

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

**SPECIAL
POINTS OF
INTEREST:**

- Upcoming AAIDD Annual Meeting (pg. 1)
- Positive Behavior Support Book Review (pg. 4)

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AAIDD Student and Young Professionals Newsletter

VOLUME 1, ISSUE 3

APRIL, 2008

Welcome to the 3rd Issue of the AAIDD Student and Young Professional Newsletter!

This newsletter was created to connect and share 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 SJMRR committee. Please contact SJMRR Committee Co-Chair Cameron Neece (cneece@ucla.edu) if you have any questions or are interested in joining this active committee. We look forward to hearing from you!



Knowledge Support Empowerment

AAIDD 132nd Annual Meeting: May 28-29th 2008

It's time to start making your arrangements for AAIDD's 132nd Annual Meeting! The meeting will be held in Washington DC on **May 28th – 29th, 2008**. The focus of the meeting is *The New Professional: Leadership in Science, Practice, Policy and Advocacy* and will feature a new and exciting format. There will be four plenary sessions followed by breakout sessions that focus on cutting-edge issues in the field of intellectual and developmental disabilities including: Are Genes Destiny?; Living A Real Life; The New Professional; and It's A New World! There will also be a special Health Round Table, a NADD symposium, and several workshops organized by leaders in the field. The poster session will also be a major highlight and is one of many events that will be organized to create opportunities for networking between current and emerging leaders in the field. Please visit

www.aaidd.org for more information about the conference and start planning now to attend. If you have any ideas or suggestions for the conference or if you would like to be involved in organizing student and early career professional activities feel free to contact Karrie Shogren (shogren@mail.utexas.edu). We look forward to hearing from you!

Special Conference Activities from AAIDD Psychology Division & Mental Health Services SIG

AAIDD Psychology Division and Mental Health Services SIG invite their members and all AAIDD Student Members to a sponsored workshop entitled: "Ethical Issues in the Assessment and Treatment of Behavioral Disorders." This workshop is restricted to members of the AAIDD Psychology Division, AAIDD Mental Health Services SIG, and

AAIDD Student members only. There is NO COST for participants to attend this workshop. It will be held on **Friday May 30, 2008** from **9am to 12pm**. The presenter will be R. M. "Duke" Schell, Ph.D. from the J. Iverson Riddle Developmental Center in Morganton, NC. This workshop will focus on ethical issues related to the assessment and treatment of severe behavioral disorders and the management of treatment plans that address them. Ethical issues will be discussed across several treatment settings including homes, schools, intellectual and developmental disabilities and mental health facilities, and community ID/MH settings. 3 hours of Continuing Education credits is available for psychologists. Please contact **Marc Tasse, Ph.D.** (mtasse@fmhi.usf.edu) for more information.

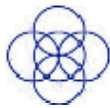
Research and Training Opportunities in IDD:

The Waisman Center

The AAIDD Ad Hoc Committee on Student / Junior Member Recruitment and Retention (SJMMR) continues to work on our on-line resource to catalog university programs in the IDD field. At a future date, this resource will be posted on the Young Professionals webpage. The purpose of this initiative is to provide students and young professionals with a resource for locating educational and research opportunities within the IDD field spanning graduate and post-doctoral studies. This month our featured research and training opportunity comes from the Waisman Center at the University of Wisconsin-Madison.

Research at the **Waisman Center** focuses on the advancement of knowledge within the study of developmental disabilities, human development, and neurodegenerative diseases. Students who seek training at the Waisman Center will “learn firsthand how successful approaches to research and treatment derive

from synergies among the disciplines.” (from p. 6 *Profile of the Waisman Center*). The Center is currently soliciting applications for a postdoctoral position funded through the National Institute of Child Health and Human Development; this position focuses on behavioral and social research in developmental disabilities. Fellowships are intended for new Ph.Ds and junior faculty who wish to complete two years of research in developmental disabilities. To find out more information about this postdoctoral fellowship, go the Waisman Center webpage titled *Training Programs in Developmental Disabilities Research* at <http://www.waisman.wisc.edu/nih.html> or contact Leonard Abbeduto at abbeduto@waisman.wisc.edu. <http://www.waisman.wisc.edu/news/index.html>



WAISMAN CENTER

The Student/Junior Member Recruitment and Retention 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.

