



CENTER FOR EXCELLENCE IN **DEVELOPMENTAL DISABILITIES**

UC DAVIS
HEALTH

MIND
INSTITUTE



“CEDD... providing a link between the university and the community to improve the quality of life for individuals with developmental disabilities.”

– Robin L. Hansen, M.D.

Dear Friends and Colleagues,

We are excited to share this summary report of our current work at the Center for Excellence in Developmental Disabilities (CEDD) at the UC Davis MIND Institute. The report captures both our longstanding, continuing initiatives and some of the newer projects on which we are embarking.

CEDD, established in 2006, is one of 67 federally designated university centers (UCEDDs) across the country. These centers are authorized by the Developmental Disabilities Assistance and Bill of Rights Act and funded by the Administration on Intellectual and Developmental Disabilities (AIDD), part of the Administration on Community Living within the U.S. Department of Health and Human Services.

CEDD brings added resources to expand the activities and impact of the MIND Institute, serving as a resource in the areas of education, research and service, and providing a link between the university and the community to improve the quality of life for individuals with developmental disabilities.

Our work involves important collaborations with many partners, including self- and family-advocates, community groups, other colleges and universities and state and federal agencies. These collaborations are central to achieving our mission of improving the quality of life and community inclusion for individuals with developmental disabilities and their families. We are thankful to those individuals touched by our work through CEDD who have offered to share their personal stories with you in our brochure.

On behalf of the faculty and staff of CEDD, thank you for taking the time to learn more about our work. With gratitude and respect for our partner agencies, colleagues, families and friends, we are looking forward to our continued collaborations. Whether you are a self-advocate, parent, professional, or student – please let us know what you think. Your feedback helps us shape our goals and activities to meet the needs of our community.

Robin L. Hansen, M.D.

*Director, Center for Excellence in Developmental Disabilities
UC Davis MIND Institute*



Our Vision

Our vision is to provide leadership in education, service and research to maximize the independence, productivity and community inclusion of individuals with developmental disabilities.

Our Mission

The Center's mission is to collaborate with individuals with developmental disabilities and their families to improve quality of life and community inclusion. We accomplish this mission through advocacy, community partnerships, interdisciplinary training, and the translation of research into practical applications.

Our Values

- | | | | |
|------------------|-------------------|----------------------|----------------------|
| ■ Access | ■ Empowerment | ■ Partnership | ■ Self-determination |
| ■ Accountability | ■ Family-centered | ■ Person-centered | ■ Synergy |
| ■ Compassion | ■ Hope | ■ Quality | |
| ■ Diversity | ■ Inclusion | ■ Reducing disparity | |

ANALIA AND JOSUE



Resplendor, or “Blaze” in English, is a group of Latino youth with disabilities who love to dance. The group was organized by parents who knew one another through a parent support group for Spanish-speaking families. At the invitation of CEDD staff member Angie Rivera, Resplendor gave its first public performance at the UC Davis MIND Institute, a great success that inspired them to seek out other opportunities to showcase their amazing talents.

Two of the families, those of Analia Miranda and Josue Lopez, have known each other since the children were infants. After their children became dance partners in Resplendor, they started dating, and are now a committed couple.

While they were in high school, Josue and Analia attended a CEDD workshop on transition, and worked with CEDD staff on transition planning. They worked diligently, and both graduated from high school. Analia plans to go to college, and Josue plans to work in retail, helping in the garden department of a home improvement store. The couple is supported by both sets of parents and by their community, and is looking forward to getting married and moving into their own apartment.

In addition to the love and companionship of their relationship, Josue and Analia’s complementary abilities help them to support each other and will play a role in successfully living on their own. After observing Josue and Analia’s relationship flourish, many parents have reconsidered their concerns about romantic relationships for their children with intellectual disabilities, and have asked for advice about how to nurture relationships for their own children.

Our Projects

Our mission and values are reflected in the goals we pursue and the projects we undertake. This report includes information on several projects that span the Center's four core functions: 1) community support and advocacy; 2) interdisciplinary training and leadership development; 3) research, and; 4) information dissemination. As you review these projects, you will note a focus on improving quality of life for individuals with disabilities from infancy through adulthood. If you would like more information about any of the projects in this report, please write to us at ddcenter@ucdmc.ucdavis.edu.

