ASD– Past Challenges and Future Opportunities in Public Education Settings”



*Elizabeth L. W. McKenney, Ph.D., NCSP*  
*Associate Professor, Department of Psychology*  
*Southern Illinois University Edwardsville*

Elizabeth L. W. McKenney, PhD, NCSP, is an associate professor in the Clinical Child and School Psychology Program at Southern Illinois University Edwardsville. Her research focuses on enhancing implementation science via school-based consultation, for students with Autism Spectrum Disorder and/or culturally diverse populations. She received her PhD in School Psychology from the University of Florida.

March 22, 2017 was an historic day for children and adolescents with disabilities, and especially those with ASD and their families. In *Endrew F. v. Douglas County Schools*, the Supreme Court rejected the *de minimus* standard for educational benefit, stating instead that schools are obligated to provide services that are “reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances,” (580 U. S., p. 11) and that such educational programming should be “appropriately ambitious” (580 U. S., p. 14). The Supreme Court had previously ruled on the issue of appropriate educational services,

in a case decided in 1982, *Rowley v. Board of Education*. It was from that case that the phrase “reasonably calculated to enable a child to make appropriate progress,” originated. In both the *Rowley* and the *Endrew* cases, the Supreme Court declined to offer guidelines on how a school or district is to determine an appropriate rate of educational progress. Thus, following *Rowley*, “appropriate” was widely determined to mean *some* progress, creating widespread use of the *de minimus* standard. While many schools did and still do aim to exceed a minimal rate of progress for students in special education, until the *Endrew* decision, from a legal perspective, minimal progress could be interpreted as satisfying the law. What changed with the Supreme Court’s decision in the *Endrew* case, then, was the addition of the phrase “in light of the child’s circumstances,” and that programming needs to be “appropriately ambitious.” It is from the interpretation and implications of these vague phrases that schools and districts around the country must now plan educational services for children with disabilities.

The above description of the *Endrew* case is, of course, a broad overview. There have been and will likely continue to be thorough discussion of the educational policy implications of the *Endrew* decision by scholars of education law (see <https://www.law.cornell.edu/supct/cert/15-827> for in-depth discussion of the range of legal issues under consideration in the *Endrew* case). The goal of this article is to provide information, for those less familiar with school-based services for students with ASD and related disabilities, about the varying legal and logistical forces at work in special education. Indeed, those forces may have made it inevitable that the issue of *appropriate* education would come up again, and that it would arise out of a disagreement about the needs of a child with ASD. In so doing, I will attempt to answer several questions, such as, given how much we know about what works to treat ASD symptoms, what barriers do schools face to effective implementation of evidence-based interventions (EBI), and how might we overcome those barriers? What are the mandates of special education? And what do we need to do to make current education



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systems better meet the needs of students with ASD?

### *Issues Affecting Educational Services for Children with ASD*

In a separate piece on this topic written for a school psychology audience, I discussed the unique features of ASD that make it difficult for school teams to choose and plan appropriate services. Those features of ASD will be largely familiar to the members of Division 33: variable rates of skill acquisition across developmental domains, adaptive skill deficits that exceed cognitive weaknesses, and limited ability to accurately measure current levels of functioning during the early childhood period. Of course, those are not the only challenges experienced by children and adolescents with ASD. Others include problem behavior that often manifests out of limited communication skills, impaired attention skills, and limited tolerance for certain stimuli or subjects, all of which can compound the developmental features of ASD. With those challenges in mind, let us explore the acronym-rich territory of public schooling and special education, via a brief review of special education history and its key components.

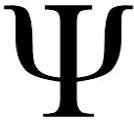
The Individuals with Disabilities Education Act was first enacted in 1975, when it was passed by Congress as the Education for Handicapped Children Act. One of the major accomplishments of the first version of the law was to guarantee the right of children with disabilities to attend

public school, as they were previously often excluded from attending school and, frequently, institutionalized (<https://www2.ed.gov/policy/speced/leg/idea/history.html>). In the ensuing years, the law has been revised several times, the last of which was in 2004. The name was changed to the Individuals with Disabilities Education Act (IDEA) in 1990, which was also when Autism was added to the list of categories through which a child could be found eligible for special education services (students with ASD were previously typically served under the categories of Emotional Disturbance or Mental Retardation, the latter having since been replaced with Intellectual/Cognitive Disability). Over the years, two key principles within IDEA became the primary lens through which school teams made decisions, and frequently also served as the framework through which legal decisions were made: the mandate that students with disabilities receive a Free and Appropriate Public Education (FAPE), and the mandate that education be provided in the Least Restrictive Environment (LRE). It is these two mandates that make up the bulk of legal protections available to a school-age child found to be eligible for special education. And, as we will see, which often create a specific challenge for meeting the needs of students with ASD.

It is worth noting that the above protections only exist during the time that a child is being evaluated, or once they are

found *eligible* for special education. A defining feature of special education is that instruction is *modified*, such that the way in which a student learns new information is different from their same-grade peers. Students requiring *accommodation*, but not modified instruction, to access the curriculum can receive such services under Section 504 of the Rehabilitation Act (via what is referred to as a 504 plan). Thus, not all students with ASD will require special education or have access to the full range of legal protections available under IDEA. (For more information about protections available via Section 504, see <https://www2.ed.gov/about/offices/list/ocr/504faq.html>). This point is one of the most confusing for families of children with ASD, and even for community-based service providers. A child can have an ASD diagnosis, but if their ASD symptoms do not negatively affect their progress at school, they are unlikely to be found eligible for special education services.

