



# PSYCHOLOGY IN INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

## OFFICIAL PUBLICATION OF DIVISION 33

AMERICAN PSYCHOLOGICAL ASSOCIATION

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### 2011 APA Convention Overview

**John R. Lutzker**

Division 33 President-Elect and  
Program Chair

**Jamie McPartland**

Program Co-Chair

**Anna Esbensen, Julie Jabaley,**

**Laura Lee McIntyre, Janece Warfield**  
Program Committee

Division 33 will host a very exciting program for the 2011 Convention of the American Psychological Association, August 4-7 in Washington, DC. Profound gratitude is expressed to the Program Committee for all their help in putting together this event and to Len Abbeduto and Greg Olley for their incredibly helpful advice.

The Division 33 program gets off to a provocative start with a 9:00 AM Thursday 2-hour invited symposium on the death penalty, "Perspectives on intellectual disability and the death penalty:

Toward more effective contributions of psychologists in Atkins cases", chaired by Past-President, Greg Olley. You will want to stay through Sunday at the convention, as Sunday morning also offers an invited symposium, "Pain for pleasure: Disability and sexual justice", chaired by Bethany Stevens, a J. D. in the Center for Leadership in Disability (Dan Crimmins, Director) at Georgia State University. This covers a variety of "charged topics." Poster sessions are roughly organized by child-related topics on Thursday and adolescent and adult topics on Saturday.

Our two invited addresses offer state-of-the-art speakers and topics. On Thursday, V. Mark Durand (University of South Florida) will talk about his innovative work on the "concession process" with parents with children with ASD who display seriously challenging behaviors. On Saturday, Ami Klin, recently of Yale University, and now at Emory University, will speak about early markers and predictors of outcomes in infants and toddlers with ASD.

We have three awards sessions: on Friday, Stephen Greenspan, recipient of the John Jacobson Award, will look with a jaundiced eye at current conceptualizations of definitions of intellectual disabilities and right after that Michael Aman, the recipient of the

Edgar A. Doll Award, will address lessons learned from his work of 30 years in pharmacological research. The student awards will be presented and papers delivered in one session on Thursday by Tessa Hesse (DePaul University) on sibling adjustment and ASD, and by Vivian Piazza (Georgia State University) on aging parents who have children with developmental disabilities.

The presidential address will follow the Jacobson and Doll Award sessions. Len Abbeduto will look at behavioral phenotypes, genetic symptoms, and intellectual disabilities. This will be followed by the Division 33 social hour (which is actually two hours), and always one of the best at the convention. This is a great venue for, among other reasons, socializing with "stars" in the field and getting to know the executive committee, members of which will gladly recruit you for active involvement with the Division.

If you can handle all the excitement, there are also five other symposia: Marc Tasse (The Ohio State University) chairs on Thursday the first one on individual needs assessment. On Friday, Bruce Baker (UCLA) chairs the session on parenting youth with ID across early and middle childhood. Saturday offers three substantive symposia starting off in the morning with Eric Butter (Nationwide Children's Hospital, Columbus, OH) chairing a session on advocacy. Following that, Len Abbeduto (now at the University of Wisconsin, Madison, soon to be at the University of California, Davis Medical School), chairs a session on evidence-based practices. On Sunday, another great reason to stay, Wayne Silverman (Kennedy Krieger Institute) chairs a symposium on dementia and mild cognitive impairment in adults with ID.

Our one individual paper session is on Sunday, chaired by Anna Esbensen (Cincinnati Children's Hospital) and

Janece Warfield (Wright State University). This session covers children and adults and a variety of timely topics. Finally, the Division 33 Business Meeting, open to all, follows the Presidential Address on Friday. The closed executive committee meeting is Thursday from 5-7. If you want to experience the secret rituals of this group from the inner sanctum, you need to get involved and become an office holder, or student representative of the Division!

Thus, as you see, this is a jam-packed program with truly something for everyone in the field of intellectual and developmental disabilities. We hope to see you at many of these events.



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## Message from the President

Leonard Abbeduto  
University of Wisconsin - Madison



In this column, I provide updates specific to Division 33 and end with updates of a more general nature. I close with a personal update.

I begin

with a thank you to John Lutzker, PhD, President-elect of Division 33, for his hard work in organizing a very exciting division program for this year's APA convention in Washington, DC. I am hoping for a large turnout for the Division 33 sessions.

Division 33 has been proud to offer several highly prestigious awards recognizing distinguished contributions to the field or, in the case of student awards, particularly meritorious submissions to the Division 33 program at the annual convention. Each award has historically included a financial stipend. As the Division, like the APA itself, struggles with declining income from membership and increasing costs, however, it is becoming increasingly difficult to continue these awards. I am delighted to announce, however, that the efforts of several members of the Division 33 Executive Committee have led to pledges of ongoing sponsorship for several of the Division's awards. In particular, Pearson Corporation, which publishes many tests familiar to our members, has generously agreed to sponsor the annual Edgar A. Doll award and the biennial Sara S. Sparrow Early Career Research Award. In addition, Wiley-Blackwell Publishing has agreed to sponsor a Student Research Excellence Award. We are very grateful to these corporations for their sponsorships. Special thanks to Susan Heimlich, Bruce Baker, and Alice Carter for their work with these corporate sponsors. We hope to identify more such sponsors in the near future!


Division 33 has historically been highly invested in supporting and recognizing promising early career scholars in the field. Financial awards are one way that we have tried to accomplish this goal. In the case of graduate students, these awards traditionally have been limited to individuals attending and presenting at the annual APA convention. In

2011, Division 33 support for graduate students expanded and we sponsored an award of \$500 for a particularly meritorious submission to the annual Gatlinburg Conference on Intellectual and Developmental Disabilities. The 2011 Gatlinburg Conference was held in San Antonio, Texas. I am proud to recognize Susan Loveall of the Department of Psychology of the University of Alabama as the recipient of the 2011 American Psychological Association Division 33 Graduate Student Travel Award for the Gatlinburg Conference. The Executive Committee of the Division will soon consider whether we can afford to continue its support of graduate students attending the Gatlinburg Conference.