Community Support and Advocacy

Self-advocacy and family-advocacy

CEDD, in partnership with Fiesta Educativa and the WarmLine Family Resource Center, is working to strengthen advocacy skills for individuals with disabilities and their families, with special emphasis on the Latino community. CEDD promotes self- and family-advocacy via outreach, workshops, networking, training, technical assistance and website resources.

Resource Center

CEDD and long-time community partner, the WarmLine Family Resource Center, staff and operate the MIND Institute Resource Center. We work to make it welcoming and user-friendly for people with disabilities and their family members, community advocates, trainees and professionals by providing parent-to-parent support and by creating and supporting connections to resources within the MIND Institute, the UC Davis Medical Center, and in the community. In addition to in-person and phone support, we offer small-group training and networking opportunities. We have staff who are bilingual in English and Spanish.

Community training

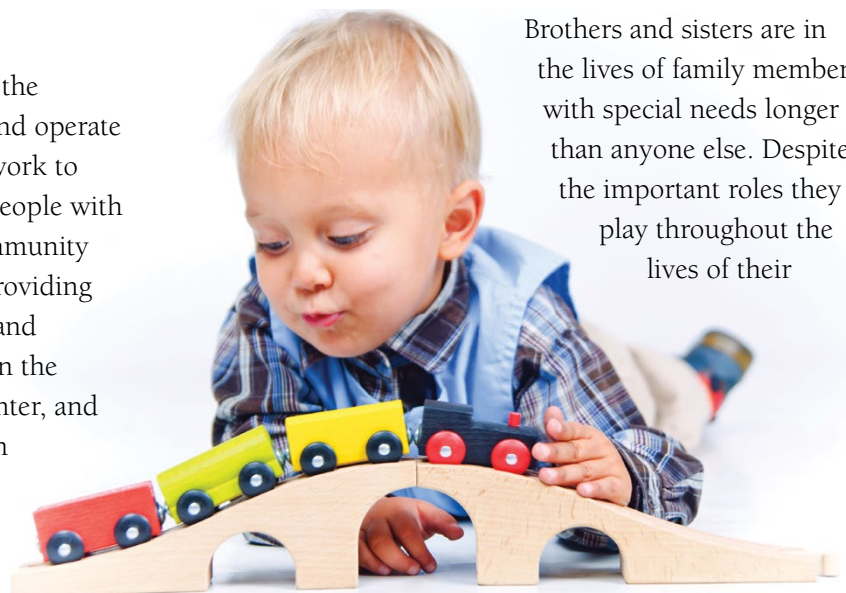
Each year, CEDD provides more than 100 training opportunities for consumers, families, service providers, students and professionals to increase their knowledge and skills in the areas of developmental disabilities, early identification, service provision, inclusion and other medical, legal, social and public policy issues related to disabilities.

Promoting inclusive preschool

CEDD partners with Sacramento's Triumph Preschool on the development of a high quality, inclusive, early childhood program. CEDD staff members provide support for children with disabilities and/or challenging behaviors through staff training and parent support. Triumph has implemented the Center for Social Emotional Foundations of Early Learning (CSEFEL) model and is collecting data on the impact of teacher skill and confidence in supporting children with challenging behaviors. With technical assistance from CEDD, Triumph has become a California Department of Education model site for the support of children with special needs in inclusive early education.

Sibling workshops

Brothers and sisters are in the lives of family members with special needs longer than anyone else. Despite the important roles they play throughout the lives of their





Our Projects

siblings, even the most family-friendly agencies often overlook them. Sibling workshops are opportunities for school-age siblings of children with disabilities to obtain peer support and education within a recreational context. Siblings connect with peers, often for the first time, share their experiences and learn from one another. CEDD offers sibling workshops for three age groups (7-10, 11-13, and 14-18); most of the facilitators are bilingual/bicultural (English and Spanish), and most have a family member with a developmental disability.

Youth transition training and mentoring program

CEDD's transition-support program is designed to strengthen the preparation of high school students with developmental disabilities for adult life in the community. It includes the exploration of options for post-secondary education, purposeful work or volunteer service, independent living, self-advocacy and meaningful relationships. The Transition Workgroup includes people with disabilities, family members, educators, and professionals from Alta California Regional Center, Area Boards on Developmental Disabilities, Department of Rehabilitation, the Sacramento Works career center and a range of adult service providers. The group sponsors workshops on pre-transition planning, transition issues and exploring the range of opportunities and supports for adults with developmental disabilities.