After an IEP team has determined a child with ASD to be eligible for special education, the provisions of FAPE and LRE are applied to their instruction. And while disagreements about both tenets of IDEA have resulted in litigation, it was FAPE at the core of the *Andrew* case. After several years of working on very similar instructional goals (referred to as IEP goals), *Andrew's* parents asserted that the school district was in violation of FAPE, as his instruction was not



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adequate to meet his goals. They placed him in a private school, in which he began making progress, and sued for tuition reimbursement. The result of that suit and its subsequent appeals ultimately became the case was decided by the Supreme Court, in partial favor of Endrew's family. They agreed, on the basis of his lack of progress in response to the school district services, that his instruction while there was not adequate, or *appropriate*, to his needs. But they disagreed with Endrew's family's second claim, that educational services for children with disabilities should be "substantially equal" to those afforded to typically developing children (580 U. S., p. 15) in terms of the outcomes that they are intended to produce (i.e., academic success and self-sufficiency). The current Court came to the same conclusion as was reached in the *Rowley* case, that it would be impossible to determine and measure the degree to which a child's educational program enabled them to achieve the outcomes of academic success and self-sufficiency.

### *Translating EBI for ASD to School Environments*

Given that students with disabilities are to be provided educational services in the LRE possible to meet their needs, there is a systemic preference within special education to carefully monitor students' progress in response to less intensive forms of service delivery, and to only intervene more intensively when data sup-

ports that current instructional practices are not working. This idea is not unfounded – it adheres to both the original spirit of the law (ensuring maximum access to public education) and, in the case of some disabilities, is the best way of ensuring strong outcomes. For example, children with learning disabilities demonstrate faster skill growth and better academic outcomes when their instructional services in an area of need are provided in addition to (rather than instead of) grade-level instruction. In fact, since the advent of public health models of education (e.g., Response to Intervention, Multi-Tiered Systems of Support), there is evidence that schools may be preventing students with the mildest academic difficulties from ever needing special education. Public health models accomplish this by providing supplemental services in an area of need if and when students do not make adequate progress in grade level instruction (Cortiella & Horowitz, 2014). The sound reasoning behind LRE also applies in the case of more severe disabilities, such as Intellectual Disability. A multitude of research has documented the social, emotional, and adaptive benefits of individuals with ID spending as much time as possible with typically developing peers, including in academic environments (Salend & Duhaney, 1999).

In contrast, as knowledge of evidence-based forms of service delivery has accumulated, it has become increasingly clear that children with ASD benefit from

being identified and receiving intervention as early as possible. Decades of research has shown that, not only are the best forms of intervention for children with ASD are technically complex, but that they need to be provided at a high intensity during the early childhood period, and then may become *less* intensive over time, as children respond to earlier intervention efforts (Grindle et al., 2012). Thus, there is a paradigm conflict between evidence-based approaches for children with ASD and typical conceptualization of school-based services for students with disabilities. To put the conflict in the vocabulary of the behavior analytic approaches that are so effective for children with ASD, special education services are typically designed from a *least to most* approach to intervention intensity across development, whereas EBI for ASD typically follow a *most to least* pattern over the course of development. Examining this issue from the perspective of functioning level, school-based evaluation and intervention services are designed to identify and intervene upon skill needs as they become evident, whereas comprehensive EBI for children with ASD anticipate and plan for skill deficits across all areas of development (again, most especially during the early childhood period). In this way, the pervasiveness of ASD as a developmental disorder can become a stumbling block for school-based teams aiming to identify upon specific areas of need. Whereas children with other disabilities can be expected to take advantage of social models

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and incidental learning opportunities to acquire, build fluency with, and generalize skills, children with ASD are unlikely to do so, and will need broad and systematic support across skill areas to make substantial progress.

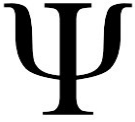
In legal terms, then, there is a tension between FAPE and LRE for students with ASD. When schools use a piecemeal approach to planning and implementing services to address skill deficits, without considering the way in which deficits interact with each other or signal broad areas of need, students with ASD do not make adequate progress (e.g., Eikeseth, Smith, Jahr, & Eldevik, 2007), and FAPE is not met. However, if schools were to attempt to implement intensive EBIs for students with ASD in the same manner in which they are delivered in clinic and community settings, they would almost certainly be in violation of LRE (Odom, Hume, Boyd, & Stabel, 2012). Happily, as school districts are becoming increasingly likely to implement comprehensive, behavior analytic educational services for students with ASD, educators are finding ways to satisfy both FAPE and LRE requirements. Even better, doing so provides more effective and meaningful services for children with ASD and their families. For example, peer supported approaches to fostering social skill development, such as Peer Mediated Instruction and Intervention (Sam & AFIRM, 2015), can be part of intensive, specially designed programming for students with ASD.

Including typically developing peers in structured interactions not only provides fluency and generalization opportunities for students with ASD, it also increases their inclusion with and connection to general education peers, whom they are likely to see and interact with in the broader community in which they live. Despite recent and encouraging evidence that schools and districts are willing to take on the challenge of providing appropriately intensive and inclusive services for students with ASD (e.g., Grindle et al., 2012; McKenney & Bristol, 2015), there are yet many schools that struggle to properly address these needs. Another important obstacle to consider is the degree of technical precision needed to ensure consistent and effective delivery of EBIs for ASD.