One of the benefits of membership in Division 33 is receipt of this newsletter. Three changes of note regarding the newsletter. First, we have decided to move from three issues per year to two per year. So expect to receive from now on only an April and October issue. This decision reflects in part financial considerations. It also reflects an attempt to make a more realistic set of demands on the newsletter editor and on those members of Division 33 who regularly contribute features. Second, the October 2011 issue of the newsletter will be sent electronically only. This decision is, again, based in part on financial considerations. The decision also reflects our belief that the Division 33 membership increasingly prefers electronic to paper versions of a host of professional publications, including journals. For some, this preference reflects a desire to "go green;" for others, it reflects a change in work habits. We recognize, however, that not all members of the Division will embrace this change. So, I would appreciate hearing from you, whether pro or con, by email (Abbeduto@waisman.wisc.edu). I will bring your responses to the Executive Committee as we consider further the future of the newsletter. Third, Bill MacLean will be resigning as editor of the Division 33 newsletter after this issue. I personally want to thank him for taking on this demanding task despite having a very heavy workload as Director of the UCEDD at the University of Wyoming. Bill did a wonderful job as editor over the past three years. The search for a new editor is now underway.

The American Psychiatric Association has for some time been engaged in the

process of revising its diagnostic manual, an activity that has important implications for research, policy, and practice in our field. Many Division 33 members have indicated that they have provided commentary on the DMS-5 draft, which currently includes some important changes regarding the definition of intellectual disability, which is classified as a neurodevelopmental disorder along with autism spectrum disorders, ADHD, and communication disorders. Relative to DSM-IV, the changes include abandoning the term "mental retardation" in favor of "intellectual disability" or "intellectual developmental disorder;" adoption of an IQ deficit of two standard deviations below the mean rather than simply an IQ of 70; and the infusion of the notion of the use of culturally appropriate tests and norms. Importantly, although a "significant impairment in adaptive functioning" is included as a central criterion, there may be, from my reading, a need for greater clarity as regards the operationalization of the requisite degree and breadth of that impairment. Criteria for classification based on severity of impairment have yet to be posted. The current comment period will end on June 15, 2011; however, the next draft will be posted after the current field trials with additional commentary sought at that time. I encourage all Division 33 members to visit the DSM-5 site and add their voice on the next iteration of the Manual. The site is: <http://www.dsm5.org/Pages/Default.aspx>.

Finally, I would like to take the liberty of a personal update. After 24 years at the Waisman Center and the Department of Educational Psychology at the University of Wisconsin-Madison, I will be moving west. I have the great fortune of having been appointed Director of the M.I.N.D. Institute at the University of California, Davis. I thank my colleagues at the University of Wisconsin-Madison for their many years of support and friendship, and I embrace the new challenges and opportunities of my new position. Be assured that I will remain an active member of Division 33. 

# O. Ivar Lovaas: Challenger of the Notion that IQ and Autism are Unchanging

Tristram Smith

University of Rochester Medical Center

Asked how he wanted to be remembered, Ole Ivar Lovaas replied, "As a person who challenged the notion that variables that we used to consider to be stable and unchanging, like IQ and autism, aren't really as unchanging as many had thought them to be" (Simpson, 1989). His remarkably successful challenges were honored with this division's Edgar A. Doll Award in 1994.

Lovaas was born on May 7, 1927, in the small farming town of Lier, Norway. As a teenager during World War II, he lived through the atrocities of the Nazi occupation of his country. This experience sparked an interest in understanding human nature. Looking for opportunities to pursue his interest, he found a way to move to the United States by applying for and receiving a violin scholarship to study at Luther College in 1950. After graduating the next year, he entered the clinical psychology program at the University of Washington, where he earned his doctorate in 1958 and stayed for another three years as a research assistant professor. From 1961 to 2003, he was a professor of psychology at UCLA. In 1995, he started a service agency, the Lovaas Institute For Early Intervention, which he led until near his death on August 2, 2010.

Lovaas's mentor in graduate school, Edwin Epler, taught him that language might be the key to changing variables that were considered unchangeable. He then learned experimental methods for testing this hypothesis from his post-doctoral mentors, Sid Bijou and Don Baer, both of whom were pioneers of applied behavior analysis (ABA) and fellow winners of the Doll Award. Based on his post-doctoral work, Lovaas published two experiments in which he modified the verbal behavior of typically developing children and showed that this modification altered the children's nonverbal behavior.

Upon arriving at UCLA, Lovaas sought to extend these studies by developing interventions to improve communication in children with language delays and examining the effects of such improvement on the children's other behavior. In so doing, he saw himself as combining the new field of ABA with the work of trail-blazing special educators in the 19th century, many of whom were especially interested in teaching nonverbal children to talk. Lovaas's recruitment efforts led him to visit a clinic for children with autism. Fascinated, he immediately began to focus his treatment and research on these children.

Lovaas and his colleagues soon succeeded where their predecessors had not. In a 1966 article published in the prestigious journal *Science*, they used ABA methods to establish speech in two previously nonverbal children with autism. Disappointingly, however, the children continued to display many other difficulties.

