



PSYCHOLOGY IN INTELLECTUAL AND DEVELOPMENTAL DISABILITIES/ AUTISM SPECTRUM DISORDERS

OFFICIAL PUBLICATION OF APA DIVISION 33

Volume 41, Number 1

Summer, 2015

From the President's Desk

Laura Lee McIntyre

University of Oregon



It continues to be an honor and a pleasure to serve as President of Division 33. We have had a busy and productive year and I am delighted to report on several activities and new developments. The biggest development is that Division 33 now has a new name. We are the division of **Intellectual and Developmental Disabilities/Autism Spectrum Disorders (IDD/ASD)**. This name change more accurately captures the broad scope of activities that our current division members and students engage in. Further, the new name provides a means of marketing ourselves to those outside of the division in an effort to capture interest, recruit new members and students, and strengthen the impact we have in the field of developmental disabilities. The name change was proposed by several members of the executive council (EC) last spring, voted on by the EC, voted on by members of Division 33 last fall, and vetted and approved by APA Council and other

Division officers this spring. Please stay tuned for more to come on our new name in upcoming issues of the Division 33 newsletter.

Program chair and president-elect Anna Esbensen and co-chair Stephanie Weber have planned a wonderful Division 33 program to be showcased at the APA convention in Toronto this August. I wish to extend a personal invitation to attend the meeting, seek me and other Division 33 leaders out, and talk with us about your current work within the field of IDD/ASD. If you are interested in contributing your expertise or developing more connections locally or nationally, we would love the opportunity to hear from you and "plug you in" to our many vibrant committees who are addressing issues such as early career development, graduate student issues, training and mentoring, recruitment and retention of members, marketing and communications (including a website overhaul), and topical ad hoc committees such as our longstanding ad hoc committee on ID and the death penalty. Our early career professional (ECP) committee, chaired by Abbey Eisenhower, is currently engaging with our ECP members via an online survey to hear about the specific needs of our ECPs. Topics they are currently prioritize include professional mentoring and grant funding. At this year's convention, we are sponsoring a social hour where Alice Kau, program officer at the Eunice Kennedy Shriver National Institute for Child Health and Human

Development, will be discussing grant funding tips for new investigators. This is sure to be well received!

Our Division 33 graduate student representatives, Hilary Hurst Bush and Geovanna Rodriguez, had led an active student committee. Hilary and Geovanna have focused much of their efforts on creating a stronger presence on social media and the internet. And speaking of the internet, our Division 33 website is in dire need of an overhaul. Member-At-Large Jason Baker has recently taken over as webmaster and is working on major improvements to our site. We will be discussing this and other topics at our annual business meeting, open to all members and prospective members of IDD/ASD. This year's business meeting will be brief and will be held immediately before our social hour at the APA convention (see convention schedule found in the current edition of the newsletter). Last

In This Issue

Message from the President

Laura Lee McIntyre.....1

APA Division 33 2015 Conference Program

Anna Esbensen & Stephanie Weber.....2

ID & the Death Penalty News

Greg Olley.....4

Doll Award Winner

Wayne Silverman.....5

APA Conference Schedule.....10

Conference Collaborative Programming.....14

ECP News.....15

ECP Survey.....16

Gatlinburg Student Travel Award.....18

Division 33 Award Winners.....20

Division 33 Executive Council.....21



From the President's Desk

Laura Lee McIntyre PhD
Division 33—Continued

but not least, I would like to express my heartfelt congratulations to incoming Division 33 officers. APA election results are in and Gael Orsmond was elected as President-elect designate, Cameron Neece was elected as Secretary-Treasurer, Jonathan Weiss was elected as Member-at-Large, and Eric Butter was elected as the Division 33 Representative to APA Council. Congratulations and I look forward to working with you in years to come.

On behalf of the entire executive council of Division 33, I thank you, members and students, for your continued contributions to the field of IDD/ASD. I look forward to seeing you and hearing more about your work and your interests in IDD/ASD when we gather in Toronto.

—Laura Lee

2015 APA Conference

Highlights and Schedule

Anna Esbensen & Stephanie Weber

Program Chairs



Hello! As a dual citizen with Canada, I am very much excited to welcome you to join us in Toronto, Canada this summer for APA's annual convention!

Together with Stephanie Weber, we have the pleasure of serving as the Division 33 program chairs for the upcoming convention held August 6th-9th, 2015 in Toronto, Canada. We have a full program, which emphasizes research and practice in intellectual and developmental disabilities, including autism spectrum disorders, with presentations that span from childhood to adulthood. We are also excited to share that 4 CEU credits can be obtained by attending specific sessions in our Division 33 program (Friday 8/7/15 10:00-10:50am) or collaborative programs submitted by our Division (Saturday 8/8/15 1:00-1:50pm, and Sunday 8/9/15 10:00-11:50am).

In addition to our fine program, APA continues to emphasize collaborative programming between Divisions. This year four collaborative programs were selected by APA, and we are pleased to collaborate with other Divisions in presenting the following sessions:



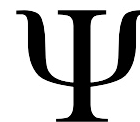
Disparities in STEM: Mapping the trends of diversity, the potential causes, and promising practices (together with Developmental, Educational, School, Women, Ethnic Minority) to be held Thursday 8/6/15 from 12:00-1:50pm.

Hurting from the inside out: Identity-based bullying among adolescents (together with School, Counseling, Women, LGBT, Ethnic Minority, Pediatric) to be held Friday 8/7/15 from 8:00-9:50am.

Teaching public policy at the graduate level in the changing healthcare environment (together with Public Service, Neuropsychology, Independent Practice, APAGS) to be held on Saturday 8/8/15 from 1:00-1:50pm. 1 CEU available.

Cross-divisional perspective: Implications of DSM-5 changes on Autism spectrum disorders (together with Developmental, School, Independent Practice, Child Clinical) to be held Sunday 8/9/15 from 10:50-11:50am. 2 CEUs available.

While substantive hours continue to be reduced for all Divi-



sions, down to 14 hours from 16 hours last year, the opportunity for poster sessions, social hours, collaborative programming and co-listing sessions increases, affording us the opportunity to be involved in many more hours of programming at the 2015 Convention. Collaborative programs were scheduled independently of our Divisional program, resulting in some time conflicts. We encourage convention attendees to look into these fine sessions which include different Divisional viewpoints on a similar topic.

We have two distinguished award to give out this year. The Edgar A Doll Award, awarded each year by Division 33 to an individual who has made lifetime achievements in the area of intellectual and developmental disabilities, is being received by **Laraine Masters Glidden, PhD**. Her presentation will be held on Friday 8/7/15 from 9:00-9:50am. I hope you will all join in recognizing Laraine for her contributions to our field. Every other year Division 33 honors an individual with the John Jacobson for Critical Thinking Award for their 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 2015 Jacobson Award for Critical Thinking is being presented to **V Mark Durand, PhD** on Saturday 8/8/15 at 10:00-10:50am.

Division 33 also has the privilege of acknowledging two students with our Student Excellence Awards. We will recognize our student award winners at our business meeting, immediately following the Presidential Address from **Laura Lee McIntyre, PhD**. Our student winners for 2015 are

Allyson Davis, MA (Loma Linda University, paper entitled "Influence of the five facets of mindfulness on parents of children with developmental delays" Thursday 8/6/15 11:00-11:50am) and **Caroline Leonczyk, MA** (University of Alabama-Birmingham, poster entitled "The role of IQ in autism symptomatology among children born prematurely" Saturday 8/8/15 1:00-1:50pm).

I would be remiss if I didn't mention all the wonderful networking opportunities within our Division 33 program. While I have great pride in being part of a welcoming and friendly division of colleagues who network at each session and in the halls, we have some designated time to facilitate networking. Graduate students and ECPs from the Executive Council are each organizing specific gatherings at the convention for students and ECPs. We will share more information about this event as details become available. Based on feedback from ECPs, and developed by our ECP committee, we have created a **Conversation Hour** targeted at addressing their needs within our field (Saturday 8/8/15 12:00-12:50pm). **Alice Kau, PhD**, a program officer from NICHD, has kindly offered to participate in this session, offering guidance and advice to ECPs. Please also plan to attend the Division 33 **Social Hour** (Friday 8/7/15 5:00-6:50pm) where our Division comes together to chat, foster collaboration, and to meet other members of our Division.