### *Improving Educational Services for ASD in the Future*

Comprehensive interventions for children and adolescents with ASD have largely evolved from applied behavior analysis (ABA), and need to be delivered in similar fashion across multiple service providers to have a positive developmental effect. Most special educators are trained in ABA principles and have a working familiarity with such techniques as Discrete Trial Teaching (DTT) and various forms of naturalistic teaching (e.g., Pivotal Response Training). However, on the job responsibilities of being a special education teacher may not provide opportunities for (or reinforce the use of) applying their

behavior analytic expertise. Even when school districts are already providing intensive behavior analytic services for students with ASD, an experienced special education teacher may not have used or even thought about DTT for years prior to being appointed to work in a specially designed classroom for students with ASD. However, in the university and community settings in which intensive behavior analytic treatments were developed, therapists and educators typically receive monitoring and support to sustain implementation accuracy. Such strategies, such as behavioral skills training and periodic performance feedback, can be challenging to implement within school settings, given limited resources with which to dedicate another professional's time to providing implementation support. Thus, one challenge that must be addressed in future research and educational practice will be the degree to which schools develop and sustain workable models of implementation support. Within school-based intervention research, the evidence-based practice movement has matured sufficiently that researchers' attention is now being drawn to the forms of systemic support that ensure sustained implementation of effective practices, for students with a variety of needs. Specific to issues of ASD, however, one future challenge may be that educators vary in the amount of implementation support they need to achieve high accuracy of behavior analytic interventions, with some educators requiring



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frequent, high intensity services, such as performance feedback (McKenney & Bristol, 2015).

### Conclusion

Until special education policy acknowledges the tension in the tenets of IDEA around serving students with ASD, and educators tackle the logistical challenges of ensuring that intensive services for students with the most significant needs are delivered as intended, it is likely that we will continue to see some schools and districts determine that they are unable to provide high intensity, rigorous evidence-based services. What *Endrew* makes clear that they cannot do, however, is satisfy their obligations with documentation of minimal progress. As such, many students with ASD who have intensive needs will likely continue to be served in private placements paid for by school districts, while other school-based IEP teams may attempt to piece together the most effective services they have the expertise and infrastructure to provide. Hopefully, we will continue to see increased enthusiasm and dedication for creating and sustaining intensive, evidence-based programming for students within the school environment itself. However we see children and families being served, we can partner more effectively with their educational teams when we understand the multitude of legal and logistical challenges that schools face. Ultimately, children and adolescents will receive better, more *appropriate* services as a result.

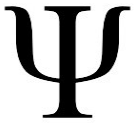
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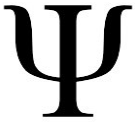


# DIVISION 33 Convention Program 2017

## August 3-6, Washington D.C.



|             | Thursday, August 3 <sup>rd</sup>                                                                                 |                                                                                     | Friday, August 4 <sup>th</sup>                                                                                     | Saturday, August 5 <sup>th</sup>                                                                                                 | Sunday, August 6 <sup>th</sup>                                                                     |
|-------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| 8:00-8:50   | CPG Skill-Building Session                                                                                       |                                                                                     | Conversation Hour<br>Improving Visibility of Ableism in Critical Discourse of Current Social, Educational Climates |                                                                                                                                  | Skill Building Session<br>A Cyclic Approach to Accommodations in Standardized Cognitive Assessment |
| 9:00-9:50   | Developmental Perspective on Optimizing Outcomes for Individuals with ASD<br>2 CE credits                        | Paper Session<br>Intervention Approaches for Children with DD - Parent Perspectives | Symposium<br>Integrating Science and Practice<br>2 CE Credits                                                      | Symposium<br>Social Skills Treatment for Autism Across the Lifespan – Evidence from Randomized Controlled Trials<br>2 CE Credits | Paper Session<br>Neuropsychological Functioning in Autism and Down Syndrome                        |
| 10:00-10:50 | Symposium<br>Parent Training for Children with Autism Spectrum Disorder and Disruptive Behaviors<br>2 CE Credits |                                                                                     |                                                                                                                    | CPG Symposium<br>Psychology Mythbusters: Separating Psychology Fact from Psychology Fiction                                      | Symposium<br>Ethical Issues in Death Penalty Cases and Intellectual Disability<br>1 CE Credit      |
| 11:00-11:50 |                                                                                                                  |                                                                                     | Invited Address<br>Michael F. Cataldo, PhD                                                                         | Poster Session<br>Current Research on ASD                                                                                        |                                                                                                    |
| 12:00-12:50 | Edgar A. Doll Award<br>Leonard J. Abbeduto, PhD.                                                                 |                                                                                     | Division 33 ECP Mentoring Hour                                                                                     | Paper Session<br>Children and Adolescents with Developmental Disabilities: Understanding Behavior and Skills                     |                                                                                                    |
| 1:00-1:50   | John W. Jacobson Award<br>Marc J. Tassé, PhD                                                                     |                                                                                     | ECP Cross-Divisional Social Hour<br>With Divisions 16, 25, 53                                                      |                                                                                                                                  |                                                                                                    |
| 2:00-2:50   |                                                                                                                  |                                                                                     |                                                                                                                    |                                                                                                                                  |                                                                                                    |
| 3:00-3:50   | Poster Session<br>Current Research on IDD                                                                        |                                                                                     |                                                                                                                    |                                                                                                                                  |                                                                                                    |
| 4:00-4:50   |                                                                                                                  |                                                                                     | Presidential Address<br>(and Business Meeting, presentation of Student Research Award)                             |                                                                                                                                  |                                                                                                    |
| 5:00-6:50   | Executive Committee Meeting                                                                                      |                                                                                     | Social Hour                                                                                                        |                                                                                                                                  |                                                                                                    |