Consumer Internship / Career Preparation Program

Work-focused learning experiences are essential for young people to develop informed choices about careers. Our Career Preparation Program provides internship opportunities for youth and young adults with disabilities at the CEDD and the MIND Institute.

The program provides exposure to career options, the opportunity to engage in volunteer service, training designed to improve job skills and job-seeking skills and instruction in the areas of disability disclosure, communicating accommodation needs, benefits planning, and assistive technology.

Assistive technology

CEDD is working to expand knowledge of and access to appropriate assistive technology (AT) for individuals with developmental disabilities and their families. CEDD helped to start the Supported Life Institute's Communication Technology Education Center (CTEC), which provides opportunities for hands-on exploration of communication devices and assessment and training in their use. CEDD also facilitates AT Resource Fairs, primarily for people with developmental disabilities, family members, and educators; the focus of the fairs is to share national, state and local resources on AT.

MIND Institute Neurodevelopmental Disorders Clinics

The clinics offer services for autism spectrum disorder (ASD), fragile X syndrome, 22q11.2 deletion syndrome, attention-deficit/hyperactivity disorder (ADHD), learning disorders, Down syndrome, FN/Ras and other neurodevelopmental disorders. The clinics serve about 1,500 patients per year, providing interdisciplinary diagnostic evaluations and intervention recommendations, social skills groups for ASD, and behavioral and medical management for ADHD and other neurodevelopmental disorders.

Statewide initiative for improving services for people with ASD

CEDD is working at the systems-change level to increase training opportunities for professionals across the state. CEDD staff facilitated the creation and development of the California Autism Professional Training and

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DAVID

This story is about David, my 18-year-old son, and how he utilized what he learned from the CEDD workshops on self-advocacy, leadership and transition. David is diagnosed with high-functioning autism. Figuring out what he wants to do after high school, and responding to questions on that topic are very hard for him.

I had David bring his CEDD transition binder to his IEP (Individualized Educational Program) meeting to use as a checklist of what he wanted to talk about. One of the questions dealt with things he was nervous about and how he might get help with them. He indicated that he was nervous about the graduation ceremony. As the counselor answered his questions, I could see some of his anxiety melt away. The counselor also said that there might be other kids feeling the same way. She later explained the ceremony to the whole class and passed out maps. She congratulated David for standing up for his needs as well as helping his whole class. I have never seen him so confident and determined as he was after the IEP and through graduation! I shared our workshop binder with his teacher, and she indicated that she would be adapting some of the material for her classroom. I truly thank you for making these workshops available — they are such an amazing gift to the community!

— Nicole Diab



ROBERT LEVY



◀ CEDD community advocate Robert Levy (right) worked with Assemblyman Wes Chesbro on Employment First and Self Determination legislation for California.

Robert Levy became an intern for the CEDD in 2011. Initially, he was drawn to clerical work and found meetings to be confusing and boring. As he has become more familiar with the issues under discussion, he has become a more active participant, especially on the topics of employment and self-advocacy. Robert is now a CEDD staff member and CEDD's representative to the Statewide Self Advocacy Network, where he has had an opportunity to become informed and advocate for issues affecting people with disabilities.

When Robert learned about Employment First and Self Determination legislation, he began a campaign to educate and encourage people to write letters in support of the legislation. Robert testified in California Assembly and Senate committee meetings in support of the legislation and took great pride when the bills were

passed into law in 2013. Robert met with Assemblyman Wes Chesbro to thank him for his years of work on getting employment first legislation passed and received a note from the assemblyman thanking him for his advocacy.

Robert has also become an effective presenter at conferences, speaking about his journey to living an inclusive and meaningful life. When asked about his experience working at the CEDD, Robert responded, "I am proud to be a team member here at the UC Davis MIND Institute. I like to contribute and help make sure people with developmental disabilities have the same opportunities as everyone else."