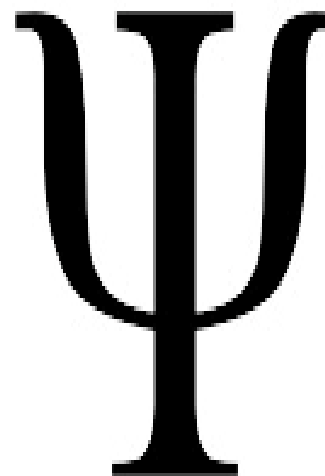
We would like to thank and acknowledge the panel of reviewers who provided feedback on the many high quality abstract submissions received for the 2015 convention. Our review panel included four students (Hillary Hurst Bush, Anthony Goodwin, Emily Johnson, Geovanna Rosas Rodriguez), four early career psychologists (Jason Baker, Sigan Hartley, Becky Hudock, Stephanie Weber), and four more senior pro-

fessionals (myself, Sharon Krinsky-McHale, Laura Lee McIntyre, Marc Tassé). If you see these individuals at the convention, please thank them for their contribution to our Division and work in selecting a strong program.

In addition to the above mentioned sessions, we have wonderful symposia, and paper and poster sessions detailed later in the newsletter. On behalf of my program chair and the Executive Council, I look forward to seeing you in Toronto this summer. Make sure your passport is current!

See you in Toronto, eh?

Anna J Esbensen, PhD
President-Elect, APA Division 33





News from the Ad Hoc Committee on ID and the Death Penalty

Greg Olley, PhD

An update from Greg Olley, PhD

The Committee members continue to be active in topics related to intellectual disabilities and the death penalty, although each contributes in his/her own way. These activities include publications and conference presentations as well as evaluations of clients and court testimony.

At the August 2014 meeting of the Executive Council, the Council approved an expanded name and role for this *ad hoc* Committee. In keeping with the Division's increasing emphasis on autism, this Committee will expand its role and add Dr. Gary Mesibov as a member. Dr. Mesibov has taken a large national role in consulting to attorneys in criminal cases involving people with autism both as victims and as perpetrators. The crimes of people with autism seldom involve murder, but their vulnerability is well documented. Dr. Mesibov presented on this issue at the 2014 APA Convention.

The following is a summary of activities as reported by the Committee members.

First, I want to note the sadness of all members of the Division at the violent death of Dr. Tom Oakland. Although Tom was not a member of the Committee, he contributed greatly to the science of ID diagnosis in criminal matters both through his scholarship and his testimony. He will be greatly missed.

In my last report, I noted the

role of Committee members in contributing to an *amicus* brief in the case of *Hall v. Florida* before the U.S. Supreme Court. The *Hall* decision upheld the use of the standard error of measurement in the interpretation of IQ scores and, more broadly, upheld the importance of science. The importance of the *Hall* decision has been felt in many subsequent *Atkins* cases and contributes to courts' reliance on science rather than stereotypes of intellectual disability.

On a related theme, Committee members Steve Greenspan, Mark Tassé, and I will be presenting on the topic of stereotypes of ID in the courtroom at the 2015 APA Convention in Toronto. I want to again thank Division 33 for the opportunity to present a symposium on the death penalty at APA. I am sure that I speak for all Committee members when I say we appreciate the opportunity to address this important issue.

Committee members are working in some capacity on over 25 active *Atkins* cases in many states around the country. Drs. Tassé, Greenspan, Reschly, Salekin, and I have been the most active in testifying. Most roles involve evaluations and testimony. Others involve consultation. Committee members are becoming very well-known resources for attorneys who just want consultation or resources that they can read.

The edited book on ID and the death penalty has finally been published by AAIDD. Committee

members Greenspan, Widaman, Switzky, Salekin, Everington, Tassé, and Olley contributed chapters.

In summary, the amount and scope of this Committee's work continues to grow and to contribute science and clinical expertise to the courts in these important hearings. The Committee welcomes recommendations from the Executive Council and the members of Division 33 on activities that would further these goals.

J. Gregory Olley

Chair, *Ad Hoc* Committee on Intellectual Disability, Autism, and the Death Penalty

2014 Doll Award Winner



Wayne Silverman, PhD

Professor, Psychiatry and Behavioral Sciences

*Director, Intellectual and Developmental Disabilities Research Center
Kennedy Krieger Institute and Johns Hopkins University School of Medicine*

The IDD Field: Thoughts on Being All We Can Be

Having come into the field of intellectual and developmental disabilities (IDD) in 1972, it has been my privilege to witness firsthand the extraordinary transformation that has occurred over recent decades. Today, people affected by developmental disorders face a far different and far better world than ever before. Within developed countries, at least, the vast majority of individuals with IDD now live with their families, attend regular schools, and are integrated into the lives of their communities. Access to supports and services is more available than for past generations, historically prevalent causes of morbidity and mortality, like congenital rubella syndrome and deficiency diseases, are now largely prevented and risk for others, like perinatal trauma, neural tube defects and exposures to environmental toxicants, are reduced dramatically. Life expectancy has increased, perhaps even to a greater degree than for the population as a whole, and we have seen positive impacts on the quality of life for affected individuals and their families. In fact, the population of people now diagnosed with one type of IDD or another is dramatically different from what it had been in previous generations, in that the majority of people with “milder” impairments are no longer considered to have IDD at all and many individuals with the

most severe impairments now surviving into adulthood rather than facing early mortality.

Our field can and should take great pride in these remarkable successes. However, we still have far to go to understand and address the fundamental mechanisms causing developmental disorders and to develop effective strategies for further preventing and/or treating their impacts. The wealth of knowledge and technological capabilities available today can support unprecedented advances within our field, but considerable resources need to be marshaled to turn this potential into reality. Resources that are now routinely available in Centers throughout the developed world were only science fiction just a few short decades ago. A full spectrum of imaging technologies can now provide high resolution visualization of brain anatomy and metabolism, network connectivity, and the functional relationships linking performance to brain structure. The field of genetics is seeing dramatic advances virtually week to week, with exome and whole genome sequencing becoming routine research tools and now moving into clinical applications. Modern computers power complex informatics, brute-force modeling, and analyses of huge and complex data sets.

Nanotechnology provides new tools for drug delivery to the central nervous system. Advances in the education, engineering, habilitation, and behavioral sciences are contributing to improved assessment and treatment, as well as expanding capabilities for tracking development, progression of symptoms, and responses to treatment.

The potential of these capabilities seems self-evident, but thoughtful strategies are needed to develop this potential into actions that have positive impacts on the lives of real people living with the real challenges of IDD. Several “big-picture” ideas seem worthy of discussion in the process of developing these strategies.

First, the inherently “transdisciplinary” nature of the IDD field should be recognized more broadly and capitalized upon more effectively. Relevant disciplines include the full spectrum of biomedical and “non-biomedical” disciplines. A non-exhaustive list, in no particular order, could include obstetrics, pediatrics, internal medicine, genetics, neurology, psychiatry, radiology, immunology, pathology, biomedical engineering, endocrinology, epidemiology, psychology, education, sociology, ethics, economics, computer science/informatics, politics, religion, law

and history. That obviously covers a lot of territory, yet disciplinary training and administrative structures encourage the formation of functional “silos”, with schools, departments, and clinical practices defining boundaries of activities. New systems and structures that incentivize transdisciplinary collaborations and team participation seem needed. Programs currently operating within functional silos need to identify new opportunities that could be realized by engaging colleagues from other disciplines, and professionals in the IDD field could be well served by broadening their knowledge base to allow them, not to become “experts” in other disciplines, but to be able to communicate effectively with those potential colleagues. This is far from a new idea and in fact it has become characteristic of some programs. However, it remains the exception rather than the rule and considerable effort will be required to overcome programmatic, structural and administrative barriers, as well as to recruit the financial resources needed to build transdisciplinary teams and maintain support for their activities. One way to facilitate the process is to take advantage of under-utilized resources that may already exist within academic environments. Core resources having non-IDD missions could also support IDD-focused projects (e.g., Clinical and Translational Science Awards (CTSAs) from NIH), or faculty, students and fellows from “other” departments could be encouraged to take an interest in IDD. The talent that exists within academic institutions targeting IDD is just a very small proportion of the overall pool, and much can be gained by engaging individuals without a background in IDD. Of course, doing this effectively requires real effort, including increased recognition of the limits of our own expertise, learning who truly has something to offer and who only thinks they do, communicating with and trusting colleagues in other disci-

plines (see July/August 2014 Monitor for a discussion of the complications inherent in that process), and broadening the knowledge base of the next generation of IDD professionals to allow them to build, nurture, and expand these types of programs. An explicit and sustained commitment will be needed to support positive movement in this direction, and the IDD field needs to decide, one way or the other, if this should be a priority.