Therefore, Lovaas proceeded to explore alternative hypotheses about key behaviors to treat. Testing Charles Ferster's proposal that children with autism missed out on learning opportunities because they were indifferent to secondary (social) reinforcers such as praise, Lovaas and colleagues taught two children with autism to seek social reinforcers but found that this achievement had limited practical benefit. Similarly, teaching children to imitate others and attend to the "big picture" instead of picking out a small detail were helpful accomplishments but hardly panaceas. Effectively reducing self-injurious behavior and aggression was another breakthrough (albeit controversial because the interventions sometimes included aversive procedures), but it too failed to yield broad changes in other behaviors.

Lovaas's early work culminated in a 1973 study on long-term outcome. With one year of ABA intervention, all 20 children with autism increased their language skills, social interactions, IQ, and adaptive behavior. However, all remained quite delayed and autistic at discharge, and most regressed afterwards.

Undeterred, Lovaas revamped his intervention approach. Abandoning the idea of finding a key behavior to treat, he wrote a comprehensive curriculum (published in 1981) to teach as many different skills as possible. Also, rather than implementing intervention in hospitals with school-age children and youth (as he had been doing), he created a home-based program for toddlers and preschoolers with autism. Parents served as co-therapists alongside his staff of undergraduate and graduate students. Moreover, he extended the length of intervention to two or three years and aimed to provide 40 hours per week of individualized instruction.

With early intensive ABA, Lovaas was finally able to demonstrate a meaningful IQ increase. As reported in the *Journal*

of Consulting and Clinical Psychology in 1987, the average IQ of 19 children with autism who received this intervention was 31 points higher than that of similar children who received little or no ABA. Nine of the 19 children fared especially well, and Lovaas provocatively described them as normal-functioning and possibly even recovered.

For the rest of his career, Lovaas endeavored to bolster the findings from the 1987 study. In 1993, he co-authored a follow-up study revealing that the intensively treated children maintained their IQ gains into adolescence and attained substantially higher levels of adaptive behavior than the minimally treated children. Subsequently, he co-authored two replication studies with new groups of children with autism, obtained two federal grants to support replications by other investigators, and updated his intervention manual. Largely because of this diligence, early intensive ABA now has a strong evidence base and broad acceptance among families and professionals.

Lovaas's determination to change the unchangeable was just one manifestation of the vigor he brought to everything he did. He burst with cheerfulness, interspersed occasionally by flashes of anger. He was a skilled and daring skier and sailor, loud and sometimes ribald raconteur, enthusiastic teacher, devoted mentor, and dedicated parent to his four children. He expected no less zeal from his students and colleagues, and he brought out the best in them, enabling many to go on to distinguished careers of their own. Beyond overturning the conventional wisdom that autism and developmental delays are irreversible, he brought many others into the field to continue challenging such notions.

## Reference

Simpson, R. (1989). *An interview with O. Ivar Lovaas. Focus on Autism and Other Developmental Disabilities*, 4, 1-11.







AMERICAN PSYCHOLOGICAL ASSOCIATION  
DIVISION 33

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PSYCHOLOGY IN INTELLECTUAL AND  
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APA DIVISION 33

SUMMER 2011

VOLUME 37, NUMBER 1

**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 news and comment concerning all aspects of service, research, dissemination, and teaching in psychology and intellectual and developmental disabilities. Brief articles about policy issues in psychology and intellectual and developmental disabilities, 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: maclean@uwyo.edu. Address hardcopy correspondence to: William E. MacLean, Jr., Ph.D., Editor, *Psychology in Intellectual and Developmental Disabilities*, University of Wyoming, Dept. 4298, 1000 E. University Ave., Laramie, WY 82071. Books, films, videotapes, and other material also may be submitted to the Editor for possible review.

Unless stated otherwise, opinions expressed are those of the author and do not necessarily represent official positions of Division 33.

Issue Deadlines are September 15, Fall and June 1, Summer.

## Caregiver's Briefcase

The American Psychological Association's **Family Caregiver Briefcase for Psychologists** is now available at:  
<http://www.apa.org/pi/about/publications/caregivers/index.aspx>.

The Briefcase is a web-based resource that psychologists can use to assist family caregivers through individual and organizational practice, research, teaching, advocacy and community service. It is also useful for other professionals who work with family caregivers, psychologists facing caregiving challenges within their own families, and caregivers themselves.

Briefcase components include: Caregiving facts and figures; Strategies for reaching family caregivers; Research opportunities and considerations; Caregiving interventions; Assessment tools; Variations in practice for culturally diverse groups; Practical aspects of providing services; Teaching about Caregiving; Advocacy on behalf of family caregivers; Roles for and profiles of psychologists who work with family caregivers, and Resources for psychologists and caregivers.

The Briefcase was developed by the members of the 2010 APA Presidential Task Force on Caregivers: Andrea Farkas Patenaude, Ph.D.(Chair), Martha Crowther, Ph.D., MPH, Timothy Elliott, Ph.D., ABPP, William Haley, Ph.D., Barry J. Jacobs, Psy.D, and Sara Honn Qualls, Ph.D. For additional information contact: Deborah DiGilio, APA staff liaison to the Task Force and Director of the APA Office on Aging at ddigilio@apa.org.



