

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

**SPECIAL
POINTS OF
INTEREST:**

- Upcoming AAIDD Annual Meeting (pg. 1)
- Post-doc opportunity at Georgia State (pg. 2)

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AAIDD Student and Young Professionals Newsletter

VOLUME 1, ISSUE 6

MAY, 2009

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

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

committee (formerly SJMRR).

Please contact Committee Co-Chair Loui Lord (lordnelson@raiseinc.com

if you have any questions or are interested in joining this active committee. We look forward to hearing from you!



Knowledge Support Empowerment

Upcoming AAIDD Annual Meeting

The 2009 AAIDD Annual meeting will be held June 10th through June 12th in New Orleans, LA. The theme of this year's conference is "Creating Enviable Lives: The Business Plan." This will be a different type of conference that includes interactive cafes, roundtables, panel presentations, interactive posters, and plenary sessions. Major topics include: Emergency Preparedness; Employment; Leadership; Supports; Managing Agencies; and Succession Planning. Additionally, there are many presentations that deal with health, aging, technology, behavior, education, families, and a host of other issues. Plenary sessions will cover employment, leadership training for self-advocates, emergency preparedness, managing agencies, and planning.

In addition to the conference activities, there will be

many events that are relevant to student and early career professionals. There will be a student lunch on Thursday June 11th. Glenn T. Fujiura, Ph.D. will be giving an informal talk at the luncheon entitled, "Emerging issues in disability: Challenges and opportunities for early career professionals." Additionally, there will be a social hour on the night of Wednesday June 10th at a local restaurant and bar for students and young professionals to network and get to know others in the IDD field. There will also be a session devoted to students and early career professionals on Thursday June 11th from 7:30 to 8:30am. Overall, this should be a great conference for students and early career professionals.

To learn more about the conference please visit http://www.aamr.org/content_223.cfm?navID=75. To register for the conference please visit http://www.aamr.org/content_1423.cfm?navID=190. There is a special discount for students. Information about accommodations can be found at http://www.aamr.org/content_266.cfm?navID=77. We hope to see you in New Orleans!



Research and Training Opportunities in IDD

Post-Doctoral Research Fellow in Language and Literacy with Special Populations at Georgia State University

Available for fall 2009, the *Center for Research on Atypical Development and Learning* (CRADL) at Georgia State University is searching for applicants for two-year post-doctoral research fellow positions in language and literacy with special populations. The positions are a part of the CRADL's Institute of Education Sciences (IES) Post-Doctoral Research Training in Language and Literacy with Special Populations Program. The positions allow individuals to personalize their own research agenda and experiences within the context of interdisciplinary research teams. Individuals will have the opportunity to work with one or more of the following IES or NIH-funded projects:

- Evaluating the Effectiveness of Reading Interventions for Students with Mild Mental Retardation
- Improving Deaf Preschoolers' Literacy Skills
- Literacy Instruction Based on Evidence through Research for Adjudicated Teens to Excel
- Multiple Component Remediation for Struggling Middle School Readers
- Parent-Implemented Augmented Language Interventions for Young Children with Developmental Disabilities
- Integrated Functional Literacy for Students with Moderate to Severe Disabilities
- Research on Reading Instruction for Low Literate Adults

Highlighted are projects of particular interest to young career professionals within the AAIDD network. The Evaluating the Effectiveness of Reading Interventions for Students with Mild

Mental Project led by Drs. Rose Sevcik, Robin Morris, and Mary Ann Romski evaluates the impact of early developing reading skills, reading fluency, and beginning reading comprehension skills along with other developmentally related language and cognitive skills with students with mild mental retardation who have not yet learned to read or have evidence of difficulty in reading skills. The Parent-Implemented Augmented Language Interventions for Young Children with Developmental Disabilities lead by Drs. Rose Sevcik, Mary Ann Romski, Lauren Adamson and Roger Bakeman examines the effects of early parent-implemented augmented language interventions for young children who encounter difficulty acquiring speech and language. Finally, led by Drs. Paul Alberto and Laura Fredrick, the Integrated Functional Literacy for Students with Moderate to Severe Disabilities Project examines three instructional components: (a) visual literacy instruction, (b) sight word instruction, and (c) phonics instruction within an integrated literacy curriculum.

This unique opportunity allows participants to pursue their own interests rather than serve as project directors. Individuals will gain training in the design of field-based interventions with special populations; the application of multiple research methodologies and advanced statistical techniques; and be included in various professional activities. Provisions for the post-doctoral positions limit funding to US citizens and permanent residents. For more information and application details go to the IES Postdoctoral Training Program at CRADL (<http://www2.gsu.edu/~wwwaty/ies.html>) or contact Program Co-Directors Drs. Rose A. Sevcik rsevcik@gsu.edu or Amy Lederberg alederberg@gsu.edu. Review of applications will be ongoing until the positions are filled.