Second, the IDD field could benefit from a higher public profile.

This would increase the pool of people with relevant interests, increase funding and resource availability for programs at every level, and contribute to improved quality of life for affected individuals and their families. Given that developmental disorders could affect an estimated one in six to seven children, it should be easy enough to maintain high visibility. However, there is constant competition for public attention, and conditions like cardiovascular and cerebrovascular disease, infectious diseases, substance abuse, and Alzheimer’s disease receive more publicity. It is particularly concerning that even the Eunice Kennedy Shriver National Institute of Child Health and Human Development, the branch of NIH historically committed to supporting research within our field, failed to identify IDD explicitly as one of its priorities during its recent “visioning process”.

The current definitions of DD and ID may be contributing to this relatively low visibility. Over time, these definitions have become more stringent and many individuals with very real but less severe impairments no longer meet diagnostic criteria. For example, the federal Developmental Disabilities Act, Section 102 (B), defines DD as a severe, chronic disability with onset prior to age 22 that: (a) is attributable to a

mental or physical impairment, (b) is likely to continue indefinitely, (c) results in substantial functional limitations in at least three domains of activities, and (d) creates needs for “exceptional” supports that are of life-long or extended duration. Guidelines defining these criteria are available and help to clarify interpretations of “severe”, “substantial”, “exceptional”, and “extended durations”, but there seems little doubt that the intent is to restrict this classification and to limit programs of services to the population affected most severely.

While certainty is impossible, it seems reasonably likely that the modern evolution of the definition of ID has contributed to this more restrictive overall conceptualization of DD. The American Association of Intellectual and Developmental Disabilities (AAIDD) has played a lead role in defining ID for almost a century, and perhaps the most significant post WWII development has been a shift away from diagnosis based solely on “low intelligence”, operationalized as an IQ of 70 or less, to the additional consideration of impairment in adaptive behavior. When this added criterion was first introduced in the 1961 classification manual, no standardized assessments of adaptive behavior were available. However, the manual indicated that impairment at a level of one standard deviation below the respective population ---mean would be consistent with ID presence. It is hard to know the many details in the minds of the individuals developing this new definition, but it seems clear that they were not intending to exclude individuals with “mild ID.”. To the contrary, there was considerable concern that relaxing criteria to include “borderline” cases would greatly increase the population of individuals labeled as intellectually impaired.

The next edition of AAID’s classification manual addressed this concern by returning the criterion de-

Doll Award Winner—Wayne Silverman

fining ID back to -2 S.D.s below the population mean and eliminating the “borderline” category. While this re-adjustment could have focused only on IQ, it went on to include both IQ AND adaptive functioning without consideration of the impact on diagnostic or eligibility standards. This was an arbitrary decision that continues to have profound impacts on our field to this day. While nobody would quibble with the logic of defining some level of intellectual impairment together with some level of functional impairment that acknowledges the inability of a certain proportion of the population to “compete” fairly with their peers and a societal obligation to provide supports to those individuals, there is plenty to quibble about when it comes to determining the specifics of exactly what that level should be. Historically, that has been set to define a proportion of the population who perform at a level below 97% of their peers; thus the IQ criterion of 70 or under. However, the arbitrarily added criterion of adaptive functioning below -2 S.D.s has had a dramatic impact on the estimated prevalence of ID. It has virtually eliminated the entire population of individuals with relatively mild levels of impairment, and the Center for Disease Control (CDC) estimates that only 0.6% of U.S. adults now have ID. Larson et al (2001) also reported a similar adult prevalence of ID for what was “mental retardation” when their data were collected, but they provided compelling data showing a dramatically higher prevalence prior to school graduation. Of course, arguments have been made that academic environments place demands on many individuals that no longer apply to adult living and this remarkable drop in ID prevalence following school graduations really reflects this reality. In all honesty, though, it seems hard to accept that functioning successfully as an adult is less de-

manding than getting by in school, and such arguments seem more like excuses for ignoring the support needs of the majority of adults with low intelligence than a realistic appraisal of their ability to manage life successfully; plenty of evidence now suggests that the remarkable “disappearance” of 75% of the cases diagnosed with ID during their school years merits attention.

There are public policy implications of all this. Setting the bar as conservatively as it is today for ID, and by extension for other DD with the exception of ASD, defines these conditions as comparatively rare disorders. Given the reality that our field competes with others for limited resources, that is extremely concerning. In fact, criteria defining many other impairments have become more relaxed, mild cognitive impairments (MCI) in older adults being an illustrative example, increasing the population affected by old-age associated dementing disorders and attracting greatly increased public awareness and support. ASD is a parallel example within our field. Given the growing recognition of the significant impacts of “milder” impairments, the time seems right to re-examine the conservative criteria defining ID. While the historical focus on a true IQ of 70 or less seems reasonable enough, requiring additional evidence of a relatively severe functional impact seems overly restrictive. Keith Widaman (2002) provided simulations showing the impact of varying the severity of functional impairment on prevalence of ID, assuming an IQ of 70 or under. It is noteworthy that even a relaxed criterion for functional impairment of -1 S.D. might exclude over 25% of individuals with a true IQ under 60.

The stigmatizing feature of an ID diagnosis is the other side of the coin. Clearly, there is resistance to labeling affected individuals among professionals and resistance to accepting the label among affected individuals and their families. Thus, there are competing interests between increasing access to supports through broadening eligibility requirements versus resistance to being identified as “inferior and devalued” One strategy for resolving this tension is to follow the precedent provided by MCI, where a new diagnosis reflecting milder signs and symptoms is developed. “Generalized Learning Disability/Impairment” or some other comparable diagnosis distinct from other IDD’s could serve to recognize the presence of impairments with very real day-to-day consequences that do not rise to the level of severity currently defining ID. Diagnostic criteria could be set at an IQ of 75 or below consistent with the historical standard (but recognizing test imprecision) plus activities of daily living or instrumental activities of daily living at levels of 1.0 a 1.5 SDs below the reference population mean. This would provide affected individuals with access to needed supports and would avoid the stigmatizing labels of concern. It would also recognize the true scope of impact of impaired intellectual functioning and would increase the likelihood of expanding resources available for both services and research focused on improved treatment and prevention. The IDD field should debate the pros and cons of such a new diagnostic category and then take whatever action is appropriate.

Third, our field needs to embrace more fully a shift from a focus on childhood and adolescent development to a life span perspec-

Doll Award Winner—Wayne Silverman

tive. Our successes since the second half of the last century have resulted in dramatic increases in life expectancy for people with IDD. It is an obvious reality that children grow up, and “the elderly” is now the most rapidly growing segment of our society. That is also the case for the population with IDD. Yet, the IDD field continues too largely overlook the importance of understanding both the typical and atypical needs of adults overall and especially of older adults. Basic knowledge about adults with IDD needs to expand to prepare our field to deal with shifting demographics, and this knowledge needs to be incorporated into programs training tomorrow’s professionals to prepare them to meet the needs of adults with lifelong impairments..

Aging of adults with Down syndrome provide a current case in point. Median age at death for individuals with Down syndrome was under 10 as recently as the early 1970’s. By the late 1990’s it was over 50 and continuing to increase (MMWR, 2001). Many, although not all adults with Down syndrome over 60 will develop dementia caused by Alzheimer’s disease, but no consensus has been reached on standards for diagnosing dementia and especially recognition of early signs and symptoms, particularly important as future effective treatments become available.. Many other aging-associated conditions need to be addressed, ranging from such routine things as monitoring nutrition status and skin conditions to sensory loss to vascular disease and dementing disorders. The IDD field needs to determine the factors that modify risk for the full spectrum of old-age associated health concerns both detrimental and protective, to develop standards of care for older adults with IDD, and to expand access to quality services providing that standard of

care.

