



AAIDD International Awards

Creating Enviable Lives: THE BUSINESS PLAN CONFERENCE

JUNE 9-12, 2009
NEW ORLEANS, LOUISIANA



aaidd
American Association
on Intellectual and
Developmental Disabilities





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Creating Enviably Lives:

THE BUSINESS PLAN CONFERENCE



American Association on Intellectual
and Developmental Disabilities

133rd Annual Meeting

June 9–12, 2009

The Ritz-Carlton, New Orleans
New Orleans, Louisiana



Steven M. Eidelman

AAIDD President, 2008–2009

Steven M. Eidelman has been an AAIDD member since his time as a graduate student, in 1974. A yearlong field placement at the John F. Kennedy Institute for Handicapped Children, the first University Affiliated Facility changed his life. One year became five, and under the watchful eye of the dedicated professionals in two-dozen professional disciplines he became “hooked” on the field of services and supports to people with developmental disabilities and their families. While there he earned a MBA, urged by the faculty at Kennedy to do so. Working on an Administration on Developmental Disabilities grant, he became interested in the then newly developing deinstitutionalization movement.

In Akron, Ohio as Executive Director at the Blick Clinic for Developmental Disabilities Steve led the team that built Blick into a respected force for provision of community supports in Northeastern Ohio.

His interest in public policy led Steve to return to his native Philadelphia as the Director of Mental Retardation Services for the City. There, he led the City’s effort to comply with the court order to move people from Pennhurst State School and Hospital. Working with a cadre of private agencies, state government and the UCEDD at Temple University, Philadelphia began its efforts to support all people with mental retardation in the community.

Then as the state director of mental retardation services (Deputy Secretary for Mental Retardation in the Pennsylvania Department of Public Welfare) he oversaw the closure of Pennhurst and began efforts to close other institutions. He was the first director of the Part H Early Intervention program. Concerned that deinstitutionalization was becoming a replication of the segregation and routinization of life in large



congregate facilities; Pennsylvania stakeholders developed “Everyday Lives”, Pennsylvania’s vision for people with developmental disabilities.

He came to Washington as Executive Director of the Joseph P. Kennedy, Jr. Foundation. For five years, he helped the foundation continue its tradition of innovative programs, advocacy and cutting edge policies. He remains the part-time Executive director of the Foundation.

As interim Executive Director of The American Association of University Affiliated Facilities (now AUCD) he helped AUCD focus its future efforts, while implementing a program to assist the Social Security Administration on SSI issues and recruiting a permanent Executive Director.

As the Executive Director of The Arc of the United States beginning in 1999, Steve helped The Arc to focus itself for the 21st Century, and to relocate its national headquarters from Arlington, Texas to the DC area. Steve is especially proud of the joint efforts between The Arc and AAIDD around policy and the highly successful Annual Governmental Affairs seminar that has had record setting attendance in recent years.

Today, Steve is the H. Rodney Sharp Professor of Human Services Policy and Leadership at the University of Delaware and a Senior Fellow at the Center for Disabilities Studies as well as Co-Director of the National Leadership Consortium on Developmental Disabilities, a partnership developing the next generation of leaders in the field. One of the things he is the most excited about is being able to develop leadership training programs for people who manage in the government and not-for-profit sectors supporting people with disabilities.



INTERNATIONAL AWARDS PROGRAM

AAIDD President 2008–2009

Steven M. Eidelman, FAAIDD

Presidential Address

Introduction by K. Charlie Lakin, PhD

*Paying it Forward...What We Owe
to Those Who Come After Us*

Steven M. Eidelman, FAAIDD, President

Presidential Award

Paul A. Marchand

INTERNATIONAL AWARDS

Carolyn J. Graff, PhD, FAAIDD

Chairperson, Awards and Fellowship Committee

INTERNATIONAL AWARD RECIPIENTS

Erik W. Carter, PhD	Early Career Award
Yona J. Lunskey, PhD.....	Early Career Award
Mian Wang, PhD	Early Career Award
James R. Patton, EdD	Education Award
Peter J. Mittler, PhD	International Award
Wendy M. Nehring, RN, PhD.....	Leadership Award
Paul H. Brookes Publishing Company	Media Award
Marsha Mailick Seltzer, PhD	Research Award
John J. McGee, PhD.....	Service Award
Judith M. S. Gross.....	Student Award



Presidential Award

Paul A. Marchand

For professionals working in our field, the transfer of research into national policy happens in a variety of ways. But regardless of how it happens, you will find Paul Marchand there, advocating for rights, programs, protections and policies that improve the lives of people with intellectual and developmental disabilities.