# DIVISION 33 Convention Program 2017

## August 3-6, Washington D.C.

**Thursday, August 3, 2017**

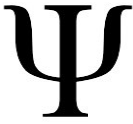
| Title of presentation                                                                                                                                                                                                                                                                                                                                                                                                                                               | Time                | Location                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-----------------------------|
| <p><b><u>Collaborative Program Skill-Building Session: Developmental Perspective on Optimizing Outcomes for Individuals with Autism Spectrum Disorder</u></b></p> <p>Chair: Gael I. Orsmond, PhD<br/>           Participants: Connie Kasari, PhD; Laura G. Anthony, PhD; Carol Schall, PhD</p> <p>Divisions: 7, 20, 22, 33*, 40</p> <p><b>2 CE CREDITS **</b></p>                                                                                                   | 8:00 AM – 9:50 AM   | Convention Center Room 151A |
| <p><b><u>Paper Session: Intervention Approaches for Children With Developmental Disabilities---Parent Perspectives</u></b></p> <p>Chair: Sigan Hartley, PhD<br/>           Participants: Karen R. Black, BS, BA; Jonathan A. Weiss, PhD; Jill C. Fodstad, PhD; Micah Faidley; Noha F. Minshawi, PhD; Catherine M. Sanner, MA; Cameron L. Neece, PhD; Rachel M. Fenning, PhD</p> <p>Co-listing Divisions: 7, 12, 16, Psi Chi</p>                                     | 9:00 AM – 9:50 AM   | Convention Center Room 203  |
| <p><b><u>Symposium: Parent Training for Children With Autism Spectrum Disorders and Disruptive Behaviors</u></b></p> <p>Chairs: Eric M. Butter, PhD<br/>           Participants: Cynthia R. Johnson, PhD; Karen E. Bearss, PhD; Eric M. Butter, PhD; T. Lindsey Burrell, PhD; Valentina Postorino, PhD<br/>           Discussant: Eric M. Butter, PhD</p> <p>Co-listing Divisions: 7, 12, 16, 22, 23, 35, 37, 42, 43, 53, Psi Chi</p> <p><b>2 CE CREDITS **</b></p> | 10:00 AM – 11:50 AM | Convention Center Room 145B |
| <p><b><u>Invited Address: Edgar A. Doll Award</u></b></p> <p>Chair: Jan B. Blacher, PhD<br/>           Participant: Leonard J. Abbeduto, PhD</p> <p>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.</p>                                                                                                    | 12:00 PM – 12:50 PM | Convention Center Room 102B |
| <p><b><u>Invited Address: John W. Jacobson Award</u></b></p> <p>Chair: Jan B. Blacher, PhD<br/>           Participant: Marc J. Tassé, PhD</p> <p>The Jacobson 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.</p>                                                     | 1:00 PM – 1:50 PM   | Convention Center Room 102B |





|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                          |                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------------------------------------------|
| <p><u>Poster Session: Current Research on Intellectual and Developmental Disabilities</u></p> <p><b>Participants:</b> Eric M. Butter, PhD; Anne Wheeler, PhD; Jillian Tusso, MPH, MS; Daniel D. Drevon, PhD; Kristin Dell'Armo, MAT; Jack C. Lennon, BA; Christabelle L. Moore, MS; Trevor Wolterstorff, BA; Neilson Chan, BS; Autumn L. Truss, MA; Claire E.R. Horton, MA; Rhonda Lloyd, MA, BA; Parker J. Rhomberg, MA; Helen L. Clark, BS; April R. Abrego, MA; Carissa M. Lane, MA; Manisha Udhani, BS; Devadrita Talapatra, PhD; Jeanine Coleman, PhD; Phillip A. Suess, MA; Terrie Haggey, BA</p> | <p>3:00 PM – 3:50 PM</p> | <p>Convention Center Halls D and E</p>                                |
| <p><u>Division 33 Executive Committee Meeting</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>5:00 PM – 6:50 PM</p> | <p>Marriott Marquis Washington, DC Hotel Mount Vernon Square Room</p> |

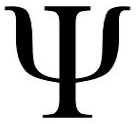




## DIVISION 33 Convention Programming 2017 Washington, D.C.

Friday, August 4, 2017

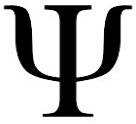
| Title of presentation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Time               | Location                                                    |
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| <p><u>Conversation Hour: <i>Improving the Visibility of Ableism in Critical Discourse of Current Social, Educational Climates</i></u></p> <p>Co-Chairs: Amanda R. Templeman, MEd, MA; Daniel Cruz, PhD</p> <p>Co-listing Divisions: 9, 16, 17, 22, 27, 31, 35</p>                                                                                                                                                                                                                                                                                                                           | 8:00 AM – 8:50 AM  | Convention Center Room 148                                  |
| <p><u>Symposium: <i>Integrating Science and Practice</i></u></p> <p>Co-Chairs: Michael F. Cataldo, PhD; Anne W. Riley, PhD,<br/>Participants: Yannick Schenk, PhD; Helen F. Yu, MPH; Chelsea Rolinec, BS; Patricia F. Kurtz, PhD; Michael F. Cataldo, PhD; Jennifer Crockett, PhD; Jaime L. Benson, PhD; Emily Shumate, PhD; Susan Perkins-Parks, PhD; Anne W. Riley, PhD; Kara Clark, BA; Joseph Wakeman, BS; Christopher Bullock, PhD<br/>Discussant: Michael F. Cataldo, PhD</p> <p>Co-listing Divisions: 7, 12, 15, 16, 19, 27, 28, 35, 37, 42, APAGS</p> <p><b>2 CE CREDITS **</b></p> | 9:00 AM – 10:50 AM | Convention Center Room 145B                                 |
| <p><u>Invited Address: <i>Change</i></u></p> <p>Participant: Michael F. Cataldo, PhD</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 11:00 AM–11:50 AM  | Convention Center Room 145B                                 |
| <p><u>Division 33 ECP Mentoring Hour</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 12:00 PM -12:50 PM | Marriott Marquis Washington, DC Hotel Supreme Court Room    |
| <p><u>Cross-Divisional ECP Social Hour</u></p> <p>Co-listing Divisions: 16, 25, 53</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1:00 PM – 1:50 PM  | Marriott Marquis Washington, DC Hotel Supreme Court Room    |
| <p><u>Presidential Address and Business Meeting</u></p> <p><u>Presidential Address: <i>The Aging Phenomenon and Intellectual Disabilities: Individuals with ID/DD/ASD get old too!</i></u><br/>Participant: Sharon J. Krinsky-McHale, PhD</p> <p>Student Research Awards: Margaret H. Mehling, MA; Catherine M. Sanner, MA;</p>                                                                                                                                                                                                                                                             | 4:00 PM – 4:50 PM  | Marriot Marquis Washington, DC Hotel Liberty Salons O and P |
| <p><u>Division 33 Social Hour</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 5:00 PM – 6:50 PM  | Marriot Marquis Washington, DC Hotel Liberty Salons O and P |



