



PSYCHOLOGY IN INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

OFFICIAL PUBLICATION OF DIVISION 33

AMERICAN PSYCHOLOGICAL ASSOCIATION

Volume 39, Number 1

Summer 2013

Thinking out of the box: The Intersection of ID and Autism

Jan Blacher

University of California - Riverside



Welcome to Division 33, and delve into the research at the 121st Annual Convention of the American

Psychological Association in Honolulu, July 31st - August 4th, 2013.

This year's program breaks new ground for Division 33, both in the intensity of interest (as demonstrated by the number of papers and posters submitted) and in the breadth of interest (with many submissions from research teams and individuals who are not Division 33 "regulars"). The combined theme of ID and autism has inspired papers that we hope will shed new light on old problems.

Most of you should have received an early copy of the Division 33 program, which also appears in this Newsletter issue. I owe mountains of thanks (or should I say, *volcanoes* of thanks?) to Dr. Shana Cohen, my post-doctoral scholar, and conference program Co-Chair. Shana is probably better known to the APA Office than any of us, and is responsible for the creative programming (APA did not give us nearly enough hours this year), new efficiencies and wrangling with APA. Any blame is mine!

With regard to the program, we have publicized widely the two Keynote Sessions, as well as the special presentations by the winners of the Jacobson Award (Dr. Sally Rogers) and Doll Award (Dr. Steve Warren). However, we now have two Student awardees as well: Melissa Wasserman won the research excellence award sponsored by the Journal on Intellectual Disability Research for her poster on *Friendship Quality and Conflict in Peers with Autism*. Hillary Hurst won the research excellence award sponsored by Springer + Business Media for her poster on *Parent-Teacher and Student-Teacher Relationships Over Time for Young Children with ASD*. In addition, we will be honoring all Early Career Professionals at the annual Business Meeting, held on Friday afternoon, 3 pm, to be followed by the Jacobson Award Address and the Social Hour.

There are many other outstanding papers and posters this year. In fact, we had such a dearth of program hours that, in order to accept more outstanding submissions, we accepted dozens of papers as posters. Thus, be sure to visit the two packed poster sessions as well, one Wednesday morning at 10 am, and the other on Saturday morning at 11 am, immediately following the Doll Award Address. These poster sessions include sophisticated findings and some late-breaking data from senior colleagues as well as from early career professionals and graduate students.

Finally, the research represented in our Division 33 program is quite varied, and we urge you to go outside your comfort zone and explore it all. As Will Rogers purportedly said, "*Why not go out on a limb? That's where the fruit is.*" And in Hawaii, you're bound to find pineapple, guava, papaya, mango, passion fruit, lychee, and even apple bananas....

* * * * *

Among the major points of interest you might consider while you are at APA are the Polynesian Cultural Center (Oahu), the USS Arizona and USS Missouri Memorial at [Pearl Harbor](#), The National Memorial Cemetery of the Pacific (Oahu), and Iolani Palace (the only royal palace in the U.S.), Bishop Museum, and [Waikiki Beach](#) (all in Honolulu).

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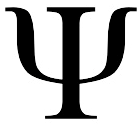
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Message from the President

Alice S. Carter
University of Massachusetts, Boston



It continues to be an honor and privilege to represent you as President of Division 33. It is also remarkable to pause and notice how quickly the year is passing. I hope that I will have the opportunity to visit with many of you in Hawaii this August and to share in the wonderful program that Jan Blacher, President-Elect and Program Chair ably organized with Shana Raquel Cohen, in the role of Program Co-Chair. As you will see in the pages that follow, the 2013 Division 33 program is stellar!

If we were to all turn out, we would be quite a crowd. Our 2012 membership count was 526, which reflects stability in our membership numbers. As many other divisions have been experiencing a decline in membership, we can be extremely grateful to Laura Lee McIntyre, Ph.D., who has been tireless in her efforts to seek new and maintain existing members and to infuse our division with a welcoming, inviting, and warm culture. In addition, Dr. McIntyre has organized an informal student gathering that promotes

both horizontal and vertical networking opportunities within the division. Dr. McIntyre has been a remarkable Membership Chair and I hope that you will join me in thanking her for her many years of enthusiastic service as Membership Chair. As Dr. McIntyre transitions to the role of President Elect Designate, we are extremely fortunate that **Eric M. Butter, Ph.D.** will assume responsibility for the role of Membership Chair.