– Robert Levy, CEDD community advocate and former intern

Our Projects

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Information Network (CAPTAIN), which consists of representatives from the California Departments of Developmental Services and Education, the Family Resource Center Network and other stakeholders. The network has developed the infrastructure and interagency collaborations to implement a statewide plan for improving services to children and youth with ASD, by providing training and support in up-to-date evidence-based practices. The CAPTAIN Network, made up of over 350 professionals from across the state, provides annual training summits for new members, regional networking and planning events, a listserv with updates about new resources and a website that houses training materials and links to local and national resources. For more information, see www.CAPTAIN.ca.gov.

California Early Start Support Network

The Network is a collaborative project of CEDD, the USC UCEDD, the California Infant Development Association, and the California Association of Professors of Early Childhood Special Education. Bi-monthly videoconferencing is used to provide training and support for practitioners providing early intervention services. Part C programs from all across the state participate.

Partnerships with state agencies

CEDD staff participate in various state agency-sponsored advisory groups and interagency collaboratives, and provide technical assistance to various state agencies, including Public Health, Education and Developmental Services on topics related to early childhood development, special education, transition to adulthood, and medical services.

ELIZABETH MORGAN

I am the mother of Eli, a 5-year-old boy with autism. After our son's diagnosis, my husband and I were at a loss as to how to be effective parents and advocates for our son, but then we discovered the CEDD and were empowered by the resources and support that it provided. This included ongoing support for a fully inclusive program at Triumph Preschool; parenting workshops; the MIND Summer Institute on Neurodevelopmental Disorders; and information and support from CEDD staff.

The support and advice that we have received from CEDD staff member Gina Guarneri on our son's intervention plan have been priceless. Not only has Gina worked closely with our son's classroom preschool teachers to provide ideas on how to enhance

his experience, but she also met with us to discuss strategies for success. Gina has also been an advocate by sitting in on team meetings and IEP (Individualized Educational Program) meetings. With the support of Gina and the Triumph staff our son gained the social and academic competencies he needed to be a thriving and participating figure in his classroom.

I have no doubt that the intervention team that Eli had last year, which included CEDD staff, helped to set the solid foundation he needed to be successful in his current kindergarten program. I am proud to announce that he is not only fully included in a neighborhood elementary school, but he is also currently on the honor roll! I am no longer at a loss about how to be an effective advocate for my son, but instead feel confident about my abilities and optimistic about his future.

– Elizabeth Morgan

Interdisciplinary training and leadership development

Fellowship program in developmental-behavioral pediatrics

CEDD offers a three year fellowship training program of intensive specialty training in Developmental Behavioral Pediatrics.

Interdisciplinary, pre-service training in developmental disabilities

CEDD offers a one-year intensive specialty training program in serving individuals with developmental disabilities to graduate students in medicine, nursing, special education, psychology, and related fields. Trainees receive instruction and practical experience in training/teaching, community service, research and the translation of research into practical applications. Trainees increase their knowledge of developmental disabilities and exposure to medical, legal, social and policy issues related to disabilities.

Training in ASD for working professionals and community members

CEDD offers a special studies program in ASD through UC Davis Extension. The intended

audience is primarily educators and allied-health professionals, such as nurses, psychologists, social workers, and speech/occupational/physical therapists. However, the first three courses are available to students in any field and to members of the community. The objectives of the course of study are to examine the many behavioral and neurodevelopmental elements of the disorder, to gain greater understanding of current causal/treatment factors and research, and to increase the practitioners' awareness and application of effective intervention strategies.

Training for medical students

CEDD developed a Special Studies Module on Developmental Disabilities for fourth year medical students, provided through a one month elective. The focus of the program is on the impact of disability and the provision of care to people with developmental and other disabilities. Trainings are co-led by persons with disabilities and family members, and community experiences with persons with disabilities are a key component. Students also participate in clinics serving persons with developmental and other disabilities.



MELISSA HARADA

I firmly believe that multidisciplinary interactions deeply enrich our learning and improve our ability to incorporate other perspectives into our understanding. For the past few years, the CEDD Interdisciplinary Seminars have afforded me the opportunity to learn alongside a diverse group of professionals. Through these seminars, I have gained invaluable knowledge and am confident that these experiences will enhance the care of my patients and will allow me to become the best pediatrician that I can be!