## DIVISION 33 Convention Programming 2017 Washington, D.C.

**Saturday, August 5, 2017**

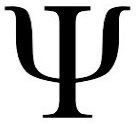
| Title of presentation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Time                | Location                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------------------------|
| <p><u>Symposium: Social Skills Treatment for Autism Across the Lifespan—Evidence From Randomized Controlled Trials</u></p> <p>Chair: Elizabeth Laugeson, PsyD<br/>           Participants: Grace W. Gengoux, PhD; Jessica Hopkins, BS; Rachel Schuck, BA; Maria E. Millan, MA; Antonio Hardan, MD; Ty W. Vernon, PhD; Amber R. Miller, PhD; Jordan A. Ko, MA; Amy C. Barrett, MA; Elizabeth McGarry, BA; Elizabeth Laugeson, PsyD; Alexander Gantman, PsyD; Steven Kapp, PhD; Kaely Orenski, PsyD; Ruth Ellingsen, PhD<br/>           Discussant: V. Mark Durand, PhD</p> <p>Co listing Divisions: 7, 12, 16, 22, 27, 37, 42, 53, Psi Chi</p> <p><b>2 CE CREDITS **</b></p>                                                                                                                                   | 9:00 AM – 10:50 AM  | Convention Center<br>Room 144B     |
| <p><u>Collaborative Program Symposium: Psychology Mythbusters: Separating Psychology Fact from Psychology Fiction</u></p> <p>Chair: Care M. Mehta, PhD<br/>           Participants: Bridget Rivera, PsyD; Elissa Rodkey, PhD; Debbie Joffe Ellis, PhD; Christopher Decou, MA; Lyra Stein, PhD; Barry Klein, MA; <u>Sigan Hartley, PhD</u>; Julia Lynn Mesler, PhD; John Mohl, PhD; Christopher Ferguson, PhD;</p> <p>Divisions: 01*, 02, 33 (plus others)</p>                                                                                                                                                                                                                                                                                                                                                 | 10:00 AM – 11:50 AM | Convention Center<br>Room 151B     |
| <p><u>Poster Session: Current Research on Autism Spectrum Disorder</u></p> <p>Participants: Carolyn Shivers, PhD; Patricia O. Towle, PhD; Rachel Fein, Med; Elizabeth Kryszak, PhD; Barbara Caplan, MA; Keely Hirsch, MS; Jacquelyn Moffitt, BA; Nicole Rosen, BA; Jenna B. Lebersfeld, BS; Yuan Zhang, MA; Angela M. Galioto, BA; Talia Thompson, EdS; Ana Rita Pina Trancoso, MA; Mary B. Giaquinto, EdD; Leilani Forby, BA; Tricia C. Choy, BA; Jennifer L. Hillman, PhD; Rhideeta Jalal, MA; Emma A. Ranum, MA; Ana C. Mendoza, BA; Shivangi Khattar, BA; Christina M. Rouse, PsyD; Mary F. Skapek, BS; Kristin M. Rispoli, PhD; Yasaman Ahmadi-Kashani, MSW, BA; Chelsea Day, BA; Alyssa N. Bailey, BS; Rachel M. Fenning, PhD; Kelsey J. Nolan, BA; Emily A. Abel, BS; Maria V. Cornejo Guevara, BA</p> | 11:00 AM – 11:50 AM | Convention Center<br>Halls D and E |



|                                                                                                                                                                                                                                                                                                                                                                                               |                    |                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------|
| <p><i>Paper Session: Children and Adolescents With Developmental Disabilities --- Understanding Behavior and Skills</i></p> <p>Chair: Anna Esbensen, PhD<br/>Participant: Kristen N. Medeiros, PhD; Micah Mazurek, PhD;<br/>Yasamine Bolourian, MA; Jan Blacher, PhD; Bruce Baker, PhD;<br/>Karrie A. Shogren, PhD; Michael Wehmeyer, PhD</p> <p>Co-listing Divisions: 7, 12, 16, Psi Chi</p> | 12:00 PM– 12:50 PM | Convention Center<br>Room 143B |
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## DIVISION 33 Convention Programming 2017

