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SPECIAL POINTS OF INTEREST:

- Upcoming AAIDD Annual Meeting (pg. 1)
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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 Nelson at lordnelson@raiseinc.com

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



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Upcoming Annual Meeting

The Ocean State will serve as the host of the 2010 American Association on Intellectual and Developmental Disabilities Annual Conference. Considered a “cultural jewel,” the revitalized city of Providence, Rhode Island provides amenities for all visitors. From authentic Italian food up on Federal Hill to the famous evening entertainment of Waterfire, this city is a perfect site for the next AAIDD Annual Conference. This year, members of the association will be deeply saddened to say goodbye to AAIDD’s esteemed Executive Director Doreen Croser, who for over twenty years has promoted the mission and values of AAIDD to improve the lives of people with intellectual and developmental disabilities. It will be a

bittersweet time in the history of AAIDD, as members bid farewell to Ms. Croser and welcome with open arms the new Executive Director. New to this year’s conference will be unique opportunity to attend training on the recently published *11th Edition of the AAIDD’s Intellectual Disability: Definition, Classification, and Systems of Supports*. This highly anticipated manual contains current information about Intellectual Disability including best-practice guidelines on diagnosis, classification, and the identification of support systems. Additional trainings will include those on AAIDD’s popular *Supports Intensity Scale*, and other emerging areas of interest.

Students and early career professionals are encouraged to attend the annual meeting and take advantage of this opportunity to meet leaders in the field as well as network with other student and early career professionals. As with previous conferences, there will be an array of activities targeted to students and early career professionals. Last year’s meeting featured a student lunch, a student and early career social hour at a local restaurant, a first time attendee session, and multiple presentations by students and early career professionals including one session specifically highlighting student and early career professional research and practice. Mark your calendar for June 8-11, and we hope to see you in Providence! Visit www.aaidd.org for more information!

Research and Training Opportunities in IDD

The Ohio State University Nisonger Center – UCEDD invites applications for a postdoctoral researcher in intellectual disability and autism spectrum disorders.

The Nisonger Center offers interdisciplinary clinical and research training in the area of ID/ASD diagnostic clinics, psychopharmacotherapy, transition programs, health promotion, applied behavior analysis, dual diagnosis, adult social programs, and scale development. This postdoctoral research fellowship is 12 months in duration, beginning 1 September 2010, with an optional second year. Requirements include a completed doctoral degree in psychology or a related discipline and strong interests/experience in ID or ASD.

The Nisonger Center was founded in 1966 as an interdisciplinary program of The Ohio State University. The Nisonger Center is a federally-funded University Center for Excellence in Developmental Disabilities. We have an interdisciplinary faculty that includes approximately 95 faculty and staff from more than 15 disciplines including: psychology, applied behavior analysis, psychiatry, pediatrics, dentistry, nursing, special education, early childhood education, social work, speech & language pathology, occupational therapy, physical therapy, public health, audiology, and parent advocacy. Our commitment is to excellence in teaching, services, and research.

Our Mission: The mission of The Ohio State University Nisonger Center is to work with communities to value and support the meaningful participation of people with disabilities of all ages through educa-

tion, service and research. The Center provides assistance to people with disabilities, families, service providers and organizations to promote inclusion in education, health, employment and community settings.

Our Vision: Through interdisciplinary collaboration we will lead in research, education and service to improve the lives of persons with disabilities, their families and service providers worldwide.

Our Values: The Nisonger Center incorporates the values of community inclusion, cultural diversity and self-determination across the lifespan.

For more information on how to apply please visit our website at: www.nisonger.osu.edu or email: marc.tasse@osumc.edu

If interested: send a letter detailing professional interests and goals, CV, and three letters of recommendation to Marc J. Tassé, PhD, Director - Nisonger Center, The Ohio State University, 1581 Dodd Dr. Columbus, OH 43210 or email: marc.tasse@osumc.edu

Application deadline is April 15, 2010. OSU is an Equal Opportunity/ADA employer.



The Student and Early Career Professionals 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

The March 23rd webinar featured **Carol Curtin, MSW**, Research Assistant Professor at the University of Massachusetts Medical School and **Erik Carter, Ph.D.**, Assistant Professor of Special Education at the University of Wisconsin-Madison. The speakers provided an overview of successful grant writing.

Mrs. Curtin began by discussing the reasons why we engage in grant writing. Some of the reasons Mrs. Curtin described were to support the activities of your organization (including training and research), advance scientific knowledge, legitimize your projects and enhance your organization's prestige, as well as to advance your own professional career - because the ability to bring in money can open many doors for you professionally. Mrs. Curtin concluded with the following **10 commandments of grant writing**.

1. Have a creative, unique, and fundable idea
2. Support why your project should be funded and why you are the one to carry it out
3. Write a logical and explicit proposal
4. Be concise – use jargon free language
5. Write with passion and enthusiasm – if you are not excited about it others won't be either
6. Call funders in advance to ensure there is a match between

- your idea and the funding
7. Follow funder instructions exactly!
8. Make sure budget aligns with your goals/objectives/methods – don't add in unrelated extras
9. Proofread, Proofread, Proofread!
10. If turned down – don't get discouraged – keep trying and you will succeed.