# APA Division 33 Convention Program Schedule

August 4-7, 2011

Washington, DC

	Thursday	Friday	Saturday	Sunday
Time	8/4/2011	8/5/2011	8/6/2011	8/7/2011
7:00 - 8:00				
8:00 - 9:00				
9:00 - 10:00	<b>Symposium:</b> Perspectives on ID & the Death Penalty-Toward More Effective Contributions of Psychologists in Atkins <i>Cases Convention Center, Room 140A</i>		<b>Symposium:</b> The Audacity of Advocacy for Children w/ IDD <i>CC Room 146B</i>	<b>Invited Symposium:</b> Dementia and Mild Cognitive Impairment in Adults with Intellectual Disability <i>CC Room 151A</i>
10:00 - 11:00			<b>Invited Symposium:</b> Evidence-Based Intervention Practices for Individual w/Autism Spectrum Disorders <i>CC Room 102B</i>	<b>Paper Session:</b> <i>CC Room 101</i>
11:00 - noon	<b>Poster Session:</b> Autism Spectrum Disorder <i>Convention Halls D &amp; E</i>	<b>Symposium:</b> Parenting Youth w/ ID Across Early & Middle Childhood <i>CC Room 101</i>		
noon - 1:00			<b>Poster Session:</b> IDD <i>CC Halls D &amp; E</i>	<b>Symposium:</b> Pain for Pleasure - Disability and Sexual Justice <i>CC Room 159</i>
1:00 - 2:00	<b>Symposium:</b> Use & Importance of Individual Support Needs Assessment <i>CC Room 146C</i>		<b>Invited Address:</b> <i>CC Room 159</i>	
2:00 - 3:00	<b>Invited Address:</b> <i>CC Room 204C</i>	<b>Invited Address:</b> Jacobson Award <i>Ren. Wash. Hotel - Congress Hall B</i>		
3:00 - 4:00	<b>Paper Session -</b> Student Awards <i>CC Room 204C</i>	<b>Invited Address:</b> Edgar A. Doll Award <i>Ren. Wash. Hotel - Congress Hall B</i>		
4:00 - 5:00		<b>Presidential Address</b> <i>Ren. Wash. Hotel - Congress Hall B</i>		
5:00 - 6:00	<b>Business Meeting</b> Grand Hyatt Washington <i>Hotel - Latrobe Room</i>	<b>Social Hour</b> <i>Ren. Wash. Hotel - Congress Hall B9</i>		
6:00 - 7:00				



# APA Division 33 Convention Program Schedule

August 4-7, 2011

Washington, DC

## Thursday, August 4

### 9:00 a.m. – 10:50 a.m. Convention Center Room 140A

Invited Symposium: Perspectives on Intellectual Disability and the Death Penalty---Toward More Effective Contributions of Psychologists in Atkins Cases

Chair: J. Gregory Olley, PhD, Carolina Institute for Developmental Disabilities, Chapel Hill, NC

#### ***The Atkins Progeny: A Judge's Perspective***

Kevin F. Foley, JD, Social Security Administration, Charlotte, NC

#### ***What Data Are Most Effective to Bring to the Courts in Matters of Intellectual Disability and the Death Penalty?***

Karen L. Salekin, PhD, University of Alabama

#### ***Using Standardized Psychological Tests in Atkins Evaluations***

Timothy J. Durning, PhD, Clinical and Forensic Psychology, Sonoma, CA

#### ***The Flynn Effect in Atkins Death Penalty MR/ID Cases: To Adjust or Not to Adjust, That is the Question***

Kevin S. McGrew, PhD, Institute for Applied Psychometrics, St. Joseph, MN

## Thursday, August 4

### 11:00 a.m. – 11:50 a.m. Convention Center Halls D & E

Poster Session: Autism Spectrum Disorder-1

#### ***Should Medication for Children with Autism Spectrum Disorders Be Prescribed Using Observable Data? Preliminary Findings from a Teacher Questionnaire***

Anna M. Krasno, BA, Lynn K. Koegel, PhD, Robert L. Koegel, PhD, University of California-Santa Barbara; Howard Taras, MD, University of California-San Diego; William Frea, PhD, Autism Spectrum Therapies, Los Angeles, CA

#### ***Teaching Initiations: Improving Social Communication through the Pivotal Area of Question-Asking for Children with Autism Spectrum Disorders***

Anna M. Krasno, BA, Rebecca A. Doggett, MA, Robert L. Koegel, PhD, University of California-Santa Barbara; Lynn K. Koegel, PhD, University of California-San Diego

#### ***Siblings of Children with Autism: Predictors of Sibling Adjustment***

Tessa L. Hesse, BA, Christina Danko, MA, Karen S. Budd, PhD, DePaul University

#### ***Early Identification and Treatment of Young Children with Autism Spectrum Disorders***

Erika M. Tsutsui, BA, Mallory A. Brown, BS, Laura Lee McIntyre, PhD, University of Oregon

#### ***Improving Reciprocal Social Conversation through Question-Asking in Children and Adolescents with Autism***

Rebecca A. Doggett, MA, Robert L. Koegel, PhD, Lynn K. Koegel, PhD, University of California-Santa Barbara

#### ***Expressions of Pride during Mastery Tasks for Toddlers with Autism Spectrum Disorder***

Sara D. Rosenblum, MA, Laurel Wainwright, PhD, Alice S. Carter, PhD, University of Massachusetts Boston

#### ***Association between Familial Psychiatric Disorders and Child Symptom Severity in Children with Autism Spectrum Disorders***

Jenna M. Cacciola, BA, Christine M. Raches, PsyD, University of Indianapolis

#### ***Understanding and Treating Children with Autism Spectrum Disorders and Mental Illness in a Community Mental Health Setting***

Coleen Vanderbeek, PsyD, Richard Hall Community Mental Health Center, Bridgewater, NJ

#### ***Autistic Spectrum Disorders, Contact, and Stigma***

Scott A. Kanner, Mark J. Sciutto, PhD, Jeffrey M. Rudski, PhD, Muhlenberg College

#### ***Factors Influencing Psychotropic Medication Use in a National Sample of Children with Autism Spectrum Disorders***

Sarah S. Mire, MA, Thomas Kubiszyn, PhD, Kerri Nowell, MA, University of Houston; Christie Brewton, BA, Robin Goin-Kochel, PhD, Baylor College of Medicine

#### ***Characterizing Attention Deficits and Response to Behavioral Treatment among Children with Autism Spectrum Disorders***