Paul Marchand directs the Disability Policy Collaboration of The Arc and United Cerebral Palsy and has directed The Arc's Governmental Affairs Department for 37 years. Paul is a nationally recognized expert on public policy and disability, having been extensively involved in the passage of many vital Federal laws, including the Americans with Disabilities Act, the Education for All Handicapped Children Act and its successor, the Individuals with Disabilities Education Act. He played a major role in the enactment of legislation to provide supported employment for persons with severe disabilities, to mandate preschool services for children with disabilities, and to establish state programs to serve infants and toddlers. He was also instrumental in the reshaping of Medicaid policy to move people from segregated and isolated institutions to home and community-based services and supports.

Paul was among a small handful of advocates who successfully convinced the Congress to give the U.S. Department of Justice standing to protect the rights of persons who reside in institutions (Civil Rights of Institutionalized Persons Act) and to protect newborns with disabilities from being denied medical treatment, including the denial of nutrition and hydration (Child Abuse Treatment Amendments of 1984). He has made significant contributions to the tremendous expansion of the Federal role in disability policy over the past three and a half decades.



Mr. Marchand is also Chairman Emeritus of the Consortium for Citizens with Disabilities (CCD), an important coalition of over 100 national, Washington-based organizations that works with the U.S. Congress

and Federal agencies on civil rights, education, rehabilitation, employment, housing, developmental disabilities, health, long-term services, and Social Security Act programs. He is a founder of CCD and served as its Chairman for 25 years. He is currently a Co-Chairman of the CCD Education and Fiscal Policy Task Forces.

Paul serves as the Chairman of the Board of Directors of OMB Watch, and is a member of the Board of Directors of NISH, a national organization that creates employment opportunities for people with severe disabilities. He is a co-founder of the American Association of People with Disabilities and served on its Board of Directors for about a decade. He was appointed by the Clinton Administration to serve on the National Commission on Childhood Disability that explored ways to improve the SSI program for children. He is the recipient of numerous awards, including a Distinguished Service Award from the President's Committee on Employment of People with Disabilities in 1991. The National Historic Preservation Trust on Mental Retardation named him one of 35 individuals (13 survive) who made significant contributions in the field of mental retardation/developmental disabilities in the 20th century. The Arc of the U.S. granted him its most prestigious honor, the Franklin Smith Award for Distinguished National Service.

I have relied on Paul's wisdom, judgment and advice for the past three decades. His skills are invaluable to our field and we all owe him our gratitude for his passion, competence and persistence.

Early Career Award

Erik W. Carter, PhD

Erik Carter is an assistant professor in the Department of Rehabilitation Psychology and Special Education at the University of Wisconsin-Madison and an Investigator at the Waisman Center's Intellectual & Developmental Disabilities Research Center. Prior to receiving his doctorate in special education from Vanderbilt University in 2004, he was a high school special education teacher in San Antonio, Texas. He currently lives just outside of Madison with his wife, Sharon, and two children, Mason and Madeleine. Dr. Carter's research and teaching address evidence-based strategies for supporting meaningful secondary school inclusion and promoting valued roles in school, work, and community settings for transition-age youth with disabilities. One strand of research focuses on identifying effective interventions for increasing peer interaction and access to the general curriculum for adolescents with severe intellectual disabilities. Another strand focuses on equipping youth with disabilities with the skills, experiences, supports, and connections needed to transition successfully to life after high school.

