



PSYCHOLOGY IN INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

OFFICIAL PUBLICATION OF DIVISION 33

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From the President's Desk

Jan Blacher

University of California - Riverside



Dear Colleagues,

I hope to see you all in Washington, DC, for the Annual Meeting of APA in Washington, DC, August 7 – 10th. There you can attend the outstanding symposia that our Division is sponsoring or co-sponsoring, browse posters of your colleagues and students that reflect the latest research, learn more about autism from our invited speakers and keynotes, applaud our awardees, and participate in the always exciting Business Meeting (which, incidentally, is your ticket to the Social Hour!)

Speaking of business, let's get down to it. There has been a proposal to amend the affiliate name of Division 33, from IDD to **IDD/ASD**. This proposal was originally set forth by President-Elect LauraLee McIntyre, President Elect-Designate Anna Esbensen, and myself. It was put to a vote by the Executive Committee of Division 33 and was strongly endorsed (14:4).

What was the impetus for this proposal? The biggest challenges facing Division 33 have been how to increase membership and how to increase revenue. The group of researchers who identify with ASD is vast; one consistent source of revenue for our Division is membership dues. This name change will help to accomplish both goals. Moreover, this change will "cost us" literally nothing. We are already obligated to produce new Division 33 brochures because we voted on a slight dues increase; the name revision could be included.

The monetary cases aside, there are notable reasons for this proposed change:

- No other APA Division has officially "claimed" ASD. We feel this is important because we have thus far been successful in attracting researchers in this area. To be specific, last year our sessions on ASD were packed (in many cases, standing room only) and this year promises to be similar.
- Last year we gave one of our most prestigious awards (the Jacobsen Award) to Sally Rogers, a notable presence in autism. This year, the Awards Committee selected Jamie McPartland, another outstanding researcher in the area of autism, as the Sara Sparrow Award winner.

- While many in our community assume the label of ASD is included within the DD portion of IDD, many in the ASD community do not identify with the IDD label. The name change is anticipated to be more inclusive, and to better correspond to how individuals identify their focus.

Remember: While you are contemplating the wisdom of revising Division 33's name, you may likely be watching baseball, as the season is well underway. Babe Ruth had it right: *Yesterday's home runs don't win today's games*. Help Division 33 keep up with the times.

Happy Summer – and Safe Travels to APA, 2014!

Jan Blacher
President

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August 7-10, 2014 - Washington D.C. Division 33 Convention Program

Laura Lee McIntyre PhD
Program Chair



Greetings! This year I have the pleasure of serving as the Division 33 Program Chair. We have a tremendous program planned for the upcoming American Psychological Association's annual convention, to be held August 7th – 10th, 2014 in our nation's capital. The 2014 Division 33 program emphasizes research, practice, and policy issues in intellectual and developmental disabilities with invited sessions focusing on autism spectrum disorder and NIH funding.

Division 33 received many high quality abstract submissions for the 2014 convention. I would like to thank and acknowledge the panel of reviewers who provided feedback on all submissions. This year's reviewers included three early career psychologists (ECPs) and five graduate students. Submissions underwent a blind peer review and were evaluated across a range of domains by our panel of reviewers. The 2014 Division 33 program reviewers were: Jason Baker (ECP), Jan Blacher, Ally Davis (student), Anna Esbensen, Rachel Fenning (ECP), Hillary Hurst Bush (student), Eva Kurtz-Nelson (student), Kenya Makhiawala (student), Stephanie Weber (ECP), and Sasha Zeedyk

(student). Thank you team!

The 2014 Division 33 convention program consists of 16 substantive programming hours, which is a reduction from the 21 hours we were allotted at last year's convention. All APA divisions received cuts in programming hours this year as a result of APA's new emphasis on collaborative programming. Divisions had an opportunity to compete for a pool of collaborative programming hours. Division 33 took advantage of the new emphasis on cross-division programming and collaborated with four other divisions to put together some fantastic sessions. I am pleased to highlight three sessions that represent collaborative efforts with other divisions:

Symposium with Division 7 (Developmental Psychology), "Early Development and Predictors of Outcomes in Infant Siblings of Children with Autism" to be held on Thursday 8/7/14 from 11:00 am – 12:50 pm.