Eric M. Butter, PhD, James A. Mulick, PhD, Robert Arendt, PhD, David Michalec, PhD, Michelle Spader, PhD, Nationwide Children's Hospital, Columbus, OH

#### ***Children with Autism and Hearing Loss***

Christen A. Szymanski, PhD, Strong Center for Developmental Disabilities at University of Rochester Medical Center, Rochester, NY; Patrick J. Brice, PhD, Gallaudet University

#### ***Exploring Cultural Barriers Faced by Spanish-Speaking Families of Children on the Autism Spectrum***

Chrystina A. Dolyniuk, PhD, Lisa Tremonte, Rider University

#### ***Reliability, Concurrent Validity, and Screening Utility of CARS-2 and GARS-2 Teacher Ratings***

Joshua R. Popkin, BA, Martin A. Volker, PhD, Jonathan D. Rodgers, BA, Christin A. McDonald, MA, Joshua Mirwis, MA, Gloria K. Lee, PhD, University of Buffalo-State University of New York; Marcus L. Thomeer, PhD, Christopher Lopata, PsyD, Canisius College; Jennifer A. Tommey, PhD, Summit Educational Resources, Getzville, NY; Audrey M. Smerbeck, PhD, Jacobs Neurological Institute, Buffalo, NY

#### ***Social Construction of Social Skills for Children with Autism Spectrum Disorders***

Carrie L. Pritchard, PhD, Claci Ayers, Sara Simmons, Western Kentucky University



***Treating Restrictive Repetitive Behaviors among Children with an Autism Spectrum Disorder: A Longitudinal Study***

Colin A. Campbell, MA, Anthony Claro, MA, McGill University, Montreal, QC; Canada, Sara Quirke, BS, Eric Fombonne, MD, Montreal Children's Hospital, QC, Canada

***Teachers' Readiness to Teach Children with ASD: Is More Training Needed?***

Tracae M. McClure, BS, Jenny Hayes, MS, Laura B. Casey, PhD, Denise L. Winsor, PhD, University of Memphis

***Gender and Comorbid Psychopathologies in Toddlers with Autism Spectrum Disorders***

Erica M. Buchholz, BA, Beth Warsof, MEd, Johannes Rojahn, PhD, George Mason University; Johnny L. Matson, PhD, Jill Fodstad, PhD, Louisiana State University

## **Thursday, August 4**

**1:00 p.m. – 1:50 p.m. Convention Center Room 146C**

Symposium: Use and Importance of Individual Support Needs Assessment

Chair: Marc J. Tasse, PhD, Ohio State University

***Psychometric Properties and Uses of the Supports Intensity Scale***

James R. Thompson, PhD, Illinois State University

***Efficacy of the SIS to Predict Extraordinary Support Needs***

Michael L. Wehmeyer, PhD, University of Kansas

***Impact of Co-Occurring Psychiatric Disorders on Intensity of Support Needs***

Marc J. Tasse, PhD

## **Thursday, August 4**

**2:00 p.m. – 2:50 p.m. Convention Center Room 204C**

Invited Address:

Chair: John R. Lutzker, PhD, Georgia State University

***Concession Process: A New Framework for Understanding the Development and Treatment of Challenging Behavior in Autism Spectrum Disorders***

V. Mark Durand, PhD, University of South Florida

## **Thursday, August 4**

**3:00 p.m. – 3:50 p.m. Convention Center Room 204C**

Paper Session: Student Awards

***Siblings of Children with Autism: Predictors of Sibling Adjustment***

Tessa L. Hesse, BA, DePaul University

***Coping and Psychological Health of Aging Parents of Children with Developmental Disabilities***

Vivian E. Piazza, MA, Georgia State University

## **Thursday, August 4**

**5:00 p.m. – 6:50 p.m. Grand Hyatt Washington Hotel – Latrobe Room**

Business Meeting: Executive Committee Meeting

## **Friday, August 5**

**11:00 a.m. – 11:50 a.m. Convention Center Room 101**

Symposium: Parenting Youth with ID Across Early and Middle Childhood

Chair: Bruce L. Baker, PhD, University of California-Los Angeles

***Longitudinal Perspectives of Child Impact on Parents: Relationship to Culture and Disability Status***

Jan Blacher, PhD, George Marcoulides, PhD, Gazi Begum, MEd, University of California-Riverside

***Resilient Parenting of Children with Intellectual Disability***

Ruth Ellingsen, BA, Bruce L. Baker, PhD, University of California-Los Angeles

***Emotion-Socialization Parenting and Social Competence of Children with Intellectual Disabilities***

Lauren Berkovits, BA, Bruce L. Baker, PhD, University of California-Los Angeles

## **Friday, August 5**

**2:00 p.m. – 2:50 p.m. Renaissance Washington Hotel – Congressional Hall B**

Invited Address: Jacobson Award

Chair: Len Abbeduto, PhD, University of Wisconsin-Madison

***How Do We Know When It's Raining Out? Why Existing Conceptions of Intellectual Disability Are All (or Mostly) Wet***

Stephen Greenspan, Ph. D., Littleton, Colorado



## Friday, August 5

**3:00 p.m. – 3:50 p.m. Renaissance Washington Hotel – Congressional Hall B**

Invited Address: Edgar A. Doll Award

Chair: J. Gregory Olley, PhD, Carolina Institute for Developmental Disabilities, Chapel Hill, NC

**Thirty Years of Pharmacological Research: Lessons Learned**

Michael Aman, Ph. D., Ohio State University

## Friday, August 5

**4:00 p.m. – 4:50 p.m. Renaissance Washington Hotel – Congressional Hall B**

Presidential Address:

Chair: John R. Lutzker, PhD, Georgia State University

***Behavioral Phenotypes, Genetic Syndromes, and Intellectual Disabilities: Past, Present, and Future***

Len Abbeduto, PhD, University of Wisconsin-Madison

## Friday, August 5

**5:00 p.m. – 6:50 p.m. Renaissance Washington Hotel – Congressional Hall B**

Social Hour

## Saturday, August 6

**9:00 a.m. – 9:50 a.m. Convention Center Room 146B**

Symposium: The Audacity of Advocacy for Children with Intellectual and Developmental Disabilities

Chair: Eric M. Butter, PhD, Nationwide Children's Hospital, Columbus, OH

***Counter-Habilitative Contingencies and the Role for Case-Based Legislative Advocacy, or "Why Must It Come to This?"***

Rebecca Hellenthal, PhD, Nationwide Children's Hospital, Columbus, OH

***Advocating for Telehealth Services for Underserved Rural Populations of Children with Autism and Other Intellectual and Developmental Disabilities***

Carrie Murphy, PhD, Nationwide Children's Hospital, Columbus, OH

***Advocating for Broad Application of Effective Psychological Treatments for Children with IDD***

Micheline Silva, PhD, Nationwide Children's Hospital, Columbus, OH

***Advocating for Interdisciplinary, Integrated Health Care for Children with IDD: Obstacles and Opportunities for the Medical Home Model of Care***

Karen Ratliff-Schaub, MD, Nationwide Children's Hospital, Columbus, OH

Discussant: James A. Mulick, PhD, Nationwide Children's Hospital, Columbus, OH

## Saturday, August 6

**10:00 a.m. – 11:50 a.m. Convention Center Room 102B**

Invited Symposium: Evidence-Based Intervention Practices for Individuals with Autism Spectrum Disorders

Chair: Len Abbeduto, PhD, University of Wisconsin-Madison

***National Standards Project: Treatment Efficacy in Autism Spectrum Disorders***

Susan M. Wilczynski, PhD, National Autism Center, Randolph, MA

***Evidence-Based, Focused Intervention Practices for Students with ASD and Resources for Implementing the Practices with Fidelity***

Samuel L. Odom, PhD, Ann W. Cox, PhD, University of North Carolina at Chapel Hill

## Saturday, August 6

**12:00 p.m. – 12:50 p.m. Convention Center Halls D & E**

Poster Session: Intellectual and Developmental Disabilities-2

***High Severity Clients: Treatment Course and Outcomes***

Daniel J. van Ingen, PsyD, MN, Linda L. Moore, MS, Chrestomathy, Inc., Eden Prairie, MN

***Interference Control in People with and without Intellectual Disabilities as Measured Using the Real Animal Size Test***

Yoshifumi Ikeda, MA, Hideyuki Okuzumi, PhD, Mitsuru Kokubun, PhD, Tokyo Gakugei University, Koganei, Tokyo, Japan; Koichi Haishi, PhD, Joetsu University of Education, Niigata, Japan

***Process of Saccade Initiation in Persons with Intellectual Disabilities***

Koichi Haishi, PhD, Joetsu University of Education, Niigata, Japan; Hideyuki Okuzumi, PhD, Mitsuru Kokubun, PhD, Tokyo Gakugei University, Koganei, Japan

***Development of Emotional Helpers for Disabilities***

Sungjun Lee, PhD, Y.I. Choi, MS, Y.K. Park, PhD, S.S. Jung, MS, I.M. Choi, PhD, D.I. Kang, PhD, Korea Research Institute of Standards and Science, Daejeon, Republic of Korea

***To Study the Learning Effects of the Communication Development for Young Children with Special Needs by Milieu Teaching in the Inclusive Settings***





Ying-Peng Chang, EdD, National Pingtung University of Education, Taiwan, Bi-Yui Zeng, MA, Kui-Lin Elementary School, Kaohsiung, Taiwan

***Psychometric Properties of the Short Behavior Problems Inventory for Individuals with Intellectual Disabilities***

Johannes Rojahn, PhD, Ellen W. Rowe, PhD, George Mason University; Richard Hastings, PhD, Bangor University, Wales, United Kingdom, Robert Didden, PhD, Radboud University, Nijmegen, Netherlands; Johnny L. Matson, PhD, Louisiana State University

***Differential Functional Properties of SIB Depending on the Level of Intellectual Disability***

Kristen N. Medeiros, BA, Johannes Rojahn, PhD, George Mason University; Linda L. Moore, MS, Chrestomathy, Inc., Minneapolis, MN; Daniel J. van Ingen, PsyD, Chrestomathy, Inc., Minneapolis, MN

***Learning Effects of Preferral-World-Recognition-Intervention for 1st Grade Students with Learning Difficulties—III***

Chiu-Hsia Huang, PhD, National Pingtung University of Education, Taiwan

***Socioemotional Competence and Gestures in Children with Developmental Disabilities***

Melissa Stern, BA, Sarah Glaser, MA, Daniella Goldberg, BS, Samira Moumne, Steven R. Shaw, PhD, McGill University, Montreal, QC, Canada

***Investigation of the Performance of Autism Spectrum Screening Measures for High-Ability Children and Adolescents***

Zachary W. Sussman, MA, BS, Megan Foley Nicpon, PhD, University of Iowa

***Trait Anxiety and Controlling Behavior in Mothers of Children with and without Developmental Delays***

Jessica C. Diep, BA, Shulamite Green, MA, University of California-Los Angeles

***Seizure Presentation and Early Development of Youth with Epilepsy and Autism***

Katherine T. Baum, MA, Shawna Bonner, BA, Paula K. Shear, PhD, University of Cincinnati; Jamie Fountain, MD, Somer Bishop, PhD, Cincinnati Children's Hospital, OH; Leslie Markowitz, MA, Xavier University