Fourth, the IDD field needs to be more effective in informing public policy. A wealth of specialized knowledge already exists within the IDD field and there is tremendous potential for influencing high stakes decisions. This knowledge needs to be disseminated beyond specialty journals to penetrate into broad awareness.

For one example, there is broad acceptance within the IDD field that IQ testing provides an imperfect estimate of true intelligence and that specific assessment methods can influence findings. What seems less well known is that testing with a version of the WAIS, the “industry standard” for IQ testing of adults, consistently overestimates IQ’s of adults with ID compared to other instruments, including the WISC and various editions of the Stanford-Binet (see Silverman et al, 2010). Thus, employing the WAIS as the key measure of IQ to make high stakes decisions in relatively common situations (e.g., disability determination by SSA examiners) or in rare situations (e.g., Atkins death penalty cases) could result in adults truly having IQ’s well below 70 scoring above the ID range.

A second example bears an evaluation of educational programs – and individual educators - under *No Child Left Behind* and related policies. Current proposals treat children with IDD like their non-IDD peers, and while that represents a worthy ideal, it denies the reality that some children have constitutional impairments that limit their ability to perform at grade level. Policy makers need to be reminded that there is a real bell-shaped curve that describes performance capabili-

ties within any population. While progressive policies can have real impacts, moving that curve in a positive direction, the performance of children diagnosed correctly with IDD will continue to perform below the levels of their peers. Enlightened educational policy needs to acknowledge this fact of life, and failing to do so virtually guarantees that schools in high-risk neighborhoods and teachers of inclusive classes will be evaluated more poorly than they might otherwise deserve, regardless of the quality of the program they provide.

Fifth, it seems particularly important at this period in our history to promote recognition of the extraordinary impact that the scientific enterprise has had, within the field of IDD and more broadly. Research has contributed in one way or another to all the remarkable advances we have seen since western civilization emerged from the Middle Ages, and history has shown time and again that practices without empirical support rarely prove to be effective. Yet “anti-science” and “anti-intellectual” sentiment persists, and a misunderstanding of the fundamental nature of science may be a major contributor to those viewpoints. At its heart, science is of a method of critical testing of ideas, both of others and our own. Its strength rests on skepticism, putting predictions to the test, and ensuring that facts, i.e. data, are reproducible. While the products of modern science can seem miraculous, there is nothing magical in the process. Science depends on a high degree of transparency and the ability of others to see things for themselves (if they care to look), and there is really not much more to it. The technical sophistication and dense body of knowledge is there, of course, but these things are the products and tools that are needed to define the questions we now need to pose and the methods we can use to provide answers to those questions.

Doll Award Winner—Wayne Silverman

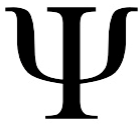
While it takes true experts to move science ahead, everyone can come to understand how science works and why it works, and the “ABCs” should be instilled throughout society. We are far from that goal and science is likely to come under frequent attacks until that goal is achieved.

Returning to my title, how can these big-picture issues be addressed to help the IDD field be all it can be? I think more effective communication should be a major priority: communication across program and disciplinary boundaries, communication about the fundamental nature of IDD and the impact of impairments on the everyday lives of affected individuals; communication about the needs of older adults with IDD and the challenges they face in accessing the services of knowledgeable professionals; communication with the general public and policy makers regarding the true significance of IDD and implications for educational and health care programs; and communication regarding the nature of science and its importance for guiding high-stakes decisions.

These are all issues that have been topics of considerable discussion within the IDD field, on and off, since well before my time. Yet needs for more effective communication persist, and that could very be because the IDD field has tended to overlook the fact that effective communication is a sophisticated skill that is mastered only with considerable effort by remarkably few individuals.

We see evidence of this regularly at professional conferences and by public appearances of government officials, but we continue to think that educators, or clinicians or scientists can fill the need if they just take the time. That hasn’t worked very well because, simply put, these professionals rarely have the right set of skills. If the situation is ever to change for the better, training programs need to prepare IDD professionals in all disciplines to be effective listeners as well as speakers. More importantly, though, and we need to encourage “professional communicators,” people who know how to package information and tailor messages to maximize their impact on target audiences to join us as integral members of the IDD field. That may be a tall order, but our field has already accomplished far more impressive things.

Wayne Silverman, PhD

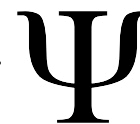


Division 33 Convention Programming

Toronto, Canada

Thursday, August 6th, 2015

Title	Time	Location
Symposium: Parent and Teacher Impact---Social and Academic Outcomes for Individuals With and Without ID or ASD Chair: Bruce Baker, PhD Participants: Christine Moody, BA, Naomi Rodas, BA, Geovanna Rodriguez, BA, Stacy Lauderdale-Litten, PhD	8:00 AM - 8:50 AM	Convention Centre Room 201C
Symposium: Children With ASD at School---Literacy, Behavior, and Program Outcomes Chair: Jan Blacher, PhD Participants: Abbey Eisenhower, PhD, Jan Blacher, PhD, Andy Garbacz, PhD	10:00 AM - 10:50 AM	Convention Centre Room 706
Paper Session: Families of Individuals With Intellectual and Developmental Disabilities Chair: Jason K. Baker, PhD Participants: Allyson L. Davis, MA, Meredith L. Dennis, BA, Esther Hess, PhD	11:00 AM - 11:50 AM	Convention Centre Room 703
Poster Session: Current Topics in Intellectual Disabilities Participants: Teresa Farmer, MS, Roshni Rao, Med, Anne M. Ritzema, MA, Anne M. Ritzema, MA, Susanna Luu, MA, Hilda S.W. Ho, MPH, Hilda S.W. Ho, MPH, Shereen J. Cohen, BA, Sharon J. Krinsky-McHale, PhD, Yangmu Xu, MA, David W. Munro, Med, Mark Depot, MA, Clara Ko, BS, Laura Fontil, MA, Michelle H. Nagle, BS, Rebecca Shine, MA, Odette Weiss, MA, Anthony J. Goreczny, PhD, Chrisann Schiro-Geist, PhD, Stephanie Weber, PsyD, Gwendolyn S. Barnhart, MS, Shaun Thomas, BA, Hyejin Kim, PhD, Jessie Wall, MA	1:00 PM - 1:50 PM	Convention Centre Exhibit Halls D & E
Symposium: Common Misunderstandings of Intellectual Disabilities in Criminal Cases Chair: Stephen Greenspan, PhD Participants: Gregory Olley, PhD, Marc J. Tassé, PhD	2:00 PM - 2:50 PM	Convention Centre Room 712
Symposium: New Perspectives on Interventions for Children With Intellectual and Developmental Disabilities Chair: Laura Lee McIntyre, PhD Participants: Margaret Rosencrans, BA, Cameron Neece, PhD, MA, Gazi Azad, PhD, Catherine Scanner, MA	3:00 PM - 3:50 PM	Convention Centre Room 717A



Division 33 Convention Programming

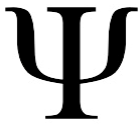
Toronto, Canada

Thursday, August 6th, 2015, cont.