Symposium with Division 3 (Experimental Psychology), "Laughter and Sociality – Evolutionary, Developmental, Cognitive, and Clinical Perspectives" to be held on Friday 8/8/14 from 10:00 am – 12:00 pm.

Symposium with Division 20 (Aging), "Aging with Intellectual Disabilities: Issues, Challenges, and Progression to Alzheimer's Disease" to be held on Saturday 8/9/14 from 8:00 – 8:50 am.

Symposium with Division 41 (Law), "Autism Spectrum Disorder and the Criminal Justice System" – to be held on Sunday 8/10/14 from 9:00 – 9:50 am.

In addition to our cross-division collaborative sessions, we have two invited keynote speakers and an invited session on NIH funding.

Geraldine Dawson, PhD director of the Duke Center for Autism Diagnosis and Treatment will be giving an invited keynote address, "Early Intervention and Brain Plasticity in Autism Spectrum Disorders" on Friday 8/8/14 from 10:00 – 10:50 am.

Rebecca Landa, PhD, CCC-SLP director of the Center for Autism and Related Disorders at the Kennedy Krieger Institute will be giving an invited keynote address, "Social and Communication Intervention for Toddlers with Autism: Early Achievements" on Friday 8/8/14 from 11:00 – 11:50 am.

Two program officers from NIH, **Alice Kau, PhD (NICHD)** and **Lisa Gilotty, PhD (NIMH)**, will be speaking in a session "NIH Grant Funding and Funding Processes – An Information Session for Investigators" on Thursday 8/7/14 from 1:00 – 1:50 pm. This session will focus on grant funding opportunities and updates in the areas of intellectual and developmental disabilities, including autism spectrum disorder and is appropriate for early and later career

August 7-10, 2014 - Washington D.C. Division 33 Convention Program

Laura Lee McIntyre PhD

Program Chair

investigators.

Each year Division 33 honors one individual with the Edgar A. Doll Award, reserved for someone who has made lifetime achievements in the area of intellectual and developmental disabilities. We are delighted to honor **Wayne Silverman, PhD** with the 2014 Doll Award. The Doll Award presentation will be held on Friday 8/8/14 from 9:00 – 9:50 am. The Doll Award is sponsored by a generous gift from Pearson publishing.

Every other year Division 33 honors one individual with the Sara S. Sparrow Early Career Research Award, reserved for someone who has demonstrated research excellence early in his or her career. The 2014 Sparrow Award goes to **James McPartland, PhD** who will be receiving his award and providing an address on Saturday 8/9/14 from 10:00 – 10:50 am. The Sparrow Award is sponsored by a generous gift from Pearson publishing.

Each year Division 33 honors two students with our student excellence awards (sponsored by generous gifts from Wiley Blackwell and Springer publishers). This year's student awards will be presented at our business meeting, immediately following the Presidential Address, on Saturday 8/9/14 from 4:00 – 4:50 pm. In addition to attending the **Presidential Address (Jan Blacher, PhD)** and Business Meeting, please be sure to attend the student award recipients' presentations:

Karim Ibrahim, MS, MA of Mt. Sinai School of Medicine will be giving the paper "Neural Effects of a CBT Social Skills Treatment on

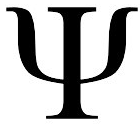
Eye Gaze Processing in Children with Autism" in the paper session held on Thursday 8/8/14 from 2:00 – 2:50 pm.

Meredith Robinson, MA of Loma Linda University will be giving a poster, "Mindfulness and Parental Stress among Parents of Children with Developmental Delays: The Role of the Family Environment" in the poster session on Thursday 8/8/14 from 10:00-10:50 am.

Division 33 prides ourselves in being friendly and welcoming. **Our graduate student and early career psychologists on the Executive Council are organizing a special gathering at the convention for students and ECPs.** I will share more information about this event as it becomes available. Please plan to attend the **Division 33 Social Hour** (Saturday 8/9/14 from 5:00 – 6:50 pm) to meet new people and mingle with colleagues and friends. We have other fantastic symposia, paper, and poster presentations, so please peruse the conference listing, and plan on attending our excellent line up of sessions. On behalf of the Executive Council, I look forward to seeing you in Washington, D.C. this August and greeting you in person.