Get Involved and Pump Up that Vita: We need you on the AAIDD Student and Junior Member Committee!

Are you looking for ways to enhance your vita? The SJMMR Committee is looking for a few students and/or junior members who are interested contributing to AAIDD in the following ways:

Coordinator for the Guide Program. This person will conduct matches between AAIDD Fellows/Guides and students/junior members. This person will also oversee outreach efforts to AAIDD Fellows and students/junior members to help grow the initiative. Expected time commitment: 1 hour per month for SJMMR Committee meetings. Ap-

proximately 1-3 hours per month on coordination activities.

Teleconference Planning Team Members. These individuals will work with the teleconference coordinator to identify student/junior member focused topics, select teleconference dates, write pieces for AAIDD’s FYI, and provide updates to YP Page coordinators. Expected time commitment: 1 hour per month for teleconference committee meetings. Approximately 1 hour per month on the above listed activities.

If you are interested in either of these positions or want more information on how you can get involved in the SJMMR committee please contact SJMMR Co-Chair **Loui Lord Nelson at** (lordnelson@raiseinc.com).



Summary of Academic Job Search Teleconference

Speakers: Dr. Laura Lee McIntyre of Syracuse University and Dr. Mark O'Reilly of University of Texas Austin

Dr. McIntyre shared her experiences searching for academic jobs in both post-doctoral fellowships and faculty positions. She discussed how she approached the job search process with her identified personal goals in mind. Factors she considered when identifying positions of interest included: colleagues as partners in future work, mentorship opportunities, promotion and tenure expectations, start-up package and resources for junior faculty members (e.g., travel and research support, moving expenses, reduced teaching load, funding for graduate students), external funding expectations (e.g., tenure requirements and graduate student funding), and teaching, research, and service expectations. She described the interview process as a "day and a half dissertation defense" typically lasting from 8 AM to 8 PM, involving dinners and meetings with faculty members, the search committee, graduate students, the department chair, and the Dean. Common job talk questions included:

- How would you bring what you are currently doing to _____?
- What would you be doing here?

- What kinds of resources would you need to continue your current line of work?

Regarding the negotiation process, she recommended talking to your mentor and established faculty members for advice and locating the university's public report on current faculty salaries and experiences.

Dr. O'Reilly discussed his experiences as search committee chair on the other end of the interview process. He offered several suggestions about the preparation of application materials: (1) Read the job ad carefully – make sure you are a match for the position; (2) Write a comprehensive letter of intent about who you are, what your experiences are, whom you are working with, and how your experiences align with the job requirements; (3) Make sure that your vita includes your projected graduation date, publications, educational, research, and teaching experiences. If you don't have publications, include current areas that you are working on. Suggestions for the interview process included:

- Check out the university and department website
- Read work of the committee and department members
- Watch how you dress – invest in nice clothes and polish your shoes
- Be confident but not arrogant
- Prepare your presentation – practice with colleagues and come prepared with handout copies in case of technological failure
- Be careful what you discuss with different faculty members – ask your mentor about "dos and don'ts"
- Use common sense when asking people for references
- Don't complain about the place you are coming from – it speaks poorly about your character.

AAIDD and AUCD Collaboration

AAIDD has entered into a new and exciting partnership with AUCD, the Association of University Centers on Disabilities. AUCD is an organization that supports and promotes a national network of university-based interdisciplinary programs advancing policy and practice for and with individuals with developmental and other disabilities, their families, and communities. Network members consist of University Centers for Excellence in Developmental Disabilities (UCEDD), Leadership Education in Neurodevelopmental Disabilities (LEND) Programs, and Developmental Disability Research Centers (DDRC). These programs serve and are

located in every U.S. state and territory and are all part of universities or medical centers. They serve as a bridge between the university and the community, bringing together the resources of both to achieve meaningful change. The purpose of the AUCD / AAIDD partnership is to facilitate and promote collaboration and cooperation between the two organizations on activities to support students and early career professionals. We look forward to bringing you more information about this partnership over the coming months and invite any suggestions you may have for activities that AUCD and AAIDD

could engage in to better support students and early career professionals. Please feel free to contact Karrie Shogren (shogren@mail.utexas.edu) or Joe Caldwell (jcaldwell@aucd.org) with ideas or suggestions or if you would like to play a role in the development of this partnership.