Title	Time	Location
Executive Committee Meeting	5:00 PM - 6:00 PM	Intercontinental Toronto Centre Ho- tel, Wellington Room

Friday, August 7th, 2015

Title	Time	Location
Paper Session: Social Relationships and Intellectual and Developmental Disabilities and Autism Spectrum Disorders Chair: Jonathan A. Weiss, PhD Participants: Laura B. Kestemberg, PhD, Tiffany L. Born, MS, Elizabeth A. Laugeson, PsyD	8:00 AM - 8:50 AM	Convention Centre Room 809
Edgar A Doll Award: The Lifespan of Family Research: Generativity or Stagnation? Chair: John Lutzer, PhD Participant: Laraine Glidden, PhD	9:00 AM - 9:50 AM	Convention Centre Room 706
Symposium: Development Across Life Domains for Adolescents and Young Adults With ASD 1 CEU available Chair: Leann E. Smith, PhD Participants: Bonnie R. Kraemer, PhD, Sasha M. Zeedyk, Med, Hillary H. Bush, MA	10:00 AM - 10:50 AM	Convention Centre Room 206B
Presidential Address: Family-centered interventions for children with developmental delay: Trials, tribulations, and success stories from the trenches Chair: Anna Esbensen, PhD Participant: Laura Lee McIntyre, PhD	4:00 PM - 4:50 PM	Fairmont Royal York Hotel Alberta Room
Social Hour: Join all your Division 33 friends for the Social Hour, where our Division comes together to chat, foster collaboration, and to meet other members of our Division.	5:00 PM—6:50 PM	Fairmont Royal York Hotel Alberta Room

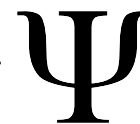


Division 33 Convention Programming

Toronto, Canada

Saturday, August 8th, 2015

Title	Time	Location
Symposium: Parent Training for Children With Autism Spectrum Disorder and Disruptive Behavior Chair: Karen Bearss, PhD Participants: Cynthia Johnson, PhD, Tristram Smith, PhD, Luc Lecavalier, PhD, Eric Butter, PhD	8:00 AM - 9:50 AM	Convention Centre Room 709
John Jacobson Award for Critical Thinking: An Optimistic Approach to Helping Students with Challenging Behaviors Chair: John Lutzer, PhD Participant: V Mark Durand, PhD	10:00 AM - 10:50 AM	Convention Centre Room 703
Conversation Hour: Addressing the Needs of Early Career Psychologists in IDD and ASD Co-Chairs: Abbey Eisenhower, PhD, Katy Mezher, PhD	12:00 PM - 12:50 PM	Convention Centre Room 712
Poster Session: Current Topics in Autism Spectrum Disorders Participants: Ashlee B. Mitchell, BS, BA, Carolyn M. Shivers, PhD, Margaret H. Mehling, MA, Alexa Queenan, MA, Rebekah L. Hudock, PhD, Steffanie J. Schilder, PhD, Gael I. Orsmond, PhD, Marissa I. Mendoza-Burcham, PhD, Jacquelyn Moffitt, Staci Fosenburg, BS, Hillary H. Bush, MA, Samantha Benedicto, BA, Maren E. Oslund, MSW, Allyssa McCabe, PhD, Christopher A. Lepage, PsyD, Christopher A. Lepage, PsyD, James W. Yang, BA, Busisiwe L. Ncube, BS, Colin A. Campbell, MA, Danielle C. Missler, BA, Evangeline C. Kurtz-Nelson, BA, Lori B. Vincent, MS, Yasamine Bolorian, MA, Alexis A. Pittenger, PsyD, Jessie Sanchez, BA, Caroline Leonczyk, MA, Elina Veytsman, BA, Marlene Cabrera, BA, Steven M. Koch, PhD, Eva P. Trinh, MA, Joshua E. Ramirez, BA	1:00 PM - 1:50 PM	Convention Centre Exhibit Halls D & E



Division 33 Convention Programming

Toronto, Canada

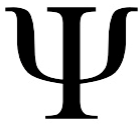
Sunday, August 9th, 2015

Title	Time	Location
Paper Session: Contemporary Issues in Intellectual and Developmental Disabilities and Autism Spectrum Disorders Chair: Sigan Hartley, PhD Participants: Karrie A. Shogren, PhD, Anne Wheeler, PhD	9:00 AM - 9:50 AM	Convention Centre Room 803A
Symposium: Research to Practice--- Outcomes of a Multimodal Social Skills Intervention in a Pediatric Hospital Chair: Heather J. Hall, PhD Participants: Jessica M. Coulter, PsyD, Heather E. Mitchell, PsyD, Bradley O. Hudson, PsyD	10:00 AM - 10:50 AM	Convention Centre Room 715B

Division 33 is fortunate to partner with several other APA Divisions on Collaborative Programming. These divisions include:

- *Developmental*
- *Educational*
- *Independent Practice*
- *Women*
- *Ethnic Minority*
- *Counseling*
- *LGBT*
- *APAGS*
- *Public Service*
- *School*
- *Neuropsychology*
- *Child Clinical*
- *Pediatric*

Look on page 14 for the Collaborative Programming Opportunities at this year's conference

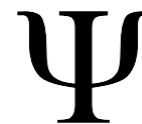


Division 33 Convention Programming

Toronto, Canada

Collaborative Programs

Title	Time	Location
<p>CPG: Disparities in STEM: Mapping the Trends of Diversity, the Potential Causes, and Promising Practices</p> <p>Chair: Sandra Simpkins, PhD Participants: Jacquelynne Eccles, PhD, Janet Hyde, PhD, Dolores Cimini, PhD, Lisa Flores, PhD, Yvette Flores, PhD</p> <p>Five experts will discuss the disparities in STEM based on gender, socioeconomic status, disability status, race/ethnicity, and the intersection of gender and ethnicity. Following short presentations, the panel will facilitate a group discussion.</p>	Thursday 8/6/15 12:00 PM - 1:50 PM	To be announced
<p>CPG: Hurting From the Inside Out: Identity-based Bullying Among Adolescents</p> <p>Chair: Michelle M Perfect, PhD, Mindy Eruchul, PhD Participants: Brittany G Brinkman, PhD, Kara Ayers, PhD, Angela Neal-Barnett, PhD, Martha Bergen, PhD, Deborah Tolman, EdD, William Gibson, PhD, Susan Swearer, PhD</p> <p>This interactive session will address aspects of identity-based bullying among adolescents including identification, intervention, and prevention. Bullying related to race, sexual identity, disability, weight, and sexual behavior will be discussed.</p>	Friday 8/7/15 8:00 AM - 9:50 AM	To be announced
<p>CPG: Teaching public policy at the graduate level in the changing healthcare environment</p> <p>Chair: Patrick H. DeLeon, PhD, JD, Omni Cassidy, MS Participants: Randy Phelps, PhD, Le Ondra Clark Harvey, PhD, Christine E. Kasper, PhD, RN, Joanna R. Sells, BA</p> <p>With the radically evolving healthcare environment, future psychologists must be leaders in shaping health policy. Audience will learn, from 3 different perspectives, the importance of learning about health policy at the graduate level and beyond.</p>	Saturday 8/8/15 1:00 PM - 1:50 PM	To be announced
<p>CPG: Cross-Divisional Perspectives: Implications of DSM-5 Changes on Autism Spectrum Disorder</p> <p>Chair: Stephanie Weber, PsyD Participants: Rachel Fenning, PhD, Hanna Rue, PhD, Nicole Bing, PsyD, Sarah Mire, PhD, Jennifer Bass, PsyD, Stephanie Fillers, MS, Julie Lounds Taylor, PhD, Holly Roberts, PhD</p> <p>This session will highlight implications on research, practice, and policy of the DSM-5 changes to criteria for Autism Spectrum Disorder to date. Case vignettes and family perspectives will also be addressed.</p>	Sunday 8/9/15 10:00 AM - 11:50 AM	To be announced



Division 33 Convention Programming

Toronto, Canada

Are you an Early Career Psychologist (ECP)? If so, we would like to highlight a few events:

Friday, August 7th—5:00—7:00PM Fairmont Royal York Hotel Alberta Room

Social Hour—Relax, eat, drink, and chat with like-minded psychologists and students. Enjoy the friendly atmosphere, good conversation, and sage advice of division 33 members. It's a great time....Hope to see you there!

Saturday, August 8th at 12:00.—Convention Centre Room 712

Conversation Hour: Addressing the Needs of Early Career Psychologists in IDD/ASD: Come meet leaders in the field of IDD in a welcoming and informal social environment.

Student Highlights

APA 2015 News

We are very excited for this year's upcoming APA Conference in Toronto and can't wait to see you all! As we get closer to the conference, we will be announcing the location of our annual graduate student lunch event. This is a great opportunity to meet and chat with fellow students in our division from all over the country. The student lunch event will take place from 12-2 pm on Friday, August 7th. Please visit our Facebook page for the latest updates regarding the location of this event. All students (members and non-members alike) are welcome. Please encourage fellow students to attend!