Laura Lee McIntyre, PhD
Program Chair and President-Elect,
APA Division 33





Complete Division 33 Program Schedule August 7-10, 2014

Thursday August 7, 2014

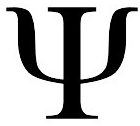
Title	Time	Location
Symposium: The transition from Adolescence to Adulthood for Individuals with High-functioning Autism Co-chairs: Lisa Freund and Laura Lee McIntyre Participants: Lisa Freund, Alice Kau, Nancy Minshew, Ari Ne'eman	8:00 AM - 8:50 AM	Convention Center Room 209A
Symposium: Culture and Family Context in Intellectual Disability and Autism Chair: Bruce Baker Participants: Barbara J. Kaplan, Jan Blacher, Sandy Magaña Discussant: Alice Kau	9:00 AM - 9:50 AM	Convention Center Room 208
Poster Session: Research in Autism and Intellectual and Developmental Disabilities Participants: Meredith L. Dennis, Anthony J. Goreczny, Shannon M. Smith, Kerri P. Nowell, Steffanie J. Schilder, Anne Wheeler, Valerie M. Vorderstrasse, Kirsten A. Scheil, Cecilia Costa, Megan E. DiQuattro, Merideth A. Robinson, Margaret Rosencrans, Elizabeth M. Shipley, Jessie Sanchez, Yasamine R. Bolourian, David Diaz, Allyson L. Davis, Julie C. Cash, Beth A. Trammell, Erin M. Knight, Mary R. Cohen, Robyn Finckbone, Adrianna E. Holness, Marina E. Murphy, Melanie Feldman, Xiaozhu An	10:00 AM - 10:50 AM	Convention Center Halls D and E
Symposium with Division 7: Early development and predictors of outcomes in infant siblings of children with autism Chair: Leslie Carver Participants: Celene Saulnier, Meghan Miller, Alice Carter, and Rebecca Landa Discussant: Leslie Carver	11:00 AM - 12:50 PM	Convention Center Room TBD
Invited Session: The NIH Grant Application and Funding Processes: An Information Session for Investigators Co-chairs: Alice Kau and Laura Lee McIntyre Participants: Alice Kau and Lisa Gilotty	1:00 PM - 1:50 PM	Convention Center Room 140A

Thursday Continued on page 5.....

Thursday August 7, 2014—continued

Paper Session: Contemporary Issues in Autism and IDD Chair: Jason K. Baker Participants: Karim Ibrahim, Mary E. Wood, James McPartland	2:00 PM - 2:50 PM	Convention Center Room 209A
Symposium: Parenting Strategies in Coping with Autism: Early Childhood and Adolescence Chair: Laura Lee McIntyre Participants: Sasha Zeedyk, Ruth Ellingsen, and Elizabeth A. Laugeson Discussant: Laraine Glidden	3:00 PM - 3:50 PM	Convention Center Room 143B
Executive Council Meeting	5:00 PM - 6:50 PM	Marriott Marquis Washington DC Hotel, Capitol Hill Room





August 7-10, 2014 - Washington D.C. Division 33 Convention Program

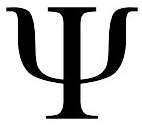
Friday August 8, 2014

Title	Time	Location
Paper Session: Intervention Approaches in Autism and IDD Chair: Elizabeth A. Laugeson Participants: Grace Gengoux, Mi N. Park	8:00 AM - 8:50 AM	Convention Center Room 148
Edgar A. Doll Award: The IDD field: Thoughts on being all we can be Chair: Leonard Abbeduto Participant: Wayne Silverman	9:00 AM - 9:50 AM	Convention Center Room 203
Invited Address: Early Intervention and Brain Plasticity in Autism Spectrum Disorders Chair: Alice Carter Participant: Geraldine Dawson	10:00 AM - 10:50 AM	Convention Center Room 204C
Invited Address: Social and Communication Intervention for Toddlers with Autism: Early Achievements Chair: Laura Lee McIntyre Participant: Rebecca Landa	11:00 AM - 11:50 AM	Convention Center Room 144C
Symposium with Division 3: Laughter and Sociality--- Evolutionary, Developmental, Cognitive, and Clinical Perspectives Co-chairs: Gregory A. Bryant and Nancy K. Dess Participants: Marcia Grabowecky, Dawn Bowers, D. Kimbrough Oller Discussant: Gregory A. Bryant	10:00 AM - 11:50 AM	Convention Center Room 140A