Dr. Carter has co-authored 39 peer-reviewed articles, 6 chapters, and 8 other papers focused on the educational needs of children and youth with intellectual, developmental, and other related disabilities. He has also served as a lead investigator



on several transition-related grants, including a project currently funded by the Institute of Education Sciences focused on improving employment and community inclusion outcomes for youth with severe disabilities. His commitment to influencing practice is evidenced through the extensive work he does with

local schools and the four books he has co-authored for educators, families, and community members focused on promising practices for supporting meaningful inclusion.

"I am thrilled—and humbled—to be recognized with this generous award. I care deeply about ensuring that youth with disabilities and their families have the supports and opportunities they need to experience rich and personally satisfying lives. The research my colleagues and I conduct is aimed at equipping educators and service providers with the information, strategies, and vision they need to make a real difference in the lives of young people with disabilities. We have strived to carry out a program of research that is methodologically rigorous and addresses questions of importance and concern to families, schools, and communities. I am especially grateful to have received such fine mentorship throughout my graduate program and to now have the opportunity to work with such wonderful colleagues at the University of Wisconsin."

Early Career Award

Yona J. Lunsky, PhD

Dr. Lunsky earned her BA in Psychology and Drama at the University of Guelph, in Ontario and then received her PhD in clinical psychology from The Ohio State University in 1999, where she was a trainee at the Nisonger Center UCED. She returned to Canada to complete a postdoctoral fellowship at the University of Toronto in the Department of Psychiatry. She was hired as a psychologist to work in the Dual Diagnosis Program at the Centre for Addiction and Mental Health in 2001 and is currently the Section Head of the Dual Diagnosis Research Program there. Recipient of the Ontario Mental Health Foundation New Investigator Award in 2002, she began studying the experience of adults with developmental disabilities in Ontario's 9 psychiatric hospitals. She then extended this work to study developmental disability in Ontario's emergency rooms, through a five year New Investigator Award from the Canadian Institutes of Health Research. She has



been involved in the development of guidelines and tools for emergency rooms, primary care physicians and caregivers to assist in emergency room assessments, and to prevent use of emergency rooms when possible. Dr. Lunsky has authored and co-authored more than 60 academic publications in the area of developmental

disabilities. Her research has considered psychosocial risk factors for depression, sexual knowledge and attitudes, gender and mental health, women's health promotion, as well as mental health systems research, all as they relate to developmental disabilities. Through her teaching appointment in the Department of Psychiatry at the University of Toronto, she teaches and supervises students at the undergraduate, graduate and postdoctoral level. She continues to develop curriculum for medical students and residents in psychiatry and family medicine and is involved in evaluating this work.

Early Career Award

Mian Wang, PhD

Dr. Wang is an Assistant Professor in Special Education and Disability Studies at the University of California, Santa Barbara and a courtesy professor at the Department of Special Education, Chongqing Normal University in China. He received his Ph.D. in Applied Developmental Psychology with an emphasis on cognitive development of children with intellectual disabilities from the University of Patras, Greece in 2000 as well as a Ph.D. in Special Education with an emphasis on family and disability policy from the University of Kansas in 2004. He has worked as a researcher in the field of special education and disability for the last decade in several countries such as Canada, China, Greece, and USA. His research interests include: atypical child development, child and family outcomes of early intervention and early childhood services, family-professional partnership, positive behavior support in cultural context, and disability policy. His work on individual and family quality of life is particularly recognized for making important contributions to the burgeoning field of quality of life study.

Dr. Wang has authored or co-authored over 30 scholarly publications including peer



reviewed journal articles and book chapters. He gets invited to review regularly for grant agencies and academic journals. He is the guest associate editor of the *Journal of Positive Behavioral Interventions* and a member of the Editorial Board for *Journal of Developmental Disabilities*. He has involved actively in a number of

international collaborative research projects on special education and disability. He has taken a leadership role in two ongoing international research projects on family quality of life and family supports to families of children with intellectual and developmental disabilities. He has also been a Principal Investigator (PI) or Co-PI of several research and training projects funded by local, state, and federal agencies in USA. He has served as a board member of the Quality of Life SIRG of IAASSID (International Association for the Scientific Study of Intellectual Disabilities). He currently serves in the Board of Directors of Division of International Special Education and Services of CEC (Council for Exceptional Children) and is one of the founding members of the AAIDD Committee on Student/Junior Member Recruitment and Retention.