One of the important initiatives that Division 33 has embarked on is to increase involvement of early career professionals in divisional governance. This is consistent with many efforts throughout the American Psychological Association. Toward this end, Abbey Eisenhower, Ph.D. will be serving as the ECP representative to the Division 33 Executive Council. This is a newly established position that highlights the importance of looking toward the future of Division 33, to make sure that we can maintain a vibrant focus on intellectual and developmental disabilities within the American Psychological Association through our Division 33 activities. In addition to her role on the Executive Council, Dr. Eisenhower will be representing Division 33 at the convention by participating in an ECP Leadership Network (ECPLN) meeting.

Finally, the publication of the DSM V provides an opportunity for revisiting recommendations for best practices for assessment and diag-

nosis of intellectual and developmental disabilities; In DSM V both intellectual disability and autism spectrum disorders are grouped within the category of neurodevelopmental disorders. Please see the contribution in this newsletter by Jamie McPartland, Ph.D., who has outlined updates in the diagnosis of autism spectrum disorders in the DSM V. We will be discussing the implications and merits of the new criteria for intellectual and developmental disabilities in Hawaii.

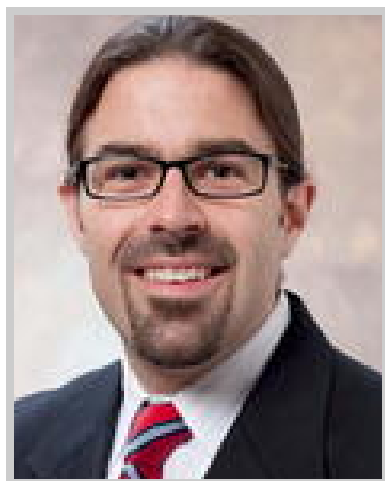
I truly hope that you will join us in Hawaii for the wonderful program, networking and connecting with colleagues, and the opportunity to reflect on where the field of intellectual and developmental disabilities is headed. I hope that our conversations and shared learning will help each of us move the field forward – in our research and in the supports that we can offer to individuals with intellectual and developmental disabilities and their families so that they can live fulfilling and meaningful lives

Finally, as our end of year Executive Council meeting approaches, I hope that you will consider sending me your ideas – particularly ideas for ad hoc committees or discussions that our membership might pursue. I can be reached via emails at alice.carter@umb.edu. Looking forward to seeing many of you in Hawaii!

Moving Forward: Understanding the DSM-5 Criteria for Autism Spectrum Disorder

James McPartland

Child Study Center, Yale University School of Medicine



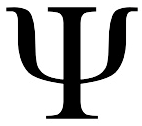
The American Psychiatric Association published the Fifth Edition of the Diagnostic and Statistical Manual of Mental Disorders in May (2013). Among changes to numerous psychiatric and developmental disorders, this revision introduced a significant restructuring of the diagnostic criteria for autism. Most of these alterations were made public in January 2011, with the posting of the then-draft criteria. This article will first review the changes presented in initial drafts and summarize research conducted to examine implications of these draft criteria. Next, the additional revisions revealed in May 2013 will be discussed, along with the questions they raise for clinicians and researchers in the coming months.

Major changes to ASD were evident in the January 2011 draft criteria. The class of Pervasive Developmental Disorders (PDDs) was merged into a single class of Autism Spectrum Disorder (ASD). This umbrella category subsumed the previously distinct PDDs of Autistic Disorder,

Asperger's Disorder and Pervasive Developmental Disorder – Not Otherwise Specified (PDD-NOS). The classic “triad” of impairments spanning social behavior, communication, and repetitive and restricted behaviors was collapsed into two categories, preserving restricted and repetitive behaviors and merging social and communicative difficulties into a single domain of difficulties in social communication and social interaction. This social-communication category was made monothetic, requiring that a person demonstrate symptoms across all three clusters to meet criteria for ASD. The restricted and repetitive behaviors domain remained polythetic, requiring presence of symptoms in two of four clusters, and added a symptom cluster reflecting sensory difficulties. A universal onset criterion was implemented, specifying that symptoms must be present in early development. A new diagnostic category, Social Communication Disorder (SCD), defined by pragmatic difficulties and problems in the use of verbal and nonverbal communication in social contexts was introduced as a distinct disorder from ASD.