### Washington, D.C.

Sunday, August 6, 2016

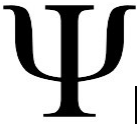
| Title of presentation                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Time                | Location                                |
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| <p><b>Skill-Building Session: <i>A Cyclic Approach to Accommodations in Standardized Cognitive Assessment</i></b></p> <p>Co-chairs: Laurel Snider, MA; Devadrita Talapatra, PhD<br/>Participants: Talia Thompson, EdS; Jeanine Coleman, PhD; Londi Howard, MA; Karen Riley, PhD</p> <p>Co-listing Division: 16</p>                                                                                                                                                         | 8:00 AM – 8:50 AM   | Convention Center<br>West Overlook Room |
| <p><b>Paper Session: <i>Neuropsychological Functioning in Autism and Down Syndrome</i></b></p> <p>Chair: Sharon J. Krinsky-McHale, PhD<br/>Participants: Margaret H. Mehling, MA; Marc J. Tassé, PhD; Alyssa S. Milot, PhD; Amrita Rao Hureau, MPH; Julia O'Rourke, PhD, MS; Yamini J. Howe, MD; Jennifer Mullett, RN; Lisa Nowinski, PhD; Christopher J. McDougle, MD; Elizabeth Will, Med; Deborah J. Fidler, PhD; Anna Esbensen, PhD</p> <p>Co-listing Division: 16</p> | 9:00 AM – 9:50 AM   | Convention Center<br>Room 145B          |
| <p><b>Symposium: <i>Ethical Issues in Death Penalty Cases and Intellectual Disability</i></b></p> <p>Chair: Marc J. Tassé, PhD<br/>Participants: J. Gregory Olley, PhD; Gilbert S. Macvaugh III, PsyD</p> <p>Co-listing Divisions: 27, 31, 37, 41, 42, APAGS</p> <p><b>1 CE CREDITS **</b></p>                                                                                                                                                                             | 10:00 AM – 10:50 AM | Convention Center<br>Room 159           |

\* Collaborative Program Lead division

\*\*Sessions offering CE credits have been reviewed and approved by the American Psychological Association Office of Continuing Education in Psychology (CEP) and the Continuing Education Committee (CEC) to offer CE credits for psychologists. The CEP Office and the CEC maintain responsibility for the delivery of the programs.

For more information about Division 33 (IDD/ASD) visit our website:

<http://www.division33.org/>



## 2017 Gatlinburg Conference Student Award Winner

Examining the Relationship of Autism Spectrum Disorder and Cultural Factors on Caregiver Stress and Behavioral Feeding Intervention Outcomes

**Authors:** Jessica F. Scherr, PhD., Meg Stone, PsyD., Charles Albright, MEd., Jonathan Wilkins, PhD., and Micheline Silva, PhD.

*Jessica Scherr, PhD  
Nationwide Children's Hospital, Columbus, OH*

**Introduction:** Feeding problems are common in childhood and reported in approximately 25-45% of the general population (Bentovim, 1970). Children with developmental delays are at increased risk for feeding problems, which, as reported in the literature, occur in 80% of children with developmental disabilities (Manikam & Perman, 2000) and 89% of children with Autism Spectrum Disorder (ASD; Ledford & Gast, 2006). Feeding difficulties in children are characterized by food selectivity, food refusal, and disruptive mealtime behaviors and are strongly related to increased caregiver stress (Garro, Thurman, Kerwin, & Ducette, 2005). Social and environmental factors often contribute to the maintenance of maladaptive mealtime behavior in children. Therefore, treatment of feeding disorders often includes behavioral intervention focused on manipulating antecedent and environmental contingencies through parent training. However, little work has examined the relationship of how cultural factors influence parenting stress and maladaptive feeding behavior in children with developmental disabilities and ASD.

**Methods:** Participants consisted of 29 children between the ages of 2-9 years that were categorized into four groups: children diagnosed with ASD (N = 20), children without a diagnosis of ASD (NonASD; N = 9), children of families with English as a second language (ESL; N = 10), and children of families where English is the primary language spoken in the home (NonESL; N = 19). Participants included children referred for a brief intensive outpatient feeding treatment program by a clinical provider. Treatment consisted of a four-week feeding therapy program that involved behavioral feeding intervention and parent training components. Three 30-minute sessions were completed per week. Pre and post-treatment data on maladaptive feeding behaviors and parent stress were measured via the Brief Assessment of Mealtime Behavior in Children (BAMBIC; Hendy, Seiverling, et al., 2013) and the Parenting Stress Index, Fourth Edition Short Form (PSI-4; Abidin, 2012), respectively. Sessions were conducted by a team of psychologists and psychology trainees trained in implementation of behavioral procedures and data collection.

**Results:** Descriptive data indicates differences of par-

enting stress across groups. The ESL group reported the most parenting stress prior to intensive feeding therapy, as measured by the total t-score on the PSI-4 (M = 62.6). The nonASD group (M = 57.3) reported more parenting stress than the ASD group (M = 55.7). The nonESL group (M = 54.1) reported the least amount of parenting stress prior to intensive feeding therapy. To date, the ESL group displayed the largest decrease in parenting stress following behavioral feeding therapy (M=58.8). Total maladaptive mealtime behaviors were reported to be highest in the nonASD group (M=35.7) followed by the ESL (M = 34.0), nonESL (M = 33.8), and ASD (M = 33.1) groups prior to treatment. Overall, results from this study indicate specific patterns of parenting stress and maladaptive mealtime behavior across groups before and after intensive feeding therapy.

**Discussion:** Feeding problems in childhood are strongly related to caregiver stress, which can negatively influence child development and response to treatment. Results from the current study suggest increased caregiver stress in families with English as a second language prior to beginning feeding therapy, although all groups were re-



**2017 Gatlinburg Conference Student Award Winner**  
*Jessica Scherr, PhD*

porting above-average parent stress levels. Increased stress in the ESL group may be related to cultural differences and communication barriers and should be considered in treatment delivery. Furthermore, results suggest that parents of children with ASD were less likely to report maladaptive mealtime behaviors compared to parents of children without ASD. Parents of children with ASD may attribute disruptive behaviors to be more related to ASD symptomology (e.g., behavioral rigidity, food selectivity) than maladaptive mealtime behaviors. Additionally, parents of children with ASD may experience more behavioral difficulties in general which may desensitize their perception of disruptive behavior during mealtime compared to families without a child with ASD. It is critical to gain a better understanding of how cultural characteristics of families, as well as clinical symptomology of the child, are related to parenting stress and treatment outcomes in order to deliver family-centered services and enhance future outcomes.