A Review of AAIDD's Positive Behavior Support Training Curriculum, Second Edition.

Dennis H. Reid and Marsha B. Parsons

The purpose of the Positive Behavior Support Training Curriculum is to offer trainers of direct service staff a curriculum grounded in the values and practices of PBS. The authors have expertly developed a curriculum with succinct, highly structured, and participatory activities that will lead staff to a greater understanding of and improved application of PBS principles. Additionally, this curriculum provides staff with a clear pathway for learning and simultaneously encourages further growth and understanding of the trainers.

As denoted within the table of contents, the 415 page manual is divided into three major sections. Section I is specifically for the trainers; Section II contains the training modules for direct support staff and supervisor trainees; a "Supervisors Only" section is slipped in between the second and third section; and, Section III contains on-the-job observation forms to guide the trainers' assessment of the trainees. In addition, each binder comes with a PowerPoint presentation of the overhead transparencies on DVD. All of this is contained within a hard-sided, three ring binder with easy access tabbed dividers.

Pages 3-9 of Section I orient the manual user. This introduction describes the instructional tools available to the trainers and where they are located. It also provides a helpful Mastery Skills Checklist. This checklist acts as a rubric to help both the trainer and trainee understand what skills are assessed within each module.

Each module within Section II is organized to benefit both the trainers and the trainees. The objectives, method, skills check, training time needed, and materials included are clearly described at the beginning. These modules are designed so the trainers can expertly guide trainees to their own understanding of PBS through activities ranging from discussion to role-playing. The accompanying overhead slides and activity sheets provide a specific and well designed structure for any trainer.

This manual could effectively be used by individuals involved in direct

service and those who have studied PBS in the university setting. Students and early career professionals interested in the application of PBS should own this manual as both a reference tool and as a quality reminder of scenarios and experiences from the field. For those in direct service leadership, this manual should be used to ground your staff trainings in not only PBS, but also in all areas of service provision.

The Positive Behavior Support Training Curriculum offers clear strategies and guidance to trainers and is infused with straight-forward examples and clear explanations of the philosophy of PBS. It is presented simplistically and invitingly. If your work is focused on the use of PBS within the direct service field, this curriculum will become your guide to best practice and quality application.

Question Corner: How do I get information on DC for the Convention?

Visiting Washington DC for the AAIDD conference? Washington DC area has a variety of excellent accommodations that will provide comfort and convenience to conference attendees. Start by deciding on what you are looking for in a hotel- ranking, price or convenience. You can also look at institutions of learning that may have dormitories at a reasonable price. You may also want to stay in one of the tri-state area (Maryland or Virginia) where accommodation may be more affordable than DC. These areas are few minutes

from DC and transportation is not a problem. Below are a few websites that may be good resources.

Getting Around

[http://www.washington.org/index.cfm?](http://www.washington.org/index.cfm?blnNav-View=True&idContentType=430&idCurrentPage=31)

[blnNav-](http://www.washington.org/index.cfm?blnNav-View=True&idContentType=430&idCurrentPage=31)

[View=True&idContentType=430&idCurrentPage=31](http://www.washington.org/index.cfm?blnNav-View=True&idContentType=430&idCurrentPage=31)

Accommodations and Attractions

<http://www.washingtondc.com/>

In each newsletter we will address questions posed by student / junior members of AAIDD. If you have a question you would like answered in a future newsletter email Stella Nwokeji at snwokeji@utm.edu.



Knowledge Support Empowerment

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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 teleconferences 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.

Visit www.aidd.org/YP for more information on issues relevant to students and young professionals

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 graduate 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 website.

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.aidd.org/Membership/form.shtml>