– Melissa Harada, medical student

ESTEFANIA CORTES



My name is Estefania Cortes, I am 15 years old, and this is my story: When I was younger, I always was frustrated at school. No matter how hard I tried, I couldn't keep up with the other kids. The teachers spoke so fast and I could not understand everything. I cried all the time.

When I was 10, I was diagnosed with deafness in my right ear. I felt that I would never be able to keep up with the other kids. Other kids made fun of me, saying that I was deaf. I changed schools three times, and each time my mother took the forms with my diagnosis of deafness, but no one took it seriously or made accommodations for me.

Then my mother went to a health fair at the Mexican Consulate to have her blood pressure checked. There she met Angie Rivera from the CEDD, who had a table with information on disabilities. My mother told her my story, and Señora Angie told her that I should be receiving services and how to go about getting them. After four unsuccessful visits to the school, my mother went to the school district office and finally someone listened.

In October of this year, I had my first Individualized Educational Program (IEP) and have finally started receiving the services that I need. My life is changing emotionally, socially and academically. If Señora Angie had not helped us, I would still be struggling. I thank God for putting people like her at events for the Hispanic community.

– Estefania Cortes (translated from Spanish)

Research

Fragile X Research and Treatment Center

The Fragile X Research and Treatment Center performs clinical evaluations and treatment for patients with fragile X syndrome and premutation disorders including the fragile X-associated tremor ataxia syndrome (FXTAS), a neurodegenerative disorder in older carriers. Current research includes several targeted treatment studies for children and adults with fragile X syndrome and studies regarding the association between molecular variations in the fragile X gene and the physical, behavioral and cognitive features of children and adults affected with

fragile X syndrome or its premutation form. Research also has focused on screening studies and bringing targeted treatments to international locations, most recently to Colombia. The Center staff and faculty include specialists in molecular biology, pediatrics, molecular genetics, psychiatry, psychology, neurology, genetic counseling, speech and language pathology, occupational therapy, neurobiology, pathology and social work. For more information, see www.ucdmc.ucdavis.edu/mindinstitute/research/fxrtc.html. Randi Hagerman, principal investigator.



»» DANA DENTON

A year ago, I heard about a CEDD seminar called the “Impact of Disability on Brothers and Sisters.” I decided to go in order to hear about other siblings’ experiences and thoughts and to see if mine were normal.

During the seminar I was very emotional and told the presenter afterwards that I was interested in getting some support. She said the CEDD has workshops for siblings, but only for ages 18 and younger. We agreed that there was a need for workshops for adult siblings (like myself), and I decided to organize one myself, with assistance from CEDD. I figured that I would be able to help others and that it would benefit me as well.

Several months later, CEDD sponsored my attendance at a Sibling Leadership Network (SLN) conference. I learned how important it is to have a group where siblings are able to share thoughts and concerns and to get more information to better help their families. Siblings need to realize what a huge impact they have in their parents’ and siblings’ lives, and that they can be great advocates for the rights of people with disabilities.

– Dana Denton

Language Development in Neurodevelopmental Disorders

This program of research is designed to explore language development in individuals with developmental disabilities, including fragile X syndrome, Down syndrome, and ASD. Each of these conditions has a unique linguistic “signature,” with different areas of relative strength and challenge. Current projects examine biological, behavioral, and environmental factors that influence the ways in which language develops over time and the processes that underlie language learning and language impairment. The goal is to use research findings to promote more effective interventions for individuals with these disabilities. To this end, studies also examine how to measure language ability and disability in the context of clinical trials, ways to make language therapies more effective, and ways in which parents can help promote language development in their children. For more information, see www.ucdmc.ucdavis.edu/mindinstitute/research/abbeduto_lab/index.html. Leonard Abbeduto, principal investigator.

Parents and Toddlers at Home (PATH) Study

This study evaluates the effects of coaching parents of young children with ASD ages 12 to 36 months on the use of Early Start Denver Model interactive strategies to increase their children’s social communication and developmental skills and reduce problem behaviors. The project has developed a parent-friendly training package for professionals and parents to help them learn techniques used in the Early Start Denver Model, a developmentally based comprehensive intervention for very young children with autism. For more information, see www.ucdmc.ucdavis.edu/mindinstitute/research/esdm/currentprojects.html. Sally Rogers, principal investigator.