**Key References:**

Abidin, R. R. (2012). *Parenting stress index* (4th ed.). Lutz, FL: PAR.

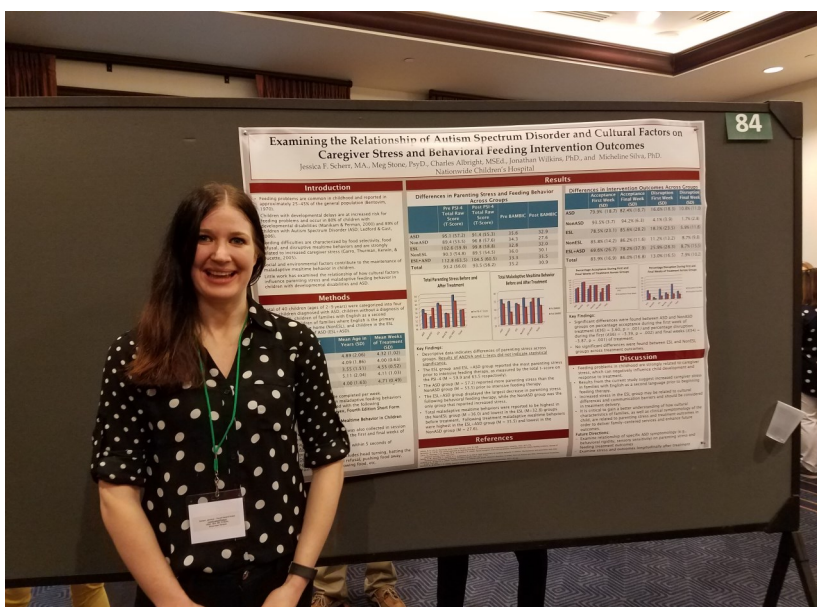
Bentovim, A. (1970). The clinical approach to feeding disorders of childhood. *Journal of psychosomatic research*, 14(3), 267-276.

Garro, A., Thurman, S. K.,

Kerwin, M. E., & Ducette, J. P. (2005). Parent/caregiver stress during pediatric hospitalization for chronic feeding problems. *Journal of pediatric nursing*, 20(4), 268-275.

Hendy, H. M., Seiverling, L., Lukens, C. T., & Williams, K. E. (2013). Brief assessment of mealtime behavior in children: Psychometrics and association with child characteristics and parent responses. *Children's Health Care*, 42(1), 1-14.

Ledford, J. R., & Gast, D. L. (2006). Feeding problems in children with autism spectrum disorders: A review. *Focus on Autism and Other Developmental Disabilities*, 21(3), 153-166.





## APA Council Report for Division 33



Mid-Winter meeting

*Eric Butter, PhD—Division 33 Council Representative*

It is a time of renewal for APA. There is no better time to reflect and renew than during a birthday party. APA is celebrating our 125<sup>th</sup> anniversary of our founding this year. At the APA Winter Council meeting in Washington DC in February 2017 there was a straight forward conversation about the opportunities and responsibilities ahead for APA as the world's largest scientific and advocacy organization for psychology.

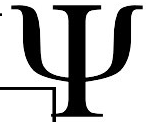
A new President began his term at APA. Tony Puente assumed leadership as APA President. His Presidential Report to Council focused on our charge to move forward with the work of promoting psychology and to return to an outward facing orientation. The basic message was "it's time to move on" having learned the lessons from the Independent Review (IR) related to APA's role in national security issues and the war on terror (i.e. torture). We have many challenges, including continued fallout from the IR report, APA's economic challenges, and the state of our nation post the 2016 US Elections, most notably the context of threats to our nation's healthcare system, but we are positioned to make positive im-

pact.

These challenges bring opportunities to APA and our members. We can be a national leader in advocacy on issues such as immigration policy, remaining steadfast in our ban on torture, and the expansion and improvement of veteran's services. Since August 2015, Council has recommitted to the basic idea that human rights and public welfare are a central focus of APA. We have been expanding our international efforts; for example, there are 80,000 psychologists in Colombia and we are working to reach out and include these communities in our mission of applying psychology for the good of humanity. We have a corpus of knowledge and have an infrastructure to disseminate that knowledge; more than 85% of our organization's revenue comes from publishing and related ventures. A recent example of our continued success in this arena was the launch of APA Style Central, an electronic resource available for institutional licensing that supports scientific writing (see <http://www.apastyle.org> ). Our membership rolls have stabilized after several years of significant loss of members, and we are now welcoming as many new members as we are losing. APA staff, Council, and our new Presi-

dent are embarking to redefine and reorganize the administrative infrastructure of APA, to avoid the misalignment of the organization's work and mission and to prevent the misuse of APA's infrastructure that was outlined in the IR report of 2015. In sum, there is a future and outward focus for APA. We have an opportunity to celebrate our past and focus on the new horizons of psychology

We also have a new Chief Executive Officer. Arthur Evans has been hired as the new CEO of APA and began leading the organization in March 2017. He is also serving as CEO of the association's companion organization, the APA Practice Organization (APAPO), which supports and promotes the interests of practicing psychologists. He is an accomplished administrator in behavioral healthcare having transformed the behavioral health and developmental disability services organization in Philadelphia Pennsylvania over the last decade and worked in a leadership role in public health in Connecticut prior. He is an accomplished contributor to psychological science and has focused his career in substance abuse treatment. His experience and attitude appears to be con-



## APA Council Report for Division 33

*Eric Butter, PhD*

sistent with our renewed focus on the historical mission of APA. Dr. Evans is quoted as saying that his leadership at APA will focus “on developing the best psychological science and applying it to benefit society and improve people’s lives.”