Additionally, there is a tentative Early Career Professional (ECP) and student group mentoring session with senior Division 33 members in the works for Friday afternoon, August 7th, from 2-4 pm. This mentoring event will be held at a restaurant or gathering place near

the Intercontinental Toronto Centre Hotel. Mark your calendars! This will be an excellent chance to personally hear from ECP committee members on various career advice topics related to academia, research, work-life balance, and fieldwork. Don't miss out on this informative event!

Student Events for Graduate Students

Not a member of Division 33? Not to worry, the American Psychological Association of Graduate Students (APAGS) has you covered with other exciting events taking place at APA! Check out these events for more valuable information:

Thursday, Aug. 6

Food For Thought Breakfast 7:30 a.m.—8:50 a.m., APAGS Suite Psychologist: Nadine Kaslow, PhD

Set Goals, Say No, and Still Graduate 10:00 a.m.—11:50 a.m., APAGS Suite

Creating Your Research Program: How to Develop a Unified Research Narrative Session During Graduate School 11:00 a.m.—11:50 a.m., Convention Center

Cutting-Edge Research from Emerging Psychological Scientists— Late Breaking Poster Session 1:00 p.m.—1:50 p.m., Exhibit Hall

Student Leadership Development: From Theory to Practice and Beyond 2:00 p.m.—2:50 p.m., APAGS Suite

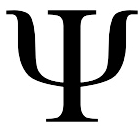
Flying Solo Social Hour 4:00 p.m.—4:50 p.m., APAGS Suite

APAGS Social 6:00 p.m.— 8:00 p.m.

Friday, Aug. 7

Food For Thought Breakfast 7:30 a.m.—8:50 a.m., APAGS Suite Psychologist: Benjamin Miller, PsyD

Psychology Without Borders: Interna-



tionalizing Your Psychology Teaching, Research, and Service 8:00 a.m.—9:50 a.m., Convention Center

Internship Workshop 8:00 a.m.—9:50 a.m., Convention Center

APAGS Poster Session: Showcasing Graduate Student Research 10:00 a.m.—10:50 a.m., Convention Center, Exhibit Hall

Student Led Resistance: Mobilizing for Social Justice Post Ferguson 10:00 a.m.—11:50 a.m., APAGS Suite

Financial Literacy for Students and Recent Graduates 11:00 a.m.—12:50 p.m., Convention Center

Hands on Stats: A Guide to Basic Statistical Analysis 1:00 p.m.—2:50 p.m., APAGS Suite

The Dirty Little Dos and Don'ts of the Dissertation and Thesis Process 3:00 p.m.—3:50 p.m., APAGS Suite

Saturday, Aug. 8

Food For Thought Breakfast 7:30 a.m.—8:50 a.m., APAGS Suite Psychologist: Helen Neville, PhD

Alternative Career Paths with a Doctorate in Psychology 9:00 a.m.—10:50, Convention Center

Smart Shopping: Factors to Weigh Before Applying to Doc Programs 10:00 a.m.—10:50 a.m., APAGS Suite

Who am I? Professional Identity Issues for School Psychology Students 11:00 a.m.—11:50 a.m., APAGS Suite

Non-Traditional Students and Graduate School: Shared Experiences, Personal Challenges, and Open Discussion 11:00 a.m.—11:50 a.m., Convention Center

Meet and Greet with Internship Training Directors 1:00 p.m.—1:50 p.m., Convention Center

Peer Review Journals: Reading and Responding to a Review letter 3:00 p.m.—3:50 p.m., APAGS Suite

Conversation Hour with APPIC 4:00 p.m.—4:50 p.m., APAGS Suite

Sunday, Aug. 9

Food For Thought Breakfast 7:30 a.m.—8:50 a.m., APAGS Suite APAGS Governance

Licensure and Mobility: What Graduate Students Need to Know 9:00 a.m.—10:50 a.m., Convention Center

Ethics Paper Prize Presentation 10:00 a.m.—10:50 a.m., APAGS Suite

Division 33 on Facebook!

Want to hear the latest on Division 33? Visit us on Facebook and see what some of our student and professional members are up to as we gear up for Toronto. Find out the latest news and highlights on Division 33 and 'Like' us! <https://www.facebook.com/APADiv33>

If you have any news worth sharing (i.e., research findings, job opportunities, awards, and funding opportunities) or interesting updates you would like to share or promote on our page, please feel free to email our student representative!

Email content information or your questions to: Geovanna Rodriguez Division 33 Student Representative (geovanna.rodriguez@ucr.edu).



Interview with Anna J. Esbensen, PhD

Conducted by Hillary Hurst Bush & Geovanna Rodriguez

Anna J. Esbensen, PhD, is an Assistant Professor of Pediatrics in the Division of Developmental and Behavioral Pediatrics at Cincinnati Children's Hospital, and the President-Elect of Division 33.

Q: When do you think is the "right time" for individuals to become involved in APA Divisions?

A: The "right time" to become involved with APA Divisions is anytime. There are different needs and different benefits to be received at different stages of your career, so there can never be a wrong time to get involved.

Q: When did you first become involved with Division 33, and how have you benefited from your membership?

A: I had the good fortune to begin attending Division 33 programs as a graduate student, and to become involved with our Executive Council (EC) as an early career psychologist (ECP). As a student, I attended the program, received positive feedback on poster submissions, and took advantage of networking opportunities at the Social Hour. I strongly believe the connections I made at conventions contributed to later career opportunities and research collaborations. Attending sessions also exposed me to the variety of

research designs and topics pertinent to our population of individuals with IDD and ASD, which helped improve my own research and clinical work.

As an ECP, a mentor and previous President asked me to help him coordinate the Division 33 convention program in New Orleans. This involvement helped me understand the inner workings of organizing a conference, and is now coming in helpful as I am myself in the role of coordinating the program this year. In that capacity, I also sat in on EC meetings. It was a privilege to understand early in my career the guidance and impact that APA and our Division has on our field. That involvement led to my being asked to serve as Member-At-Large (I ran twice). At that point, we didn't have student or ECP categories for members on the EC, and honestly, it was a little daunting to be sharing my opinion with more senior leaders in our field. However, my thoughts were welcomed by the EC, and the EC only continues to welcome the thoughts and perspectives of students and ECPs.

Q: What advice would you give to students who are interested in leadership roles within psychology?

A: Listen to others and speak up about what you hear and feel is important in guiding the field of psychology. Ask how you can help or be involved. While we have two ECPs on the EC, the ECPs have developed a group that help guide their projects and whom they represent at the EC meetings. Aim for what level of leadership fits with you. Leadership roles in psychology can be at the APA governance level, Divisional level, or state level.

Q: How might students benefit from Division 33 membership, even if they are unable to attend this year's APA Convention in Toronto?

A: APA membership is expensive. I recognize this. I let my membership lapse after graduation. It wasn't until I became involved with the Division 33 EC that I fully understood the value of membership. APA membership not only connects you to the larger group of psychologists, it helps to support all the advocacy work done by APA for our profession. APA advocates for changes to clinical practice and billing, supports ethics, and fosters research pertinent to psychology. Without APA advocating on our behalf, the profession of psychology would be substantially hurt. Around \$300 a year sounds expensive, especially when we first graduate, but it is a bargain for what APA supports on our behalf. I would be remiss in sharing the benefits of Division 33 membership if I did not acknowledge the challenge many students face of continuing with APA membership dues.

In contrast, Division 33 dues are nominal. But these dues help pay for student awards at conferences (you never know when you might be the beneficiary!), for supporting moving our website from an ancient format to 2015, and connecting you to our membership. We are fortunate in that we are a solvent Division, with some sound investments. However, the benefits of being able to connect through our listserv with other psychologists, to hear of upcoming job postings, and to get current news impacting our field are very important early in one's career.

Q: Division 33 has undergone some changes lately. Which change are you most excited about or looking forward to?

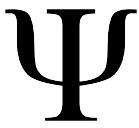
A: There have been several changes over the last few years that are exciting.

Division 33 has put substantial effort in joining the technology of 2015. Our newsletter is now only

electronic, and we are updating our website to be more accessible and responsive to our tasks. I am very excited about this technological advancement and being able to connect to membership on a more routine basis.

Division 33 is also changing its name to IDD/ASD. I understand that some feel that ASD is part of IDD. I hope this name change is viewed as being inclusive to those outside of our field who are not aware of this overlap, or include those who study high functioning ASD and did not identify with intellectual disability.