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

SJMRR Teleconference Summary

Topic: Effective Networking Activities and Mentoring Experiences

Speakers: Dr. Ann Turnbull, Distinguished Professor and Director of the Beach Center on Disability, Professor Bill Gaventa, Director of the Community & Congregational Supports at the Elizabeth M. Boggs Center on Developmental Disabilities in New Jersey, and Ms. Luchara Sayles Wallace, a Doctoral Student at the University of Kansas Beach Center on Disability.

The three speakers shared their tips, advice, and experiences from the perspectives of both mentor and mentee regarding networking within associations, agencies, and with individuals with disabilities and family members. The first speaker, Dr. Turnbull primarily focused her presentation on the issues of networking by sharing her personal experiences. She first mentioned her considerations in choosing associations by disability focus (e.g., AAIDD and TASH), discipline (e.g., CEC), role of association (e.g., The ARC), and age group (e.g., DEC). She then provided tips about networking in associations:

(a) meeting people, (b) starting with committees, (c) progressing through leadership roles, and (d) reaching different audiences. Dr. Turnbull went on to discuss networking with publishers: (a) helping established author with one or more chapters; (b) networking with editors and staff at conferences; and (c) submitting an idea for a book – finding an empty niche; networking with federal agencies: (a) arranging introductions to project officers, (b) participating in project directors' meetings, and (c) seeking opportunities to be a reviewer; networking with families (organizations and individuals): (a) connecting at local/state levels, (b) contributing to organizational agenda, (c) establishing relationships with individual families – offering real help, and (d) inviting families as speakers in classes.

Professor Gaventa focused his remarks on networking and mentoring from a mentor's perspective. After a brief description of mentor's and mentee's role, he discussed the relationship between mentor and mentee (e.g., not a "fix it"; not a "do it my way"; and outward and upward bound-to assist as needed) as well as strategies for a positive mentoring experience. These strategies include: (a) put your work out there, (b) offer to help, take a role, and do a job when the invite is open, (c) follow through, and (d) find out where rituals and traditions come from.

From a mentee's perspective, Luchara Wallace discussed the issues of developing natural and guided mentoring experiences and mentoring expectations. She identified the benefits of having a mentor as: receiving supports on the areas of (a) academic advice, (b) professional contacts, (c) recommendations for involvement, and (d) access to professional organizations. She further suggested three mentoring expectations: availability to answer questions, inclusion in professional activities, and exposure to professional opportunities.

Student Scholarship Winners!

The SECPC is excited to announce the recipients of this year's AAIDD Student Scholarship: Sayyedali Samadi of The University of Ulster at Jordonstown, Northern Ireland and Cameron Neece of UCLA, California. In addition, the SECPC in collaboration with the Psychology Division is excited to announce the recipient of the Psychology Division's Student Scholarship: Jennifer Jones. The process is over-

seen by an early career professional within the SECPC while a committee of AAIDD Fellows evaluate the submissions. Ali, Camie and Jennifer will receive their scholarship awards during the Annual Meeting in New Orleans. Be sure to stop by their poster presentations at the meeting and look for an overview of their research in future newsletters.



Knowledge Support Empowerment

A Publication of the AAIDD Student and early Career Professional Committee

Newsletter Committee: Cameron Neece, Loui Lord Nelson, and Karrie Shogren

Ad Hoc Committee Members and Newsletter Contributors

Cameron Neece, Co-Chair; cneece@ucla.edu
 Louise Lord Nelson, Co-Chair; lordnelson@raiseinc.com
 Meghan Burke; meghanbm@gmail.com
 Anna Esbensen; esbensen@waisman.wisc.edu
 Judith Gross; jgross@ku.edu
 Susan Havercamp; susanmhavercamp@ddcaps.org
 Jennifer Jones; jennifer.jones@okstate.edu
 Nancy Miodrag; nancy.miodrag@mail.mcgill.ca
 Stella Nwokegi; snwokeji@utm.edu
 Shea Obremski; obremski@ku.edu
 Susan Parish; parish@unc.edu
 Karrie Shogren, Board Liaison; shogren@mail.utexas.edu
 Mian Wang; mwang@education.ucsb.edu
 Luchara Wallace; lsw7@ku.edu
 Shelley Watson; swatson@laurentian.ca
 Nina Zuna; nzuna@ku.edu

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

Please visit our website at http://www.aamr.org/content_297.cfm?navID=86 for more relevant information.

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

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

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

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

Student and Young Professional Members will be noti-

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

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

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

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