Subsequent to the posting of these proposed criteria, extensive discussion has taken place in both academic contexts and the popular media. A particular focus has been on whether these revisions could affect the proportion of individuals meeting criteria for ASD compared to DSM-IV-TR. For example, the inclusion of sensory

symptoms could lead to additional individuals meeting criteria; conversely, the requirement of multiple symptoms in the domain of restricted and repetitive behaviors could lead to individuals currently meeting criteria failing to do so. A re-examination of data collected in the DSM-IV field trial raised concerns that individuals with PDDs other than autism (i.e., Asperger's syndrome, PDD-NOS) and individuals with IQs in the normal range might be less likely to meet DSM-5 criteria (McPartland, Reichow, & Volkmar, 2012). Other studies suggested that young children (Barton, Robins, Jashar, Brennan, & Fein, 2013) and females (Frazier et al., 2012) may be less likely to meet DSM-5 criteria. More recent, large studies suggest that individuals currently meeting criteria for ASD will continue to do so according to DSM-5 (Huerta, Bishop, Duncan, Hus, & Lord, 2012). There has been significant methodological variability among these studies in terms of data collection (e.g., re-analysis of historical data versus collecting new data using the proposed criteria) and in terms of symptom endorsement (e.g., clinical observation versus endorsement on one or more standardized assessment instruments), and these factors are demonstrated to influence ascertainment (Mazefsky, McPartland, Gastgeb, & Minshew, 2013). For these reasons, remaining questions will not be answered conclusively prior to the beginning process of implementing the new criteria.



Given that most DSM-5 research has taken place at major research centers, a key short-term objective will be to understand the application of new criteria in smaller, purely clinical settings and in contexts in which the diagnostic criteria set itself will be employed as a checklist without reliance on standardized assessment measures.

When the final criteria were published in May, the criteria set included a note that was not present in the posted draft criteria sets. This note states that a diagnosis of DSM-5 ASD should be applied to individuals with well-established DSM-IV diagnoses on the autism spectrum. Given the extremely recent publication of the DSM-5, this addition has not yet been examined in research studies or extensively discussed in popular media; however, initial impressions suggest that it will resolve several ongoing concerns and present interesting questions for the implementation and carrying forward of DSM-5 criteria. By pre-qualifying individuals with a DSM-IV diagnosis, this “DSM-IV note” temporarily assuages concerns about changes in the prevalence of ASD wrought by the change in diagnostic criteria. The existing population of individuals with ASD will continue to meet criteria and, consequently, remain entitled to extant clinical, medical and educational services. Many stakeholders had also questioned whether publication of DSM-5 criteria could lead to mandated diagnostic updates; this will also clearly not be the case. The effects of the note will, of course, only apply to individuals who have already been evaluated. Any potential changes attributable to the revised symptom set would emerge more gradually as children

are born or age into a diagnostic system based on DSM-5.

The note also raises several interesting questions for clinicians to consider in the coming years. How will it apply to children with well-established DSM-IV diagnoses who make sufficient progress to no longer meet threshold for either criteria set? It will necessitate establishment of guidelines for the regularity of re-evaluation and transition to DSM-5 criteria within the lifespan of individuals. The note will also extend a period of taxonomic heterogeneity in the form of individuals concurrently in the service system with diagnoses based on distinct systems of classification. Long-term research studies will need to devise strategies to manage individuals with similar phenotypic characteristics who may meet or fail to meet DSM-5 diagnostic threshold based on whether they had previously been evaluated according to DSM-IV criteria. As DSM-5 is implemented, the field of intellectual and developmental disabilities and the broader community will learn more about its genuine impact in a wider variety of settings. Concerns about changes in prevalence should be reduced by built-in mechanisms for diagnostic carry-over from DSM-IV, allowing for adaptation to this new diagnostic structure over time in terms of clinical evaluation, educational settings and care systems. These changes will be further complicated by trends among research funding agencies, such as the National Institute of Mental Health, to move away from categorical systems of classification towards a focus on transdiagnostic processes that correspond directly to biology. With the convergence of ma-

jor changes in clinical classification and novel approaches to the organization of mental health research, the coming months and years offer unprecedented challenges and opportunities for clinical and research advances in autism spectrum disorders.