What I am most excited about is the shift of Division 33 leadership including younger individuals. While the mean age of APA membership is above 50, our EC has newer roles for students, ECPs, and a generally younger leadership. I am excited as this bodes well for our sustained Divisional effectiveness, allowing us to target the needs of younger psychologists and to capitalize on their use of technology. I am extremely proud of the new ideas and momentum the younger members have brought, in sustaining membership, converting the newsletter to electronic, updating the website, surveying ECPs and targeting their needs.



Needs of Early Career Professionals in Division 33

Shana Cohen, Sigan Hartley, Joanna Mussey, and Abbey Eisenhower

Over the last several months our Division 33 Early Career Professional (ECP) committee has disseminated a survey to assess the needs and interests of Division 33 ECPs. The survey assessed both the needs of ECPs and the interests of mid- to late-stage professionals in supporting these needs. The results from our initial round of surveys yielded 109 respondents; 40% were ECPs and 80% were current members of Division 33.

The survey identified several needs of Division 33 ECPs. Many ECPs were interested in mentoring support.

Table 1 presents the percentage of ECPs who endorsed various types of mentorship as being of interest. The three types of mentoring support that ECPs mentioned most frequently were:

- (1) informal group mentoring at APA,
- (2) one-time mentorship pairing via phone/email/skype without long-term commitment, and
- (3) speed mentoring (ECPs rotate around the room for brief conversations with mentors).

We also asked the non-ECP respondents (i.e., mid- to later-stage career professionals) what types of mentoring opportunities they would be willing to provide to ECPs.

As shown in **Table 2**, mid- to later-stage career professionals reported a preference for the same types of mentoring activities as did the ECPs.

Respondents were also asked to indicate topics of interest for an ECP panel at the next APA conference. Table 2 presents the percentage of respondents who were interested in each topic. The topics that were most appealing to ECPs were:

- (1) advice from psychologists at different stages of career development (25%);
- (2) current practice updates and issues in the IDD/ASD field (23%);
- (3) balancing work and family/life (23%).

These topics were consistently endorsed across respondents regardless of whether their professional focus was primarily clinical, teaching, research, or a combination of these types of activities.

In addition, respondents were also asked to write in ideas for supporting ECPs that had not yet been addressed in the survey. Ideas were very creative and ranged from a 'pub-crawl' event focused on meeting different mentors at different venues to a more active list-serve and online community, more CEU opportunities, involvement of ECPs at all levels of the Division, and increased involvement of psychologists in non-academic settings in the Division and on ECP panels.

We are using these initial findings to plan future APA events and expand ECP resources on our Division 33 website. We would also like to distribute this survey more broadly to other Division 33 members, as well as potential members, to continue to understand the interests and needs of our Division.

Link to anonymous survey: <http://tinyurl.com/div33survey>

Thanks to all who participated!

The ECP Committee:

Shana Cohen
Sigan Hartley
Joanna Mussey
Abbey Eisenhower

Needs of Early Career Professionals in Division 33

TABLE 1

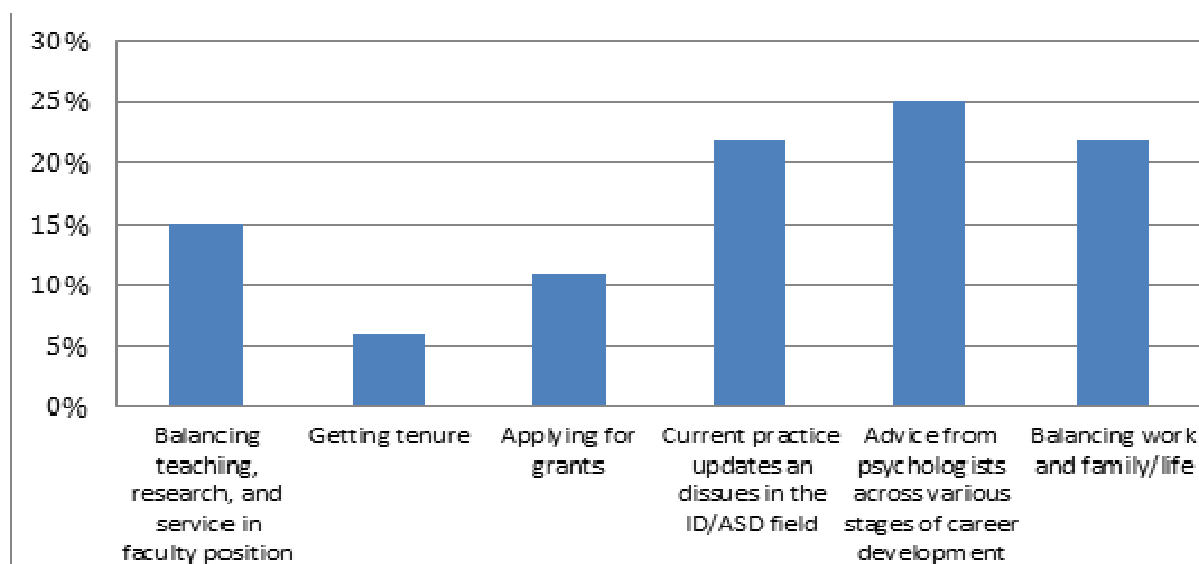
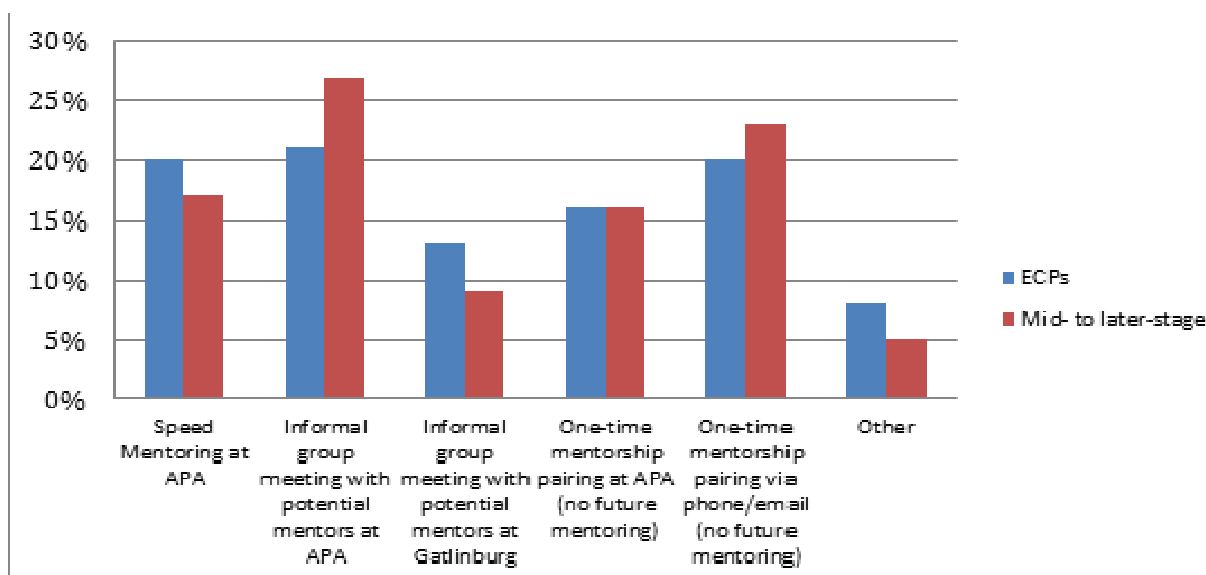


TABLE 2

Student News: Division 33 Travel Award

*2015 Gatlinburg Conference, New Orleans, LA
Bridgette Tonnsen, University of South Carolina*

Bridgette Tonnsen is a psychology doctoral student at the University of South Carolina. Her research focuses on the early development of children and families affected by neurodevelopmental disorders such as autism and fragile X syndrome. The Division 33 Travel Award permitted Bridgette to present two research papers at the 2015 Gatlinburg Conference in New Orleans, LA.