We cannot escape our past, however. Council spent a good deal of time at our Winter meeting in Executive Session getting updates from our General Counsel on matters related to the IR and pending lawsuits. The details of this discussion remain privileged and confidential. However, I can share my impression that we seem to have very good legal representation on matters related to the fall-out of the IR.

Council moved forward with several new business matters. The Good Governance Project, a multi-year initiative focusing on streamlining APA’s leadership decision making processes that pre-dates my service on Council, was extended for 3 more years. Council has developed a preliminary civility plan to promote productive, courteous discussion on Council. Basically, psychologists should be nice to each other. Council adopted APA’s first care and practice guideline that APA has ever written; this first practice guideline focused on PTSD. Due to apportionment votes (think something like the Electoral College in US Presidential politics), the US Virgin Islands was to lose their Council seat. Council voted

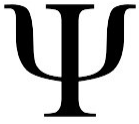
to retain it, citing the desire to remain inclusive and supportive of all psychologists in our “big tent”.

There was one new business item highly relevant to Division 33 considered at our Winter 2017 meeting. Council passed a resolution recognizing that applied behavior analysis (ABA) is an applied science and method that psychologists can be viewed as qualified to use. The intention is to prevent licensing boards from restricting psychologists from using ABA techniques and requiring the BCBA credential. The resolution is printed below:

The principles of applied behavior analysis (also known as behavior modification and learning theory), developed and researched by psychology and competently applied in the treatment of various disorders based on that research, is clearly within the scope of the discipline of psychology and is an integral part of the discipline of psychology. Across the United States, applied behavior analysis is taught as a core skill in applied and health psychology programs. As such, the American Psychological Association (APA) affirms that the practice and supervision of applied behavior analysis are well-grounded in psychological science and evidence-based practice. APA also affirms that applied behavior analysis represents the ap-

plied form of behavior analysis which is included in the definition of the "Practice of Psychology" section of the APA Model Act for State Licensure of Psychologists. Therefore, APA asserts that the practice and supervision of applied behavior analysis is appropriately established within the scope of the discipline of psychology.

This holds extreme relevance to our Division. The clinical work our members do for our patients, clients, and consumers with intellectual and developmental disabilities and/or autism spectrum disorders is often primarily aligned with applied behavior analytic methods. Many of the leading scientific contributions made in ABA have come and continue to come from psychologists. ABA remains a psychological concept woven into the work of many of APA’s 54 subfields, not just our colleagues who specifically identify as behavior analysts. It was important for Division 33 to have a strong voice in “keeping ABA psychological” and I could have that strong voice on your behalf. The basic mission of APA is to work to advance the creation, communication, and application of psychological knowledge to benefit society and improve people’s lives. We do psychology better when behavior analysis is squarely within the scope of our practice and basic competencies.



## APA Council Report for Division 33

*Eric Butter, PhD*

Finally, our Finance Report highlighted that our financial position is “better than we feared” it would be as we ended 2016. APA’s three year rolling average is positive on operating margin. Fiscal prudence is still needed. The 2017 budget is projected to have a significant deficit and consistent, smart stewardship of our finances is a top priority for APA leadership.

In all, this was good news to get on your birthday! The future of APA and American psychology seems bright and we have new leadership that is focused, determined, and prepared for new challenges. “Happy Birthday APA,” and here’s to 125 more years of making humanity better through psychology.

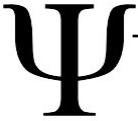
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Division 33 Pictures from Gatlinburg—Smile!



Smart and hard-working students share their knowledge at Gatlinburg!



Division 33 has a new and improved on-line presence



Come visit the Division 33 Website!

www.division33.org

With special thanks to **Jason Baker** who spearheaded the effort to design the website!!

Check out the Division 33 Facebook Page!

<https://www.facebook.com/APADiv33>

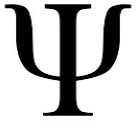
The page has updates, information from APA, job/training opportunities, and more up-to-date news about the Division. Check it out!

APA DIVISION 33 SUMMER, 2017 VOLUME 43, NUMBER 1

PSYCHOLOGY IN INTELLECTUAL AND DEVELOPMENTAL DISABILITIES/AUTISM SPECTRUM DISORDERS

Editorial Policy

Psychology in Intellectual and Developmental Disabilities/Autism Spectrum Disorders 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.



Division 33 List of Award Winners

Edgar A. Doll Award (est. 1980)	Sara Sparrow Early Career Research Award (est. 2008)	Jacobson Award (est. 2007)
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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 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

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.





AMERICAN PSYCHOLOGICAL ASSOCIATION - DIVISION 33

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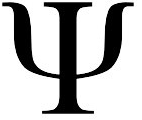
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AMERICAN PSYCHOLOGICAL ASSOCIATION -Division 33
Psychology in Intellectual and Developmental
Disabilities/Autism Spectrum Disorders
Applications for Membership

APA members & Non-Students

Name: _____

Address: _____

Phone (____) _____

Email: _____

Interest Area (s): _____

APA Membership Status:

- Affiliate
- Associate
- Member
- Fellow

Current Fees:

\$30.00 = APA Associates, Members, & Fellows
 \$30.00 = Non-APA psychologists
 \$30.00 = Other interested individuals
 *APA charges \$2.00 for renewals for members

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"

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

Check out the Division 33 Facebook Page!



<https://www.facebook.com/APADiv33>

The page has updates, information from APA, job/training opportunities, and more up-to-date news about the Division. Check it out!