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- Barton, M., Robins, D., Jashar, D., Brennan, L., & Fein, D. (2013). Sensitivity and specificity of proposed DSM-5 criteria for autism spectrum disorder in toddlers. *Journal of Autism and Developmental Disorders*, 43, 1184-1195. doi: 10.1007/s10803-013-1817-8
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- Huerta, M., Bishop, S. L., Duncan, A., Hus, V., & Lord, C. (2012). Application of DSM-5 criteria for autism spectrum disorder to three samples of children with DSM-IV diagnoses of pervasive developmental disorders. *American Journal of Psychiatry*, 169, 1056-1064. doi: 10.1176/appi.ajp.2012.12020276
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- McPartland, J. C., Reichow, B., & Volkmar, F. R. (2012). Sensitivity and specificity of proposed DSM-5 diagnostic criteria for autism spectrum disorder. *Journal American Academy Child Adolescent Psychiatry*, 51(4), 368-383. doi: 10.1016/j.jaac.2012.01.007

Becoming a Fellow in Division 33

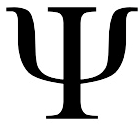
Laraine M. Glidden

At its March 2013 mid-year meeting, the Executive Council of Division 33 approved the following criteria for election to Initial Fellow status in Division 33. If you think that your professional record is consistent with these criteria, do not hesitate to contact Laraine M. Glidden, lmglidden@smcm.edu, current chair of the Fellows Committee, for additional information. Also, go to <http://www.apa.org/membership/fellows/> to review the process of applying for Fellow status. The timeline for consideration begins at any time, but applications from the candidate should be submitted by late October in order to complete the process before the APA due date in early February.

To qualify as a Fellow in Division 33, *Intellectual and Developmental Disabilities*, the candidate must meet all requirements for Fellow status of the American Psychological Association. In addition, he or she must have been a member of Division 33 for a minimum of two years, and made significant contributions to the field of intellectual and developmental disabilities. These contributions must be in one, and will usually be in more than one, of the following domains:

1. Scientific achievement as demonstrated by scientific publications that have made a substantial impact on the field of intellectual and developmental disabilities.
2. Professional practice by the development of innovations in practice; establishment of a reputation as a recognized authority in areas of assessment or intervention; evidence of distinguished and sustained service to persons with intellectual and developmental disabilities and/or their providers or caregivers. The candidate should be licensed and have been devoted to service delivery over an extended period of time.
3. Teaching and training via the development of innovative curricula or instructional materials in intellectual and developmental disabilities; special awards by regional, national, and/or international groups for sustained and important contributions to the preparation of psychologists specializing in intellectual and developmental disabilities.
4. Demonstrated leadership and administrative contributions that have had an impact beyond the local or regional level. This leadership should be relevant to the advancement of the field of intellectual and developmental disabilities, including in APA and other professional organizations.

Always relevant is the recognition of excellence in any of these domains. Excellence can be recognized by the following: Election to leadership positions; selection for editorships of journals or books relevant to the field of intellectual and developmental disabilities; nomination for, and receipt of, awards for excellence in teaching, scholarship, and/or practice. Whereas the American Psychological Association requires Initial Fellows to have a minimum of 5 years of post-doctoral experience, individuals who have been elected to Initial Fellow status in Division 33 have almost always had 10 or more years of post-doctoral experience.



AMERICAN PSYCHOLOGICAL ASSOCIATION - DIVISION 33

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Dear Division 33 Members:
The Awards Committee of the APA Division 33 – Psychology in Intellectual and Developmental Disabilities would like to congratulate the 2013 Division 33 Award winners.



The Doll Award of Division 33 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. The 2013 Doll Award will be presented to **Dr. Steve F. Warren**. Dr. Warren is Vice Chancellor for Research and Graduate Studies at the University of Kansas; Professor, Department of Applied Behavioral Science, University of Kansas; Courtesy Professor, Molecular and Integrative Physiology, University of Kansas Medical Center.



The Jacobson Award for Critical Thinking 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. The 2013 Jacobson Award for Critical Thinking will be presented to **Dr. Sally J. Rogers**. Dr. Rogers is a Professor in the Department of Psychiatry and Behavioral Sciences, School of Medicine, University of California, Davis MIND Institute, 2825 50th Street, Sacramento, CA 95817

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

APA DIVISION 33

Summer 2013

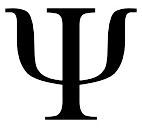
VOLUME 39, NUMBER 1

PSYCHOLOGY IN INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

Editorial Policy

Psychology in Intellectual and Developmental Disabilities 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. Brief articles about policy issues in psychology and IDD, 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 until a new Newsletter Editor is selected. 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. Issue deadlines are November 15, Fall/Winter issue; May 15, Summer issue.





INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

DIVISION 33

APA 2013 CONVENTION BROCHURE



**Honolulu, HI
July 31 – August 4, 2013**

*Join us at APA this summer!
We have some exciting programming
you will NOT want to miss. See inside.*

Division 33 Highlights

THURSDAY, August 1st "The Intersection of ID and Autism"
10 am to noon

on AUTISM: Sally Rogers, Professor, Department of Psychiatry & Behavioral Sciences, M.I.N.D. Institute, UC Davis

on ID: Ann Kaiser, Professor of Special Education, Susan Gray Chair of Education and Human Development, Vanderbilt

Discussant and Raconteur: Keith A. Crnic, Professor and Chair, Department of Psychology, Arizona State University

FRIDAY August 2nd "New Definitions of ID and Autism: Clarification or Conundrum?"
12 to 1pm

ID DSM V: Marc Tasse, Director, Nisonger Center, Ohio State University, and President, AAIDD

Autism - DSM V: Catherine E. Rice, Epidemiologist and Developmental Psychologist with the National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention (CDC)

FRIDAY August 2nd Business Meeting, 3 to 4pm
Invited Address: Jacobson Award, 4 to 5pm

SATURDAY August 3rd Doll Award, 10 to 11am



Complete Program Schedule Division 33

WEDNESDAY

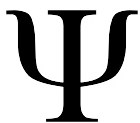
Title	Time	Location
Executive Council Meeting	7am to 7:50am	Hilton Hawaiian Village Beach Resort, Lehua Suite

WEDNESDAY Symposia

Title	Time	Location
Research to Practice – Use of a Validated Social-Skill Intervention Program in a Pediatric Hospital Chair: Whitney A. Ence Participants: Whitney A. Ence, Heather Hall, Brad Hudson	8am to 8:50am	Convention Center, Room 308B
Innovation in Social Skills Interventions for Children with Autism Chair: Marjorie H. Charlop Participants: Vicki Nguyen, Brenda M. Miranda, Catherine Miltenberger, Gerin E. Gaskin Discussant: Laura Schreibman	9am to 9:50am	Convention Center, Room 316A
Latest Identification and Intervention Techniques for ASD – Preschool, Teens, Young Adults Chair: Shana R. Cohen Participants: Elizabeth Laugeson, Lisa D. Wiggins, Lars-Olov Lundqvist, Sasha M. Zeedyk	11am to 11:50am	Convention Center, 317B
Comprehensive Treatment Model for Autism Spectrum Disorder – PRT Across the Life Span Chair: Robert Koegel Participants: Jessica L. Bradshaw, Amber Miller, Kristen Ashbaugh, Whitney Detar Discussant: Lynn Koegel	12pm to 12:50pm	Convention Center, Room 321B



Title	Time	Location
Research on Autism	10am to 10:50am	Convention Center Kamehameha Exhibit Hall
Participant/1 st Author	Ann M. Mastergeorge, PhD Erin E. Barton, PhD Albert Knapp, PsyD Elan Javanfard, BA Melissa M. Wasserman, BA Meredith K. Kalies, BA Jessica M. Hopkins, BS Christie E. Lin, PhD Mateusz S. Barczyk, PsyD Tim Johnston, MA Yangmu Xu, BA Tarah L. Raldiris, BA Micah O. Mazurek, PhD Todd M. Miller, BS Hillary H. Bush, MA Lori B. Vincent, MEd Susanna Luu, BA Adrianna E. Holness, BA Luis A. Vargas, BA Elizabeth R. Chase, BA Tiffany L. Born, BA Stephany M. Cox, MA Kenya Talton, BS Veronica E. Daniel, AA Ashley R. Dillon, MA, MS Gael I. Orsmond, PhD Gael I. Orsmond, PhD Mi N. Park, PhD Colleen M. Harker, BA Sarah E. Barnum, PhD Jodie L. Kocur, PhD Elizabeth N. Hooks, MA Nidhi Luthra, MA Mirella A. Hernandez, BA Rachel M. Fenning, PhD Eric Butter, PhD Bryn Harris, PhD Nina J. Hidalgo, BA Heather J. Crabtree, PhD Adrienne Perry, PhD Vanessa Babineau, BA	



THURSDAY Symposia

Title	Time	Location
Adjustment of Children With Developmental Disabilities – Health, Academic, and Social Outcomes Co-Chairs: Willa A. S. Marquis & Bruce L. Baker Participants: Ruth W. Ellingson, Willa A. S. Marquis, Leigh A. Tipton, Gazi F. Begum	8am to 8:50am	Convention Center, Room 303A
Early School Experiences of Young Children With ASD – Teacher, Parent, and Child Factors Chair: Shana R. Cohen Participants: Lauren Berkovits, Abbey Eisenhower, Hillary Bush, Barbara Caplan	9am to 9:50am	Convention Center, Room 303A
Invited Address: The Intersection of ID and Autism Chair: Jan Blacher Participants: Sally Rogers, Ann P. Kaiser Discussant: Keith Crnic Post-Symposium Dialogue with Alice Kau (NICHD)	10am to 11:50am	Convention Center, Room 310