Dr. Carter then reflected on lessons learned in his own early professional career submitting for Institute of Education Science (IES) competitions. Some recommendations Dr. Carter shared for early career professionals are:

1. Sign up for grant notification services – find out what is being funded through the major foundations/agencies and what the grant cycles are;
2. Check what internal funding is available at your institution
3. Consider whether you really need a grant to do your work
4. Find out who in your department/school/university can support your grant writing work (e.g., application preparations, budget preparation, packaging)
5. Find out what is valued at your institution – do you need grants to get tenure or will within institution funding support your work and facilitate scholarship.

Dr. Carter strongly encouraged early career professionals to apply for internal university funded grants because they often have a quick turnaround, are typically less competitive, are usually prioritized for early career faculty, and can give you good experience and build your vita.

If you missed the webinar, you can find the recorded conference and the presenters' PowerPoint files at: <http://www.aucd.org/template/event.cfm?>

Student Research Highlight

By: Sayyed Ali Samadi & Roy McConkey

Introduction

Family members are the primary provider of care and well-being for persons with learning disability. They are vulnerable to many psycho-social problems and difficulties (Magana, 2006) There is dearth of research in non-Western countries.

This study was done to describe the impact on parental well-being of having a child or young adult with intellectual disability in Iran. Other aims were the impact on mothers and fathers and to identify the need for support.

Method

A convenience sample of 50 parents was recruited. The sample consisted of fathers (N=18 – 36%) and mothers (N=32- 64%). Half of the children were aged less than 20 years and half were aged 20 to 30 years. The following scales were used in this study

- Family functioning (Epstein et al, 1983)
- General Health Questionnaire (Goldberg & Williams, 1991)
- Parental Stress Index (short form) (Abidin, 1990)
- Parental Satisfaction (based on Hasting et al, 2005)
- Demographic information about the family was also collected.

Results

Result showed that Mothers reported poorer health compared to fathers (Chi Sq=13.0, df=1, $p<0.001$). It was also showed that mothers also reported greater stress (Chi Sq= 13.3, df=1, $p<0.001$). Another finding was that Mothers had more dysfunctional interactions with their child (Chi Sq = 11.4, df=1, $p<0.001$) on the subscales of the Parenting Stress Index and they reported more difficulties with their son or daughter (Chi Sq= 10.38, df= 1, $p=0.002$).

Poorer parental health was significantly correlated with: Greater stress ($r=0.459$, $p<0.006$), less satisfaction with caring role ($r=0.455$, $p<0.007$), family functioning ($r=0.449$, $p<0.006$) and caring for persons with more severe disabilities ($r=-.427$, $p<0.006$). The correlation with the age of the person was not significant.

Discussion

As in other countries, Iranian mothers caring for a son or daughter with intellectual disabilities experience significant stress and health problems. Fathers appear to fare better but it may result from decreased involvement with the affected child and cultural expectations

that fathers should be able to cope. The lack of informal supports may reflect cultural factors that inhibit parents from seeking or being offered assistance. Mothers especially would benefit from greater emotional support.

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- Hasting, R.P., and Taunt, H.M. (2002) Positive Perceptions in Families of Children with Developmental Disabilities. *American Journal of Mental Retardation*. 107,2,116-127.
- Magana, S., Schwartz, S. J., Rubert, M. P. and Szapocznik, J. (2006) Hispanic Caregivers of Adults With Mental Retardation: Importance of Family Functioning. *American Journal on Mental Retardation*, 111, 4, 250–262

AAIDD Website

Have you ever wondered if other students are attending a conference?

Looking for relevant research for a paper you are writing?

Need tips on applying to graduate school or for a scholarship?

Why not post something on the AAIDD Community Page?

The AAIDD Community Page is AAIDD's Online Community, which provides innovative ways for people to connect, learn, collaborate, and belong. This is a really user-friendly feature of the AAIDD website that allows member to join divisions, create blogs, or participate in forums related to intellectual and developmental disability issues.

This website feature provides lots of networking opportunities such as the "People" feature, where you can view people in the AAIDD online community or view their personal profile pages.

The Online Community application also allows you to create your own blog, a group blog, plus comment on others members' posts. Early career professionals can write about their experiences with their theses, dissertations, application process, or anything related to research in intellectual or developmental disabilities.

Forums are another oppor-

tunity to discuss intellectual and developmental disabilities. Right now there is an active forum for all users of the Positive Behavior Support Training Curriculum to discuss issues arising from implementing the Curriculum

Joining the Community Page is really easy. Just create a profile and start navigating the features (See below for instructions). Happy networking!



INSTRUCTION BOX

Access the AAIDD Community Page from AAIDD's homepage (www.aaidd.org) or from the Early Career Professionals Page (www.aaidd.org/ecp). Click on the AAIDD Community Link and cre-

ate a profile. You will need to provide a username and password, then can customize your page with a picture, education information, e-mail address, research or clinical interests, plus whatever you think is relevant. After that, you are free to start a blog, join a forum, or comments on other members'

posts. If you have any questions, there is a great Online Help feature, where you type your query and will receive a prompt reply. Happy networking!



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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
 Melissa DiSipio: mdisipio@pmhcc.org
 Anna Esbensen; esbensen@waisman.wisc.edu
 Anke Gross: anke.gross@gmx.de
 Judith Gross: jgross@ku.edu
 Susan Haverkamp: susanmhavercamp@ddcaps.org
 Nancy Miodrag: nancy.miodrag@vanderbilt.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 Sayles 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>