***Study on QOL of the Early Intervention Edu-Care Worker of Institutions in Taiwan***

Yuh-Lien Liu, MA, National Changhua University of Education, Taiwan

***Gender Differences in Processing Speed Correlated to Math Skills in Adults with Learning Disabilities***

Ute Zimmermann, PhD, MS, Terece S. Bell, PhD, Alliant International University-Los Angeles

***Social Developmental Benefits of Sustained Participation in Equine-Assisted Therapy in a Pediatric Special-Needs Population***

Samantha K. Case, C. Ryan Kinlaw, PhD, MEd, Marist College

***Attitudes Toward People with Intellectual Disabilities in Chinese Volunteers of the Special Olympic Games***

Nan Zhang Hampton, PhD, San Diego State University; Chunxiao Li, MS, Singkai Lo, MS, Hong Kong Institute of Education, Hong Kong, Lifang Wu, MS, Fujian Normal University, Fuzhou, China;

***Set Shifting and Planning Tasks as Means of Differentiating between Gifted Children with ADHD and Gifted Children without ADHD***

Beth M. Houskamp, PhD, Brandi Eijssers, MEd, Natasha Harrington, BA, Sepideh Adhami, MS, Alliant International University-Los Angeles; Laura McDonald, MA, Katarina Radisavljevic, MA, Azusa Pacific University

***Adaptive Behavior Assessment System—II Teacher/DayCare Provider Form—Ages 2-5: Its Factor Structure and Typology***

Carmelo M. Callueng, MA, Thomas Oakland, PhD, University of Florida

***Study of Emotion-Related Regulation, Effortful Control, and Social Skills for Elementary Students with ADHD in Taiwan***

Yuan-Yuan Chang, PhD, Hung-Chih Lin, PhD, National Changhua University of Education, Taiwan

***The Broader Autism Phenotype and Alexithymia***

Avril W. Ho, BA, Michael P. Levine, PhD, Kenyon College

***Attitudes toward Individuals with Disabilities: Results of a Recent Survey and Implications of Those Results***

Anthony J. Goreczny, PhD, Erin Bender, MS, Chatham University; Guy Caruso, PhD, Celia S. Feinstein, MA, Temple University

***Managing Contingencies to Improve School Quality: A Brazilian Case***

Celso S. Oliveira, PhD, UNESP, Bauru, Sao Paulo, Brazil

***Initiations of Gestures among Children with Developmental Disabilities: Evidence of Gender Differences***

Melissa Stern, BA, Daniella Goldberg, BS, Tia Ouimet, MA, Steven R. Shaw, PhD, McGill University, Montreal, QC, Canada

***Coping and Psychological Health of Aging Parents of Children with Developmental Disabilities***

Vivian E. Piazza, MA, Frank J. Floyd, PhD, Georgia State University; Marsha M. Seltzer, PhD, Jan S. Greenberg, PhD, University of Wisconsin-Madison

## **Saturday, August 6**

**1:00 p.m. – 1:50 p.m. Convention Center Room 159**

Invited Address:

Chair: James McPartland, PhD, Yale Child Study Center, New Haven, CT

***Early Markers and Predictors of Outcome in Infants and Toddlers with Autism***

Ami Klin, PhD, Emory University School of Medicine

## **Sunday, August 7**

**9:00 a.m. – 9:50 a.m. Convention Center Room 151A**

Invited Symposium: Dementia and Mild Cognitive Impairment in Adults with Intellectual Disability

Chair: Wayne Silverman, PhD, Kennedy Krieger Institute, Baltimore, MD

***Declines in Cognition as Predictors of Declines in ADLs for Older Adults with Down Syndrome***

Warren B. Zigman, Ph.D., Nicole Schupf, Ph.D., Dr. P.H., Sharon Krinsky-McHale, Edmund Jenkins, Ph.D., & Wayne Silverman, Ph.D.



***Dementia and MCI: Relative risk for adults with Intellectual Disability without Down Syndrome***

Wayne Silverman, Ph.D., Sharon Krinsky-McHale, Ph.D., Nicole Schupf, Ph.D., Dr.P.H., & Warren Zigman, Ph.D.

***How Can We Distinguish Mild Cognitive Impairment from Early Alzheimer's Disease in Adults with Down Syndrome?***

Sharon J. Krinsky-McHale, Ph.D. & Wayne Silverman, Ph.D.

**Sunday, August 7**

**10:00 a.m. – 11:50 a.m. Convention Center Room 101**

Paper Session:

Co-Chair: Anna Esbensen, PhD, Cincinnati Children's Hospital Medical Center, OH

Co-Chair: Janece Warfield, PsyD, Wright State University

***Psychosocial Treatment Outcomes of the Social Skills Treatment for Young Adults with Autism***

Alexander Gantman, PsyD, Elizabeth A. Laugeson, PsyD, UCLA Semel Institute for Neuroscience and Human Behavior

***ABC's of Making Friends: Teaching Social Skills to Adolescents with Autism Spectrum Disorders in the Classroom***

Elizabeth A. Laugeson, PsyD, Shannon Bates, MA, Alea Baron, BA, Chloe Koeffler, BA, Jennifer Sanderson, MS, UCLA Semel Institute for Neuroscience and Human Behavior; Ruth Ellingsen, BA, University of California-Los Angeles

***Visual Attention and Neural Response to Faces in Children with Autism***

James McPartland, PhD, Danielle Perszyk, BA, Michael Crowley, PhD, Adam Naples, PhD, Linda C. Mayes, MD, Yale Child Study Center, New Haven, CT

***Improving Social Relatedness in Individuals with Autism Spectrum Disorders***

Mary R. Cohen, PhD, MA, Asperger Center for Education and Training, New York, NY

***Comparing the Relationship between the Practice of Faith and Quality of Life for Adult Individuals with I/DD: The Forgotten Frontier?***