FRIDAY Symposia

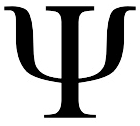
Title	Time	Location
Understanding and Improving Social Communication in Minimally Verbal Children with ASD Chair: Ann Kaiser Participants: Connie Kasari, Catherine Lord, Lauren Hampton, Kelly S. Goods	9am to 9:50am	Convention Center, Room 308B
Invited Address: “New Definitions in ID and Autism: Clarification or Conundrum?” Chair: Jan Blacher Participants: Marc J. Tassé, Catherine E. Rice	12noon to 1pm	Convention Center, Room 303A
Business Meeting Early Career Psychologists will be honored.	3pm to 3:50pm	Hilton Hawaiian Village Beach Resort, Hibiscus Suites I and II
Invited Address: Jacobson Award Participant: Sally Rogers	4pm to 4:50pm	Hilton Hawaiian Village Resort, Hibiscus Suites I and II.
Division 33 Social Hour Early Career Psychologists will be honored.	5pm to 5:50pm	Hilton Hawaiian Village Resort, Hibiscus Suites I and II.

SATURDAY Symposia

Title	Time	Location
Intellectual Disability and the Death Penalty – The Law and the Science Chair: Gregory Olley Participants: Juliet Yackel, Daniel Reschly, Gregory Olley	9am to 9:50am	Hilton Hawaiian Village Beach Resort, South Pacific Ballroom III
Invited Address: Doll Award Participants: Steve Warren	10am to 10:50am	Hilton Hawaiian Village Beach Resort, South Pacific Ballroom IV

SATURDAY Poster Session

Title	Time	Location
Research on ASD, ID, and Other Disabilities	11am to 11:50am	Convention Center Kamehameha Exhibit Hall
Participant/1 st Author	Stephanie Creekpau Meredith Brinster Bridget J. Roberts Pittman Yoshifumi Ikeda Koichi Haishi Hannah L. Miller Catherine Wisenberg Abrahamson Andrea N. Mascitelli Jake J. Mahon Evangeline C. Kurtz Nelson Lee Ann Lehman Merideth A. Robinson Frank J. Floyd Kristin Crocfer Andrea C. Lewallen Chad A. Rose Chad A. Rose Michelle A. Butler Melissa L.A. Rourke Jason K. Baker Paul B. Ingram IV Mariann A. Howland Bridgette L. Tonnsen Leslie Markowitz Kara E. Chung Yangmu Xu Tiffany L. Born Megan Norris Rebecca Shine Celestia H. Buckley Kristen M. Bottema Beutel Lauren M. Turner Lori B. Vincent Allyson L. Davis Eric J. Moody Sara Sherer Elizabeth A. Stratis Kohei Oka Veronica Chavez Margaret H. Mehling Lindsay M. Knapp	



SUNDAY Symposia

Title	Time	Location
iPad-Based Video Modeling Across Settings for Employment-Age Individuals with Autism Chair: Keith Allen Participants: Scott L. Bowen, Christopher Vatland, Raymond V. Burke	8am to 8:50am	Convention Center Room 323C
Down Syndrome and Alzheimer's Disease – Complications in Early Diagnosis and Risk Reduction Chair: Wayne P. Silverman Participants: Warren B. Zigman, Sharon J. Krinsky-McHale, Wayne P. Silverman	9am to 9:50am	Convention Center, Room 323B
Strategic Psychological Assessment of Autism Spectrum Disorders Chair: Eric Butter Participants: David Michalec, Megan Norris, Carrie Murphy, Michelle Spader Discussant: James A. Mulick	10am to 10:50am	Convention Center, Room 309



**AMERICAN PSYCHOLOGICAL
ASSOCIATION**

**Division 33
Psychology in Intellectual and
Developmental Disabilities
Application for Membership**

Name: _____

Home Address: _____

Work Address: _____

Telephone: _____

Home (_____) _____

Work (_____) _____

APA Membership Status:

☐ Affiliate

☐ Associate

☐ Member

☐ Fellow

Interest Area(s): _____

Return to:

Eric Butter
Child Development Center
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