Toddlers with autism: developing opportunities for learning (TADPOLE) Project

This study examines the effects of two different comprehensive early intervention approaches, discrete trial teaching and ESDM, on developmental patterns of toddlers ages 12-30 months with ASD. Children are assigned to one or the other approach, and receive intervention in their homes either 15 or 25 hours per



week for a 12 month period. For more information, see www.ucdmc.ucdavis.edu/mindinstitute/research/esdm/currentprojects.html. Sally Rogers, Principal Investigator.

Markers of Autism Risk in Babies-Learning Early Signs (MARBLES)

The MARBLES Project studies how autism unfolds during its earliest phases, beginning with the pregnancy of mothers with at least one older child with autism. The goals of the project are to 1) identify early signs of autism, 2) understand the earliest possible causes of autism, and 3) develop diagnostic tests or biomarkers and interventions that can limit the effects of autism or prevent it altogether. For more information, see www.ucdmc.ucdavis.edu/mindinstitute/research/marbles/index.html. Irva Hertz-Picciotto, principal investigator, and Robin Hansen, co-investigator.

Childhood Autism Risks from Genetics and the Environment (CHARGE)

CHARGE is a case-control study of nearly 2,000 children with ASD, developmental delay without ASD, and typical development, one-third of whom are Latino, looking at gene-environment interactions that increase the risk for autism and targeting environmental exposures that can be modified so as to reduce risk or actually prevent the development of autism. For more information, see <http://beincharge.ucdavis.edu/>. Irva Hertz-Picciotto, principal investigator, and Robin Hansen, co-investigator.

Attention and Learning in School Aged Children with Autism

This project uses advances in technology, such as virtual reality (VR), to examine the impact of social

attention on learning, academic development and social skill development in school-aged children with higher functioning ASD. The goal of this longitudinal study is to better understand development in 8-to-16-year-old children with ASD, in order to inform the development of more effective school-based education and intervention methods for these children. This project has shown that symptoms of anxiety and ADHD moderate the degree to which elementary and secondary students with ASD can manage the multiple tasks of thinking, speaking and attending to other people in a virtual public speaking task. The VR public speaking task also offers a new methodology of social and cognitive intervention for children with ASD. The study has revealed that delays in the development of reading comprehension may be a significant part of the social-communication impairments of many school-aged children with higher functioning ASD. For more information, see <http://edscholars.ucdavis.edu/vrlab/home>. Peter Mundy, principal investigator.



Assistive technology helps CEDD community partner Meghan Mikitka communicate. >

Cognitive Analysis and Brain Imaging Laboratory (CABIL)

CABIL's research involves 1) theory-driven experiments that test the functioning of specific brain circuits under different conditions, using computer games, 2) brain imaging to characterize the changes in brain development that affect neural structure, connectivity and function, and 3) the tight integration of clinical and basic research measures to understand the entire bio-behavioral ecology of the child and family as they navigate development in the context of developmental delay. One key goal of the work is to develop a range of intervention techniques that will reduce or even eliminate many of the cognitive, behavioral and psychiatric difficulties that present challenges to children with neurodevelopmental disorders and their family members. For more information, see www.ucdmc.ucdavis.edu/mindinstitute/research/cabil/index.html. Tony J. Simon, principal investigator; Kathleen Angkustsiri, co-investigator.

ADHD translational research

The ADHD translational research program undertakes research activities in etiology,

assessment, treatment, and outcomes, using neuroscience and behavioral methods. It offers both neuroscience research activities in ADHD and evidence-based training and treatment models for ADHD throughout the lifespan. For more information, see www.ucdmc.ucdavis.edu/mindinstitute/research/adhdprogram/index.html. Julie Schweitzer, principal investigator.

RASopathy Clinic and Research Program

The NF/Ras Pathway Genetics Clinic provides comprehensive medical management for patients with RASopathies: neurofibromatosis 1 and 2, Noonan syndrome, capillary malformation-AV malformation, Costello syndrome, cardio-facio-cutaneous syndrome, Legius syndrome, schwannomatosis or any RASopathy-like condition. The RASopathy Research Program is a collaborative consortium of investigators studying the association of autism in the RASopathies, how germline Ras/MAPK pathway dysregulation affects skeletal muscle development and other organ systems, and how germline Ras/MAPK pathway affects functional interactions among glia and neurons in the brain. Katherine Rauen, principal investigator.