Saturday August 9, 2014

Title	Time	Location
Symposium with Division 20: Aging with Intellectual Disabilities: Issues, Challenges, and Progression to Alzheimer's Disease Co-chairs: Christopher B. Rosnick and Laura Lee McIntyre Participants: Matthew P. Janicki, Sharon J. Krinsky-McHale, and Wayne Silverman	8:00 AM - 8:50 AM	Convention Center Room 143B
Symposium: Intellectual Disability and Maternal Engagement in Early Childhood and Adolescence Chair: Jan Blacher Participants: Naomi Rodas, Amanda Norona, and Willa A. Marquis Discussant: Tiina Urv	9:00 AM - 9:50 AM	Convention Center Room 209A
Sara S. Sparrow Early Career Research Award: Son of a Son of a Sparrow: Guiding Science with Clinical Insights Chair: Leonard Abbeduto Participant: James McPartland	10:00 AM - 10:50 AM	Convention Center Room 209A
Poster Session: Research in Autism and Intellectual and Developmental Disabilities Participants: Ruchi Bhargava, Chris Rebholz, Mariah K. Wright, Matthew J. Breiding, Felicia I. Kademian, Sudi Kash, Johannes Rojahn, Kristen Medeiros, Erica Behrens, Elisabeth S. Mitchell, Lucy M. Barnard-Brak, Yoshifumi Ikeda, Koichi Haishi, Jason K. Baker, Floyd W. Cole, Carlye B. Conte, Amy Camodeca, Laura Fontil, Rachel Hodas, Geovanna Rodriguez, Erin M. Knight, Stacy Lauderdale-Littin, Sarah S. Mire, Brianne L. Friberg, Andrea C. Lewallen, Lillian Ren	11:00 AM - 11:50 AM	Convention Center Halls D and E
Presidential Address: Rough waters or smooth sailing? Transitioning young children with autism to school Chair: Laura Lee McIntyre Participant: Jan Blacher	4:00 PM - 4:50 PM	Marriott Marquis Washington DC Hotel, Shaw Room
Business Meeting	4:00 PM - 4:50 PM (to follow Presidential Address)	Marriott Marquis Washington DC Hotel, Shaw Room
Social Hour	5:00 PM - 6:50 PM	Marriott Marquis Washington DC Hotel, Shaw Room



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Division 33 Convention Program

Sunday August 10, 2014

Title	Time	Location
Symposium with Division 41: Autism Spectrum Disorder and the Criminal Justice System Chair: J. Gregory Olley Participants: Gary B. Mesibov and Kimberly S. Taylor	9:00 AM - 9:50 AM	Convention Center Room 209A
Paper Session: Early Risk and Family Factors in Autism and IDD Chair: Cameron L. Neece Participants: Susanna Luu, Laura B. Kestemberg, Whitney A. LeBoeuf	10:00 AM - 10:50 AM	Convention Center Room 160

For more information visit: <http://www.apa.org/divisions/div33/homepage.html>



Division 33 Student Interviews

*Research Interview with Tiina Urv, Ph.D.
National Institute of Health*

By Sasha M. Zeedyk and Hillary Hurst Bush
Division 33 Representatives

Tiina Urv (urvtiin@mail.nih.gov), Ph.D., joined the Intellectual and Developmental Disabilities (IDD) Branch as a Program Director in October 2006. Dr. Urv is a developmental disabilities specialist with a Ph.D. from Columbia University and over 25 years of experience working with individuals with intellectual disabilities in both clinical and research settings.

Question: At what point in their careers do you recommend that early career researchers or graduate students apply for their first grants?