Michelle Herrigel, PsyD, Stewart M. Shear, PhD, Megan Russell, PhD, Katharine Donlon, BA, Karyna Chrislock, BA, Lisa N. Fernandez, MEd, Travis Cos, PhD, Richard Allen, MEd, Tracy Holden, MA, Alexis Lubar, BA, Alison Milford, MA, Gabriel Smith, BA, Sean Woodland, BA, Devereux Foundation, Berwyn, PA

***Predicting Parental Perceptions of the Transition to Adulthood for Sons and Daughters with Intellectual and Developmental Disabilities***

Laraine M. Glidden, PhD, Katherine A. Grein, Jesse A. Ludwig, Meredith B. Powlinson, Katherine A. Painter, St. Mary's College of Maryland

**Sunday, August 7**

**12:00 – 1:50 p.m. Convention Center Room 159**

Symposium: Pain for Pleasure---Disability and Sexual Justice

Chair: Bethany Stevens, JD, Georgia State University

***Double Trouble? Gay/Queer Men with Disabilities***

Michael I. Loewy, PhD, Rhoda Olkin, PhD, Alliant International University-San Francisco

***Parental Perspectives of Communication about Sexuality in Families of Children with Intellectual and Developmental Disabilities***

Michelle Ballen, PhD, Columbia University in the City of New York

***Developing an Intersectional and Disability Inclusive Multicultural Framework***

Nathan Say, BA, Rolling Motion Consulting, San Diego, CA

***Recognizing and Undoing the Impacts of Ableism on Sexual and Reproductive Health***

Bethany Stevens, JD, Georgia State University

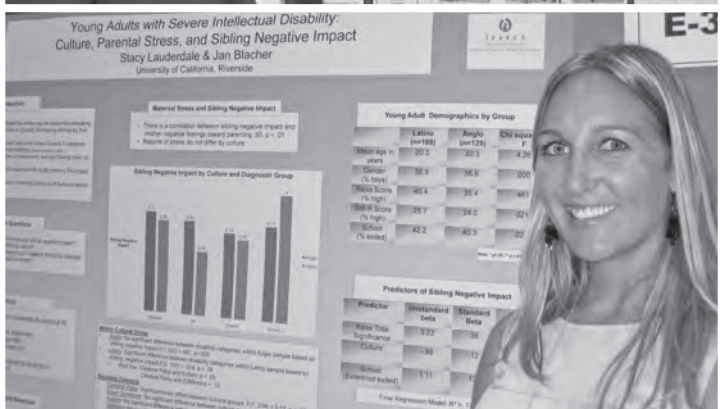
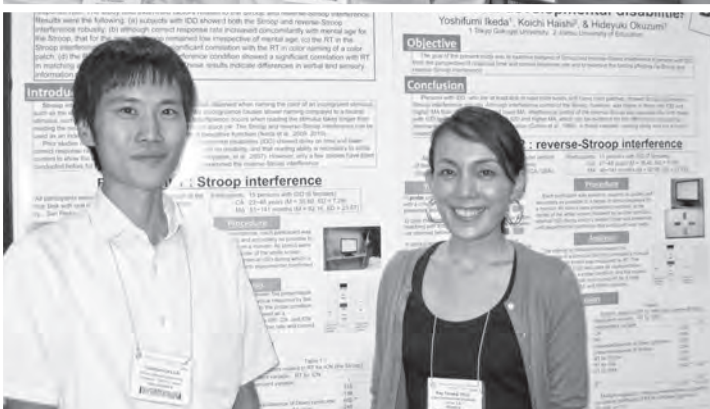
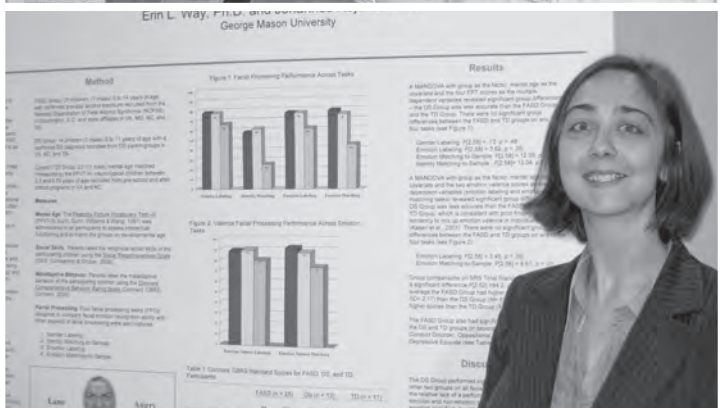
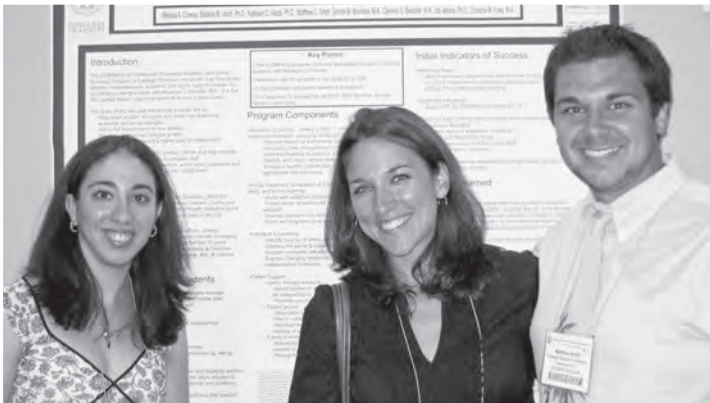
Discussant: Douglas C. Haldeman, PhD, Independent Practice, Seattle, WA

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