2011 APA Convention Overview

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 Janeece 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 officer 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.
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 Heimlisch, 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 DSM-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 development 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.

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Laura Lee McIntyre, Chair

Nominations and Elections
J. Gregory Olley, Chair

Program
John Lutker, Chair
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<td>9:00 - 10:00</td>
<td><strong>Symposium:</strong> Perspectives on ID &amp; the Death Penalty- Toward More Effective Contributions of Psychologists in Atkins Cases Convention Center, Room 140A</td>
<td><strong>Symposium:</strong> The Audacity of Advocacy for Children w/ IDD CC Room 146B</td>
<td><strong>Invited Symposium:</strong> Dementia and Mild Cognitive Impairment in Adults with Intellectual Disability CC Room 151A</td>
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<td>10:00 - 11:00</td>
<td><strong>Invited Symposium:</strong> Evidence-Based Interven. Practices for Individ. w/Autism Spectrum Disorders CC Room 102B</td>
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<td><strong>Paper Session:</strong> CC Room 101</td>
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<td><strong>Poster Session:</strong> Autism Spectrum Disorder Convention Halls D &amp; E</td>
<td><strong>Poster Session:</strong> IDD CC Halls D &amp; E</td>
<td><strong>Invited Address:</strong> CC Room 159</td>
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<td>noon - 1:00</td>
<td><strong>Symposium:</strong> Use &amp; Importance of Indiv Supp Needs Assmt CC Room 146C</td>
<td><strong>Invited Address:</strong> CC Room 204C</td>
<td><strong>Invited Address:</strong> Edgar A. Doll Award Ren. Wash. Hotel - Congress Hall B</td>
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<td>1:00 - 2:00</td>
<td><strong>Invited Address:</strong> Jacobson Award Ren. Wash. Hotel - Congress Hall B</td>
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<td>3:00 - 4:00</td>
<td><strong>Edgar A. Doll Award</strong> Ren. Wash. Hotel - Congress Hall B</td>
<td><strong>Paper Session - Student Awards CC Room 210A</strong></td>
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<td><strong>Social Hour</strong> Ren. Wash. Hotel - Congress Hall B</td>
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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. Derning, 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

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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 Frey, 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**
Enika 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, MJ

**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. Butler, 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**
Christina 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. Tomney, 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

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, Mitsuji Kokubun, PhD, Tokyo Gakugei University, Koganei, Tokyo, Japan
Process of Saccade Initiation in Persons with Intellectual Disabilities
Koichi Haishi, PhD, Joetsu University of Education, Niigata, 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
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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, Joanne 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 Preferential-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; Chunchao Li, MS, Singkai Lo, MS, Hong Kong Institute of Education, Hong Kong, Lilang 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. Hoekstap, PhD, Brandi Elsmer, MEd, Natasha Harrington, BA, Sepideh Adhami, MS, Alliant International University-Los Angeles; Laura McDonald, MA, Katarina Radisaljevic, 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: Janee 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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