*Education Award***James R. Patton, EdD**

James R. Patton, EdD, is a native of St. Louis, Missouri. He graduated from St. Louis University High School and attended the University of Notre Dame, receiving a B.S. in preprofessional studies. He completed the requirements for certification as a general education high school biology teacher. He received

his master's and doctoral degrees in the area of special education from the University of Virginia. Dr. Patton was a special education teacher in the Charlottesville (VA) Public Schools. As a resource teacher and diagnostician at Burnley-Moran Elementary School, he worked with many students who had intellectual disabilities.

Dr. Patton was on the faculty of the Department of Special Education at the University of Hawaii at Manoa from 1980 until 1990. Along with his primary involvement with teacher preparation at UHM, he pursued a range of other professional interests and worked with a variety of community agencies. He served as chair of the department during his last year at UHM. Currently, he is an educational consultant in Austin, Texas, working with schools districts throughout the country and internationally (St. Lucia & México). He serves as an Adjunct Associate Professor in the Department of Special Education and the faculty advisor for the Best Buddies program at the University of Texas at Austin. He is also active in the field of criminal justice, working as a intellectual



disabilities/mental retardation expert in capital punishment cases.

Dr. Patton writes extensively in the area of human exceptionality and special education. He has co-authored or edited 57 books (29 books different titles), including: *Strategies for Teaching Learners with Special Needs*, Ninth

Edition (Pearson, 2008); *Mental Retardation, Seventh Edition* (Merrill/Prentice-Hall, 2006); *Teaching Students with Special Needs in Inclusive Settings, Fifth Edition* (Allyn & Bacon, 2008); *Practical Ideas That Really Work for Disruptive, Defiant, and Difficult Students* (PRO-ED, 2002). He has also written or co-written numerous articles in refereed journals and contributed many chapters to various professional books. In addition, he has co-authored a widely used transition needs assessment, entitled *Transition Planning Inventory*.

Dr. Patton's primary areas of professional interest and activity are transition assessment & planning, assessment of adaptive behavior, real-life skills instruction, study skills instruction for students with special needs, differentiating instruction for students with differing needs in general education classes, and issues related to youth/adults with developmental disabilities who encounter the criminal justice system. These lines of inquiry result from his teaching experiences and professional involvement at the elementary, secondary, and postsecondary levels of schooling.

*International Award***Peter Mittler, CBE, PhD**

Following a first degree in Psychology from the University of Cambridge, Peter Mittler trained as a clinical psychologist in the National Health Service, working for 10 years in services for people with psychiatric and developmental disabilities. At this time, he worked with others to bring about the legislation

which made education authorities responsible for the education of all children with intellectual disabilities (1971).

In 1968 he moved to the University of Manchester as the first Director of the Hester Adrian Research Centre for the Study of Learning Processes in the Mentally Handicapped which became the largest university research centre in the field of intellectual disability in Europe. In 1982 he joined the Faculty of Education as Professor of Special Needs Education, becoming Dean of the Faculty from 1991 until his retirement in 1994. As Emeritus Professor, he organised and chaired the 5th International Special Education Congress which was held in Manchester in 2000, attracting over 1000 delegates from 98 countries

Within the UK he has served as chief adviser on intellectual disability to Secretaries of State for Social Services (1975–1982), was specialist adviser to the statutory bodies piloting the new National Curriculum in all English schools (1988) and chaired a government working party on the professional



training and development of all teachers working with pupils with special educational needs in both ordinary and special schools (1996).

Internationally, he has been involved in consultancy and advisory work in disability and education for the United Nations, UNESCO, UNICEF, WHO and ILO. He was

chief rapporteur for the UNESCO global conference on special needs education, held in Salamanca, Spain in 1994. He is a former President of Inclusion International and represented the organisation within the UN system from 1979–1994, also acting as co-chair of its Task Force on the UN International Year of the Family (1994). He edited the Proceedings of IASSID congresses in Washington and Jerusalem (1976, 1979).