Answer: I would recommend that prior to submitting your own first grant application; you should work with an investigator who is putting a grant together – an R01, R03, or R21 – to experience what the process is like. It gives you the opportunity to work on developing a grant and gaining some of the skills needed. If you are a graduate student and you have the opportunity to work with someone do so, or volunteer to help someone put the pieces of the grant together. This experience makes a difference in understanding how the pieces of a grant

application fit together—it helps you gain an understanding of the time and the effort the whole process takes. It's never too early to start gaining grant development experience. When you are ready to apply for your own grant there are fellowship awards that you can apply for, depending on what type of science you are doing and what stage you are in career-wise.

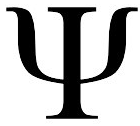
Question: What are some common mistakes that early career researchers and graduate students make in their first grant applications, and how can these be avoided?

Answer: A very common mistake for new investigators is being over ambitious. You never want to hear a reviewer say, "This is a very ambitious application from a new, young investigator." People often bite off more they can chew – they mean well and want to "show-off" everything they know. However, reviewers appreciate applicants who not only know the science, but also know how to manage their time and

efforts. You can be a brilliant scientist but if you can't manage your time and budget you will have a tough time finding funding. This is something that happens fairly often early in an investigators career.

Another place you see mistakes made, by both late and early stage investigators, is when they are writing the specific aims. Often investigators write the aims of their methods rather than writing aims based on a scientific hypothesis. Your aims should be the questions that your experiments are helping you answer. Your aims should not be a list of the experiments you are doing.

A mistake that people make that is very easy to fix is that they do not call their program officers at NIH. An important component of the job of a Program Officer at the NIH is to help you – the researcher. So, if you are a junior investigator or an early stage investigator, you should talk to your program official. Send an email to a program officer and ask to schedule a time to speak with them.



They will be more than happy; they've been in your shoes.

Question: What makes for a very strong application?

Answer: It could be simple things. Applications need to be well-written – cross your T's and dot your I's. You want to make the reviewer *want* to read your application; you want it to be a page turner for them. A strong grant is engaging. Applications need to be well thought-out, and the science well planned.

Question: Could you describe your role at NIH, and how grant administration is different from applying for grants as a Principal Investigator?

T: One of the benefits of working at the NIH is that it allows us to have a 30,000 foot view of many different areas of science. We have the opportunity to see where some of the gaps are in the science and develop initiatives. We work with family organizations and private foundations. We work on projects with the CDC (Center for Disease Control), the FDA (Food and Drug Association), HRSA (Health Resources and Services Administration), and other organizations to make sure all the different areas of science and public health are represented. Part of my job is to talk to investigators, who call us and talk to us, and we describe and we help. We go to scientific meetings and talk to investigators to get a sense of which direction the science is going.

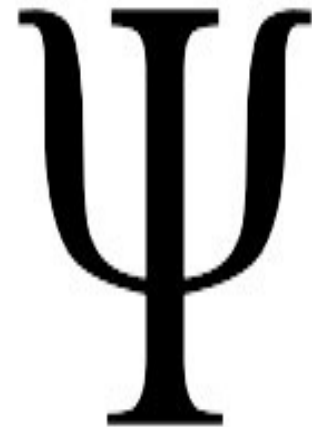
Question: Where people can turn to for help in the grant-writing process?

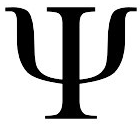
Answer: If it is in intellectual or developmental disabilities, she or he can contact our intellectual and developmental disabilities branch (<https://www.nichd.nih.gov/about/org/der/branches/iddb/Pages/overview.aspx>). Do not limit yourself to only NICHD;

there are other institutes that also fund research, including NIMH, NINDS (National Institute of Neurological Disorders and Stroke), NIA (National Institute on Aging), and the Genome Institute. There are 27 institutes at NIH, so it is good to do your homework and look where your science fits best, and contact a program person. The NIH website also has a lot of useful information (www.nih.gov).

As for contacting program officers, do it early – before you submit your application. You can get feedback from as early as the point where you are developing your abstract and specific aims, “We have this idea, here is an abstract and some specific aims. What do you think? Does it fit your institute’s mission? Is this something you are interested in?” Program officers can talk you through the process. It is also important to work with your mentors, look at other people’s grant applications and summary statements so that you can learn from their experiences.