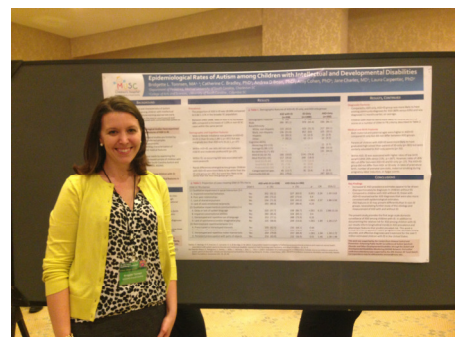
The first paper, "Heart Defined Sustained Attention in Infant Siblings of Children with Autism," examined prodromal autism features in infants at high risk for autism. This research was funded by a Ruth Kirschstein fellowship (F31) from the National Institute of Mental Health and was conducted under the mentorship of Dr. Jane Roberts and Dr. John Richards at the University of South Carolina. Although aberrant visual attention is one of the earliest identified predictors of autism, biological mechanisms of abnormal attention in autism are unclear. Heart-defined sustained attention is a well-validated metric of physiological attentional engagement that may inform mechanisms of abnormal attention in the broader autism phenotype. This study examined longitudinal trajectories of behavioral and heart-defined attention in 5-14 month infants with elevated autism risk ("infant siblings"; $n=22$) compared to low risk (LR) controls ($n=21$). The infant sibling group exhibited abnormal longitudinal trajectories of both behavioral and heart-defined attention, suggesting abnormal arousal may contribute to the autism

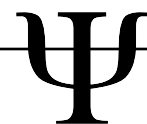
endophenotype in infants. Furthermore, infant siblings with higher clinical markers of autism risk exhibited less typical patterns of change in each physiological variable over time, increasingly deviating from participants with lower clinical risk. These findings warrant further investigation of whether physiological arousal may biologically index prodromal autism symptoms in high-risk infants.

In the spirit of the conference theme, "Bringing Big Data to Intellectual and Developmental Disabilities," Bridgette also presented a poster entitled, "Epidemiological Rates of Autism among Children with Intellectual and Developmental Disabilities." This project was conducted during Bridgette's predoctoral internship at the Medical University of South Carolina under the mentorship of Dr. Laura Carpenter. Despite the importance of ASD identification in treatment planning for children with ID, few studies have investigated the prevalence of ASD in population-based samples with ID. Using a large, population-based sample of children with ID and ASD identified through South Carolina Autism and Developmental Disabilities Monitoring Network ($n=2,208$), this study examined the prevalence, stability, and features of ASD within ID. The overall prevalence of ASD was 18.04% compared to rates of 0.60-1.11% reported in the general SC population. Although a number of demographic features in the ASD+ID group aligned most closely with ASD-only versus ID-only cases

(increased prevalence in males, higher maternal and paternal age, increased maternal education), a number of clinical features also distinguished the ASD+ID group from ASD-only (increased symptom severity, different DSM-IV-TR profiles), suggesting a unique subgroup that warrants further research. Given the high prevalence of comorbid ASD+ID, further work is needed to determine whether current screening, diagnostic, and treatment practices adequately address the unique needs of children and families affected by these comorbid diagnoses.

Bridgette is currently completing her APA-accredited predoctoral internship at the Medical University of South Carolina Charleston Consortium. In the fall, she looks forward to continuing her program of research in neurodevelopmental disorders as an assistant professor of clinical psychology at Purdue University.





New Executive Committee Members

Please Congratulate the new officers in Division 33!

President-elect - Gael I. Orsmond, PhD

Secretary-Treasurer - Cameron L. Neece, PhD

Member-at-Large - Jonathan A. Weiss, PhD

Division Representative to APA Council - Eric M. Butter, PhD

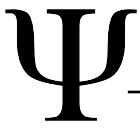
Division 33 Membership Update

Eric Butter, PhD, Chair

Katy Mezher, PhD, Associate Chair

Current as of June 1st, 2015

Type	Number
Professional Affiliates	8
Students	72
Associate	30
Member	347
Fellow	79
2014 Total	536



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
2014	Wayne Silverman	James McPartland	
2015	Laraine Masters Glidden		V. Mark Durand

APA DIVISION 33 Summer 2015 VOLUME 41, NUMBER 1

PSYCHOLOGY IN INTELLECTUAL AND DEVELOPMENTAL DISABILITIES/ AUTISM SPECTRUM DISORDERS

Editorial Policy

Psychology in Intellectual and Developmental Disabilities/Autism Spectrum Disorders 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/ASD. Brief articles about policy issues in psychology and IDD/ASD, 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.

AMERICAN PSYCHOLOGICAL ASSOCIATION - DIVISION 33

Intellectual and Developmental Disabilities/
Autism Spectrum Disorders

President

Laura Lee McIntyre

Department of Special Education & Clinical Sciences
5208 University of Oregon
Eugene, OR 97403-5208
llmcinty@uoregon.edu

President-Elect (Program Chair)

Anna Esbensen

Assistant Professor
Division of Developmental & Behavioral Pediatrics
Cincinnati Children's Hospital Medical Center
MLC 4002, 3430 Burnet Ave.
Cincinnati, OH 45229
Anna.Esbensen@cchmc.org

President-Elect Designate

Sharon J. Krinsky-McHale

Research Scientist
Head, Laboratory of Cognition and Development
Department of Psychology
New York State Institute for Basic Research in
Developmental Disabilities
1050 Forest Hill Road
Staten Island, NY 10314
Sharon.Krinsky-McHale@opwdd.ny.gov

Past-President

Jan Blacher

Founding Director, SEARCH
Family Autism Resource Center
Graduate School of Education
University of California
Riverside, CA 92521
Jan.blacher@ucr.edu

Secretary-Treasurer

Sharon J. Krinsky-McHale

Sharon.Krinsky-McHale@opwdd.ny.gov

APA Council Representative

James Mulick

Mulick.1@osu.edu

Members-at-Large

Sigan Hartley

hartley@waisman.wisc.edu

Jason Baker

jbaker@exchange.fullerton.edu

Newsletter Editors

David Michalec

David.michalec@nationwidechildrens.org

Cameron Neece

cneece@llu.edu

Division 33 Committees

Awards Committee

John Lutzker, Chair

jlutzker@gsu.edu

Constitution and Bylaws

Stanley E. Lunde, Chair

Stanlunde@gmail.com

Fellows

Bruce Baker, Chair

baker@psych.ucla.edu

Membership

Eric Butter, Chair

Eric.Butter@nationwidechildrens.org

Katy Mezher, Associate Chair

krohnkr@miamioh.edu

Early Career Representative

Abbey Eisenhower

Abbey.eisenhower@umb.edu

Nominations and Elections

Jan Blacher, Chair

Jan.blacher@ucr.edu

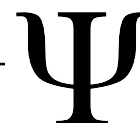
Division 33 Student Representatives

Hillary Hurst Bush—U Mass Boston

hjhurst@gmail.com

Geovanna Rodriguez—UC Riverside

geovanna.rodriguez@ucr.edu



AMERICAN PSYCHOLOGICAL ASSOCIATION -Division 33
Psychology in Intellectual and Developmental
Disabilities/Autism Spectrum Disorders
Applications for Membership

APA members & Non-Students

Name: _____

Address: _____

Phone (____) _____

Email: _____

Interest Area (s): _____

APA Membership Status:

- ☐ Affiliate
- ☐ Associate
- ☐ Member
- ☐ Fellow

Current Fees:

\$32.00 = APA Associates, Members, & Fellows
\$30.00 = Non-APA psychologists
\$30.00 = Other interested individuals

Student Memberships

Name: _____

Address: _____

Phone (____) _____

Email: _____

Affiliation: _____

Student Member of APA: () Yes () No

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

Signature: _____

Affiliation: _____

Current Fees:

\$15.00 = APA Student Affiliate
\$15.00 = Non-APA Student Affiliate

Please return your form to:

Dr. Eric Butter, Division 33 Membership Chair
Nationwide Children's Hospital, Child Development Center
187 W. Schrock Rd.
Westerville, OH 43081
Eric.Butter@nationwidechildrens.org

Checks are payable to :
"APA Division 33"



Check out the Division 33 Facebook Page!

<https://www.facebook.com/APADiv33>

The page has updates, information from APA, job/training opportunities, and more up-to-date news about the Division. Check it out!