Since retirement, he has been Distinguished Visiting Professor in the Department of Education at the University of Hong Kong where he was involved in teaching and action research on inclusive education (1997–1998). He has recently completed an editorial and writing consultancy for UNICEF, resulting in the publication of *Promoting the Human Rights of Children with Disabilities* (2007) prepared in response to the new UN Convention on the Rights of Persons with Disabilities (www.unicef-irc.org) and is delighted that President Obama has committed the USA to sign and ratify this Convention.

*Leadership Award***Wendy M. Nehring, RN, PhD**

Dr. Wendy Nehring has been active in the field of intellectual and developmental disabilities for 29 years. Her degrees are from Illinois Wesleyan University-Bloomington (BSN), University of Wisconsin-Madison (MS), and University of Illinois at Chicago (PhD). Her dissertation was entitled, "Pretend Play in Preschoolers with Down Syndrome".

Wendy has been fortunate to work with amazing nursing leaders: Dr. Kay Engelhardt at the University of Wisconsin, Madison; Dr. Felissa Lashley at the University of Illinois at Chicago; and Dr. Marilyn Krajceck at the University of Colorado, Denver. Dr. Kay Engelhardt, was the Nursing Division President of AAMD when she was Wendy's advisor. Kay opened many doors for Wendy and introduced her to AAMD and its many significant leaders.

In 1982, Wendy became a member of AAMD. From 1984–1987, Wendy was the Idea Network Editor for Mental Retardation Systems, the publication of the Illinois chapter of the AAMD. During her years in the PhD program, Wendy was the Nursing Vice President for Region VI from 1986–1989. During the period from 1989 to 1998, Wendy was a member of the Health Promotion and Prevention Committee of AAMR, obtained Fellow status in 1990, was the National Nursing Division President



from 1992–1994, and served on the Awards and Fellowship Committee 1997–2001 as well as the Publications Committee 1998–2000. In 1998, she was also the first nurse elected to the AAMR Board of Directors.

Since 1992, Wendy has been a faculty member and administrator at the University

of Illinois at Chicago, Southern Illinois University in Edwardsville, Rutgers University in Newark, NJ and now, she is dean and professor at East Tennessee State University College of Nursing in Johnson City, TN. In those years, she served on the Health Promotion and Prevention Committee again (2001–2004; chair, 2001–2003), the Board of Directors again (2003–2006), Nominations & Elections Committee (2007–2008), The Advisory Board for Environmental Hazards and Concerns (2004–present), and chair of the Action Group on Natural and Environmental Disasters (2006–present).

Over the 29 years that Wendy has been active in the field, she has been funded for her research on topics related to Down syndrome, neural tube defects, the role of nurses in developmental centers, and the history of nurses in intellectual and developmental disabilities. She has written a number of articles, book chapters, and books on nursing and the care of persons with intellectual and developmental disabilities.

Media Award

Paul H. Brookes Publishing Company

After gaining experience “in how not to do it,” as Paul Brookes likes to recall his stints with other companies in academic and medical publishing; it was 1978 when Paul resolved to build a publishing company that would focus on quality in its product, service to its audience, and independence in its operations. That first year, the dining room of the Brookes family home served as corporate headquarters, but by January 1980 the company had rented space in a three-story rowhouse in Baltimore, having put itself on the map in November of 1979 with the publication of *The Legal Rights of Handicapped Persons: Cases, Materials, and Text*. The title of that 1,180-page hardcover volume, soon to become an honored reference in the field of developmental disabilities, reflects an early stage in the journey toward person-first terminology, a journey Brookes Publishing has been proud to take along with this association as it has changed from AAMD to AAMR to AAIDD.