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# Division 33 Student Interviews

*Interview with Alice Carter, Ph.D.  
Immediate Past President, Division 33  
University of Massachusetts Boston*

By Sasha M. Zeedyk and Hillary Hurst Bush  
Division 33 Representatives

**Alice S. Carter, Ph.D., is a Professor of Psychology and the Director of Clinical Training at the University of Massachusetts Boston. She is also the Immediate Past President of Division 33.**

**Question:** What do you believe is the #1 issue facing IDD researchers today, particularly graduate student researchers?

**Answer:** Given the interdisciplinary nature of work in the field of IDD, with particular emphasis on neuroscience and genetics, work in IDD is increasingly inter-disciplinary and involves large collaborative groups. Combined with increased demands for phenotypic characterization (e.g., use of time intensive measures to rule autism spectrum disorders in or out), greater resources are needed to conduct rigorous studies of IDD. I think that in this context it is more challenging to gain experience designing independent studies. It is also increasingly difficult to secure funding for behavioral studies.

**Question:** Knowing what you know now, what is the one piece of advice you would give to graduate students studying IDD today?

**Answer:** I think it is important to pursue research that is personally meaningful and that you are really curious about. Also, much of research involves close relationships with mentors and colleagues. Whenever possible, choose to work with people whose ideas excite you and who you enjoy, trust, and feel supported by.

**Question:** What are the top three things for graduate students to keep in mind in order to maintain a successful academic career?

**Answer:** In terms of research, the best way to answer a challenging question is through a series of systematic studies. Try to take the long view and address a gap in the literature that is small. To achieve the aim of addressing a small gap, try to design studies that pose competing questions that are well grounded in the extant research and theory.

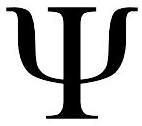
Stay as open and flexible as you can in terms of the kinds of positions you are interested in and the places you are willing to live. There are many ways to establish and maintain a successful academic career. Think about your own sets of skills and interests and try to find an academic, or combined academic

and clinical niche that works for you. A successful academic career typically involves balancing scholarship, teaching, and service. For clinically oriented academicians, it may also involve balancing clinical work in the mix. Each of these categories of activity can be extremely meaningful and rewarding and the balance may need to be achieved over time with some periods in which there are fewer opportunities for engaging in activities within one of these categories.

Be sure to reach out to natural mentors and colleagues. Many aspects of academia require patience and perseverance. Those who succeed in academia are often those who can use critical feedback successfully (even when the critical feedback is not really correct). Successful academicians do not initially write more papers – but they make sure they find a home in a journal -- no matter how difficult the initial feedback.

**Question:** It seems as though more and more graduate students are choosing to become postdocs after graduation, before moving onto faculty positions. In your opinion, is this an ideal path?

**Answer:** I took this path and am very grateful that I had the extra



time – both personally and in terms of training opportunities. I also had young children in graduate school and so after my internship a flexible research post-doc was ideal for me. It gave me time to further develop my research, do clinical work necessary for licensure, and spend more time with my kids. The negative aspect of post-doctoral fellowships relative to more traditional positions is the salary. Given the compromise in salary, it is important to ensure that postdoctoral time translates into postdoctoral training.

I would not recommend a post-doc that does improve your prospects of attaining a desired career path, either by offering the opportunity to: a) learn new skills; or b) implement existing skills in a more independent manner.

**Question:** What advice would you offer graduate students who are planning to pursue a career outside of academia?

**Answer:** Be sure that you find a position in which you will have support so that you do not suffer burn-out. I would also recommend that graduate students planning to pursue a career outside of academia consider specializing in an area that will be supported under a variety of health care models.

**Question:** What advice would you offer graduate students for maintaining a healthy work-life balance?

**Answer:** Nurture your relationships – affiliate with friends who will nudge you toward balance by reminding you of what you value. I suppose I object to the phrasing of the question as work is a very important component of life – particularly when one's work is personally meaningful and rewarding. I would also argue that the meaning of healthy work-non-work life balance shifts over time as demands at work, home, and in other

non-work activities shift. There are times when you need to invest more in work and other times when it is really useful to take a total break from work. As a field, we need to be more accommodating to those among us who are parenting, those caring for ill family members, and those who have suffered recent losses.