CES SUPPORT NETWORK <<<

We want to express our appreciation for CEDD's California Early Start (CES) Support Network

and its monthly statewide videoconferences. The three agencies we represent originally attended the videoconferences from separate sites, but we eventually decided to have all three agencies attend at one site. Participants in our interagency team regularly remain after the videoconference for further discussion. Two high points for our group have been discovering the diversity in interpretation and implementation of the Early Start Program throughout the state, as well as the use of "drop box" for the sharing of resources. Overall, the videoconferences and the discussions generated through them have been a very positive experience for us all, with overall strengthening in our collaborative process and a deepening of our communication network. Thank you!

— Jan Powell, Director, Infant Circle, Riverside County Office of Education (RCOE); Carole Damon-Shugard, Early Start Program, Office of the San Bernardino County Superintendent of Schools (SBCSS); Yazmin Williams, Early Start Program Manager, Inland Regional Center (IRC)



Information Dissemination

MIND Summer Institute

CEDD takes the lead in planning for the annual MIND Summer Institute on Neurodevelopmental Disorders. The institute is a one-day conference intended for a wide range of professionals, including educators, psychologists, physicians, nurses, occupational therapists, physical therapists and speech and language pathologists, as well as consumers, family members, caregivers, and students. The focus of the Institute is to help participants keep pace with the latest advances in neurodevelopmental research and the most current standards for best practices in prevention, assessment, treatment, and support services. Videos of past Summer Institute presentations are available on UCTV and our website (www.ucdmc.ucdavis.edu/mindinstitute/videos/video_summerinstitute.html).

CEDD website

CEDD provides online resources and reference materials on topics related to health and wellness, developmental disabilities, advocacy, early identification and intervention, education, post-secondary education, employment, assistive technology, and other quality of life related topics. Many on-line resources are available in both English and Spanish.

Online training programs

CEDD has developed several training programs that are available via the CEDD website (www.ucdmc.ucdavis.edu/ddcenter):

- **The Autism Distance Education Parent Training** series focuses on behavioral skills training for parents of children with autism. It is geared toward enhancing independence and positive behavior of children with autism and increasing their opportunities for community integration. The first two modules in the ADEPT series, entitled “Teaching Functional and Adaptive Skills to your child with ASD” and “Using Positive Behavior Supports and Strategies” have been completed and are available in both English and Spanish on our website.
- **The Chromosome 22q11.2 Deletion Syndrome Educational Video Series** (three videos) is designed for health professionals and patient families, explaining the disorder, medical care and guidance, and family support. Titles in the series include: 1) An Introduction to Medical Issues, 2) The First Year and a Half: Clark Family Interview, and 3) The First Sixteen Years: Heran Family Interview.
- **The Assistive Technology Training video** focuses on assistive technology applications and intervention strategies for individuals with neurodevelopmental disorders. It is available in English and Spanish.



For more information

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OUR TEAM

Community Advisory Committee

Our Community Advisory Committee includes people with disabilities, family members, and advocates and professionals from the community, including:

Tho Vinh Banh
Dan Boomer
Sergio Castellanos
Lisa Cooley
JoEllen Fletcher

Wilbert Francis
Barbara Guerrero
Matt Ibele
Scott Lorigan
Robin May

Catharine Mikitka
Bonnie Mintun
Laurie Newton
Debi Pfeifer
Mark Polit

Alvaro Rodriguez
Debbie Sarmento
Patrice Yasuda

Faculty and Staff

The center is comprised of the following faculty and staff from UC Davis and California State University, Sacramento:

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Lori Llewelyn, M.P.P., Associate Director
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Jennifer Thomas, Psy.D.

California Developmental Disabilities Network

The center is a member of the California Developmental Disabilities Network. Together the network partners work to address state and national issues that affect the quality of life for individuals with developmental disabilities. Network partners include:

- Center for Excellence in Developmental Disabilities at the UC Davis MIND Institute
- Tarjan Center at UCLA
- University Center for Excellence in Developmental Disabilities at the University of Southern California
- State Council on Developmental Disabilities
- Disability Rights California



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