A decade later, Brookes Publishing was named to the annual list of “Fastest Growing Small Publishers” as ranked by the industry’s leading magazine, *Publishers Weekly*. Paul credits the company’s dedicated staff and the authors they found at AAIDD and other like-minded organizations for the realization of his dream to build a respected publish-



ing company. Over the years, the company has sought to publish works to help improve the lives of others. When the company undertook to write its vision statement, it opened and closed with the following: “Brookes Publishing believes that all people—regardless of ability, background, learning difference, or life challenge—

deserve to meet their potential... Ultimately, we measure our growth and our success not only by the number of products we publish or sell but also by the positive impact we have on children, adults, families, and communities.”

With more than 30 years of publishing and the Brookes logo now known throughout the world, the company looks forward to continuing to serve the fields represented by AAIDD. Paul accepts this honor on behalf of those he has had the privilege to work with as authors and colleagues in the pursuit of publishing excellence. There is no hesitation as he reaffirms his commitment to produce textbooks, tools, and resources that support the efforts of professionals and families to advance knowledge in early childhood, early intervention, inclusive and special education, intellectual and developmental disabilities, learning disabilities, communication and language, literacy, behavior, mental health, and more.

*Research Award***Marsha Mailick Seltzer, PhD**

Marsha Mailick Seltzer is Vaughan Bascom Professor and Director of the Waisman Center at the University of Wisconsin-Madison. She received her B.A. at the University of Wisconsin, Madison in 1972 in Psychology and Sociology, and earned a Ph.D. in Social Welfare from Brandeis University in 1978. After 10 years on the faculty of Boston University, she moved to the UW-Madison in 1988, and she has been a Waisman Center core investigator since that time. Dr. Seltzer became Director of the Waisman Center in 2002. With support from the National Institutes of Health, Dr. Seltzer's research focuses on life course impacts of disability on the family. She is interested in how lifelong caregiving affects the well-being of parents and siblings of individuals with disabilities,



including autism, fragile X syndrome, Down syndrome, and schizophrenia. In addition, she has studied how the family environment affects the development of individuals with disabilities. Dr. Seltzer served as the Interim Director of the Wisconsin Institute for Discovery between 2006 and 2008, and has a number

of academic affiliations across the campus, including the Institute on Aging and the Center for Demography of Health and Aging. Dr. Seltzer is chair of the Intellectual and Developmental Disabilities Research Centers Association and the author of over 130 publications. Dr. Seltzer is the recipient of the Distinguished Research Award of The Arc and the Christian Pueschel Memorial Research Award of the Down Syndrome Congress.

*Service Award***John J. McGee, PhD**

John J. McGee received his PhD in education from the University of Kansas. His dissertation was written on inclusive education and he has spent many years dedicated to helping marginalized children and adults, many with extremely severe behavioral challenges. This work has helped evolve his Gentle Teaching approach in schools, institutions, and community services in the United States and in many nations, especially in the Third World. His work in this area has been adopted in programs and services for individuals with intellectual disabilities, mental illness, centers for juvenile offenders, homes for the elderly, and street children. Dr. McGee presently is the federal court monitor in the Commonwealth of Puerto Rico where he has helped transform the service system from a number of institutional settings to a network of community programs and services across the Common-



wealth. He also holds a similar position in the State of Nebraska. He is also assisting the Macomb-Oakland Regional Center as a senior consultant to its services for persons with intellectual disabilities and has aided in advancing this program's innovative community services to more than 4,000

individuals without the use of any physical management or restraint through the use of Gentle Teaching. Dr. McGee has created a Gentle Teaching network with the active participation of professionals, advocates, and parents from over 26 nations. He has written several articles and books on issues related to human rights, ethics, and the development of community alternatives. His books *Gentle Teaching*, *Beyond Gentle Teaching*, *a Primer on Gentle Teaching*, and *Mending Broken Hearts* have been translated into several languages including Spanish, Portuguese, and Japanese.

*Student Award***Judith M. S. Gross**

Judith Gross is at the dissertation stage of completing her Ph.D. in Special Education at the University of Kansas. She is currently a graduate fellow at the Beach Center on Disability under the advisement of Ann and Rud Turnbull. Judith's two primary areas of expertise are Family and Disability Policy and Autism



Spectrum Disorders. Her early academic career includes a B.A. in Special Education (Learning Disabilities and Behavior Disorders) from MacMurray College in 1997 and a M.Ed. in Interdisciplinary Studies (Curriculum and Instruction for Children with Severe Disabilities) from Montana State University, Billings in 2003. Both her educational and professional experiences have given her opportunities to work with individuals with intellectual and developmental disabilities across the lifespan.