Staying physically and mentally healthy is usually associated with more efficient use of time during hours that are dedicated to work. The constant influx of email and other forms of digital communication have blurred work/non-work lines and raised expectations of work availability in ways that make negotiating the work/non-work life balance more challenging.



## Division 33 Gatlinburg Conference—Student Award Winner

"Parent stress and social skills development among delayed children: The role of parent-child relationships"

*Andrea Lewallen, M.A. Department of Psychology at Loma Linda University*

Parents of children with developmental delays (DD) tend to experience heightened levels of stress when compared to families of typically developing (TD) children. High stress levels are not only shown to impact parental mental health (Deater-Deckard, 1998; Anastopoulos, Guevremont, Shelton, & DuPaul, 1992; Hastings, Daley, Burns, & Beck, 2006), but often impact later social development in children as well (Neece & Baker, 2008). This effect may be compounded for children with DD, who are already inherently at greater risk for problematic social development (Merrell & Holland, 1997). Furthermore, the presence of a DD also makes children more vulnerable to the impact of environmental risks created by parent stress (Sameroff et al., 1998; Sameroff 2009), such as the strains placed on parent-child relationships (Jarvis & Creasy, 1991) and a greater likelihood of exposure to harsh parenting styles (Woolfson & Grant, 2009). Highly stressed parents are significantly less likely to relate with their children in the positive and sensitive manners that are consistently shown to promote social competence (Green & Baker, 2011; Barnett et al., 2012; Pettite, Bates, & Dodge, 1997). Our study tested whether reducing parent stress led to improvements in child social skills, and examined whether these improvements were mediated by changes in the parent-child relational factors that are most likely to promote positive parenting (e.g. parent perceived attachment and relationship frustration).

Parental stress was reduced through an eight-week MBSR training group. Changes in child social skills

were measured using the Social Skills Improvement System (SSIS), which was completed by three respondents: parents participating in the study, a secondary informant, and the child's teacher. Parent-child relational factors were measured using the Parenting Relationship Questionnaire (PRQ). Data from 24 families of children with DD (ages 2.5-5) was examined in this study, and scores were compared at pre and post treatment. On average, children were male (69.6%) and 3.4 years old. The sample was diverse (26.1% Caucasian), and relatively low income (50.0% below \$50,000). Paired samples t-tests revealed that mothers, secondary informants, and teachers acknowledged improvements in child self-control (Mothers: pre-treatment  $M = 5.9$  (3.4), post-treatment  $M = 7.5$ (3.6),  $t(17) = -2.61$ ,  $p < .016$ ; Fathers: pre-treatment  $M = 4.2$  (4.1), post-treatment  $M = 6.4$ (3.6),  $t(18) = -2.61$ ,  $p < .018$ ; Teachers: pre-treatment  $M = 6.6$  (4.5), post-treatment  $M = 8.0$ (4.7),  $t(17) = 2.6$ ,  $p < .019$ ). Variance in self-control was significantly accounted for by changes across two parent-child relational factors: consistent discipline practices ( $\beta = .675$ ,  $t(3, 20) = 2.64$ ,  $p = .016$ ,  $\Delta R^2 = .16$ ) and parent perceived attachment ( $\beta = .338$ ,  $t(3, 20) = 2.12$ ,  $p = .047$ ,  $\Delta R^2 = .23$ ).

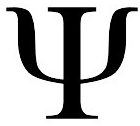
These results suggest that parent participation in MBSR may improve child self-control by enhancing parent-child relationships.

Stress reduction may increase parent-perceived closeness in parent-child relationships leading to greater sensitivity to child emotions, providing parents with more opportunities to teach regulatory skills. MBSR may also promote adherence to consistent discipline practices that both teach and model self-control. These findings further suggest that focusing interventions on parent stress may be an efficacious means of enhancing child-focused interventions and ultimately improving family outcomes overall.