As a fellow at the Beach Center on Disability, Judith has provided training and technical assistance to families across the nation on accessing and navigating multiple service systems (e.g., Medicaid, Social Security), creating "funding packages" using public funding and asset development, developing individual budgets, creating inclusive supports, and using person-centered planning to create a whole life in the community. In addition, Judith serves as an autism specialist through the Kansas Autism Waiver program that provides comprehensive early intervention services for families and young children with autism.

Prior to returning to school to complete her doctorate, Judith worked as a public school teacher in Montana in a middle

school setting facilitating inclusion in general education as well as providing community based instruction in life skills. Subsequently, she was the lead teacher in a specialized program for children with severe autism and communication impairments.

Since entering the doctoral program at the Beach

Center on Disability, the focus of Judith's research has been on disability policy in adult services and its impact on families and individuals with disabilities. More specifically, her dissertation is entitled *Identifying and Defining the Components and Indicators of Participant Direction*. Participant direction, also known as consumer direction or self-direction, is a model of service delivery, which benefits the consumer and/or his/her representative exercise some level of choice and control in directing the supports and services received. Her previous research on participant direction of Medicaid Home and Community Based Services revealed significant variation in implementation and level of consumer choice and control allowed from program to program, across and within states. Such variation has typically limited existing research to program specific outcomes. Therefore, this dissertation is the next step in Judith's research agenda, which seeks to develop a tool to assess an individual's level of choice and control with regard to directing their supports and services. Such a tool will facilitate research across various programs of implementation, allowing research to begin to associate levels of allowed choice and control with outcomes such as housing, employment, quality of life, and empowerment.



2009 AAIDD Fellow

Susan L. Parish, PhD

New 30-Year AAIDD Members

Norberto Alvarez, MD
 Ansley Bacon, PhD
 Pamela C. Baker, PhD
 William J. Bates, MD
 Marna L. Beatty
 Sidney W. Blanchard
 Bruce D. Boyd, PhD
 Richard D. Boyd, PhD
 David L. Braddock, PhD
 Vincent A. Campbell, PhD
 Debra M. Capener
 Paul Cesana
 Terry I. Cooper
 Joan S. Cooper, PhD
 Paul D. Cotten, PhD
 Joseph M. Davidson
 Deborah Davies, PhD
 Celia S. Feinstein
 Jerome H. Feldstein, PhD
 Willard B. Fernald, MD
 Elizabeth M. Fitzgerald, EdD
 Charles S. Holburn, PhD
 Nancy H. Huguenin, PhD
 Robert T. Ireland, PhD
 Irene Jakab, PhD, MD
 Charlotte M. Kimmel, PhD
 Marty W. Krauss, PhD
 Gregory L. LaForme, PhD
 Suzie M. Lassiter, PhD

Donna H. Lehr, PhD
 Roman W. Lemega, PhD
 Michael E. Maus, PhD
 Kevin P. McLaren, PhD
 Sadie F. Miller
 Stephen H. Morgan
 Nevalyn A. Nevil
 Patricia H. Nichols
 Barbara R. Nurenberg
 John H. O'Neill, PhD
 Allita H. Paine
 Mary I. Pearlman, MD
 Inge A. Pelzer, PhD
 Donna L. Ree
 Steven Reiss, PhD
 Johannes R. Rojahn, PhD
 Mary Ann Ronski, PhD
 David C. Ruppell
 Robert H. Schram, PhD
 Nirbhay N. Singh, PhD
 Carolyn J. Smith,
 Alphonso L. Sorhaindo, PhD
 Donna K. Spiker, PhD
 Samuel J. Thios, PhD
 Steven Vernikoff
 Donald R. Whipker
 John H. Whiteley, PhD
 C.T. "Dickie" Yu, PhD



Past Presidents

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

Our Former Presidents are:

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





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