*Gatlinburg Conference*  
On Research and Theory in Intellectual and Developmental Disabilities





## APA adopts “Good Governance Project”

### A message from Keith Cooke

Publications Manager

Division Services Office

American Psychological Association

#### APA Adopts a More Efficient Governance System

From the APA Governance Affairs  
Office

Over the past several years, the APA Council has been working on developing a more nimble, efficient and responsive governing system, as part of the APA Good Governance Project (GGP). This project was an outgrowth of the strategic plan focused on optimizing organizational effectiveness. APA's existing governance system is a 1950's model built for a world where twice annual meetings was sufficient for conducting the business of the association. The new model, proposed after a thorough assessment with input from many different groups, has 3 primary goals: nimbleness, strategic alignment across the organization and increased member engagement. Under this model, members will have a more direct voice in the decision-making process and more opportunities for service.

In February 2014, Council voted to begin a 3-year trial delegation of authority to the Board of Directors for: financial and budgetary matters; oversight of the CEO; alignment of the budget with the Strategic Plan; and internally focused policy development. The Board composition changes with 6 member-at-large seats now open to election from and by the general membership, the addition of a public member and the guarantee that both a student and early

career psychologist voice will be present. Two seats are reserved for members of the Council Leadership Team, to ensure a bridge between the two bodies.

This change frees Council to focus on strategic and emerging issues affecting psychology, and will be engaged in higher level strategic dialogues that inform the development of policy and strategic directions. The work of Council will be managed by a newly created Council Leadership Team (CLT). Understanding member wants and needs related to the topics at hand will be an integral element of the deliberation process. In addition to this change in function, Council plans to consider a change in its structure this August. The current proposal retains a single seat for each division and state, province and territory, and adds a handful or member-at-large student and early career representatives. The attributes of the at-large seats will be determined based on an annual needs assessment to determine what would best help create a balanced Council.

These changes, coupled with a more efficient triage system, improved integration of technology, a formal leadership pipeline and development program and other enhancements, will allow APA to be more responsive to the needs of its members, to allocate resources more efficiently and to address emerging issues in a rapidly changing environment head on. Members

will have the opportunity to vote on new bylaws language this fall that will optimize APA's governance system for the 21<sup>st</sup> century.

For additional information on the implementation of the Good Governance Project, please visit

<http://www.apa.org/about/governance/good-governance/index.aspx> or contact Nancy Gordon Moore, PhD, MBA, Executive Director, Governance Affairs at [nmoore@apa.org](mailto:nmoore@apa.org).

#### CONFERENCE OPPORTUNITY

##### Austria, Anyone?

2014 IASSIDD Europe Regional Congress

When: July 14, 2014 – July 17, 2014

Where: Vienna, Austria  
Theme: "Pathways to Inclusion".

For more information and to register please visit <https://iassid.org/conference/index.php/ERC/ERC2014/index>



| Edgar A. Doll Award<br>(est. 1980) |                       | Sara Sparrow Early Career Research Award<br>(est. 2008) | Jacobson Award<br>(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 Eymann        |                                                         |                               |
| 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

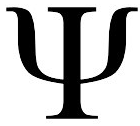
Summer 2014

VOLUME 40, 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.



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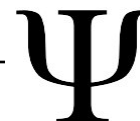
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**Division 33  
Psychology in Intellectual and  
Developmental Disabilities  
Application for Membership**

Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Work Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Home ( \_\_\_\_\_ ) \_\_\_\_\_

Work ( \_\_\_\_\_ ) \_\_\_\_\_

APA Membership Status:

- ☐ Affiliate  
☐ Associate  
☐ Member  
☐ Fellow

Interest Area(s): \_\_\_\_\_

**Return to:**

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**Division 33  
Application for Student Membership  
Membership is open to Student Members of  
APA in good standing.**

Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Affiliation: \_\_\_\_\_

Telephone: \_\_\_\_\_

Home ( \_\_\_\_\_ ) \_\_\_\_\_

Work ( \_\_\_\_\_ ) \_\_\_\_\_

Student Member of APA: ( ) Yes ( ) No

Faculty Endorsement: The student named  
above is enrolled as a student in a course of  
study which is primarily psychological in nature.

Signature: \_\_\_\_\_

Affiliation: \_\_\_\_\_

Please return the completed form with a check  
in the amount of \$15.00 made out to "**APA  
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**PSYCHOLOGY IN  
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