Connecticut LEND: Leadership Education in Neurodevelopmental and Related Disabilities

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1/23/2026 – LEND SEMINAR 1 System Supports: Interdisciplinary Practice

TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	Updates	**Mary Beth Bruder, PhD** Director of UConn UCEDD and CT LEND	• Describe the spring Lend requirements	Kim, G., Kurth, J. A., Shogren, K. A., & Zagona, A. (2025). A Social-Ecological Approach to Inclusive Research With People With Intellectual Disability. *Intellectual and Developmental Disabilities*, *63*(6), 472-484. **DOI:** 10.1352/1934-9556-63.6.472
9:00am	Reading Groups		• Develop a plan to complete spring requirements	
9:30am	Reading Group Discussion		• Choose a topic for your individual research project	Kover, S. T., & Abbeduto, L. (2023). The work ahead for intellectual and developmental disabilities research. *American Journal on Intellectual and Developmental Disabilities, 128*(5), 388-392. https://doi.org/10.1352/1944-7558-128.5.388
10:00am	Teams in Action	**Mary Beth Bruder**	• Identify key benefits and drawbacks of multidisciplinary, interdisciplinary, and transdisciplinary teams	
10:30am	Team Process	**Oak Hill Staff: Jacqueline Lorange Michael Champlin Rose Haefs**		Kunze, M., & Machalicek, W. (2022). Interdisciplinary teams: A model to support students with autism. *Psychology in the Schools.* 59, 1350– 1362. https://doi.org/10.1002/pits.22618
			• Identify issues regarding research with persons with IDD or ASD and families	Summers, J., Fletcher, & Bradley, E. (2017). People with Intellectual Disabilities and Mental Health Needs. In M. L. Wehmeyer, I. Brown, M. Percy, K. A. Shogren & W. L. A. Fung (Eds.), *A comprehensive guide to intellectual and developmental disabilities* (2nd ed., pp. 679-694). Baltimore, MD: Brookes**.**
12:00pm	Lunch			
1:00pm	Overview of Spring Semester Requirements • Practicum • Advocacy Project • Emerging Topic • Family Match	**Mary Beth Bruder**		Turnbull, A. P., Friesen, B. J., & Ramirez, C. (1998). Participatory action research as a model for conducting family research. *Journal of the Association for Persons with Severe Handicaps, 23*(3), 178-188. https://doi.org/10.2511/rpsd.23.3.178
2:15pm	Research Overview and Project	**Mary Beth Bruder**		
2:45pm	Research Groups			
4:15pm	Adjourn			

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1/30/26 – LEND Spring SEMINAR 2-MCH Leadership and Cultural and Linguistic Competence

TIME	TOPIC	PRESENTERS	OBJECTIVES	READING ASSIGNMENTS
8:30am	Reading Groups		• List the key elements of cultural and linguistic competence.	Falusi, O. O., Goyal, M., Clair, E. B., Coley, L., Keller, S., Hadley, M. A., & Cora-Bramble, D. (2019). Racial and Ethnic Disparities. In M. L. Batshaw, N. J. Roizen, L. Pellegrino, *Children with Disabilities, 42*, 823-830. Paul H. Brookes Publishing Co.
9:00am	Large Group Discussion			
9:30am	Cultural and Linguistic Competence	**Tawara Goode, MA** Associate Professor, Director, Georgetown University National Center for Cultural Competence Director, Georgetown University Center for Excellence in Developmental Disabilities Center for Child and Human Development	• Describe how cultural bias and differences impact one's work with children, youth and families. • Identify resources to enhance cultural and linguistic competence. • Identify leadership competencies that promote equity and diversity and belonging for persons with disabilities and their families.	Goode, T., Jones, W., & Christopher, J. (2017), Responding to cultural and linguistic differences among people with intellectual disability. In Wehmeyer, M., Brown, I., Percy, M., Shogren, K., and Fung. W. (Eds). *A Comprehensive Guide to Intellectual and Developmental Disabilities* (pp 389-400). Baltimore, MD Rageen Rajendram, Pardeep Kaur, Tomisin John, Isha Babra, Mohammad Samad Zubairi, Elizabeth Young, Ripudaman Minhas, 48 Transforming Transitions: Developing Cultural Competence in Supporting Caregivers of Children and Youth Growing Up with Autism Spectrum Disorder, *Paediatrics & Child Health*, Volume 27, Issue Supplement_3, October 2022, Page e23, https://doi.org/10.1093/pch/pxac100.047
12:00pm	**Lunch**			Joshi, B., Singh, S. & Mancilla-Martinez, J. Culturally Competent Care for Asian American Parents of Autistic Children. *J Dev Phys Disabil* (2025). https://doi.org/10.1007/s10882-025-10032-w
1:00pm	The Role of Leadership	**Tawara Goode, MA**		
3:00pm	Research Plans	**Mary Beth Bruder, PhD** Director, UCEDD and LEND		Troxel, M., Kraper, C., Verbalis, A., Safer-Lichtenstein, J., Seese, S., Ratto, A., … Anthony, L. G. (2025). Reaching "The Other Half": Teacher Referral Increases Inclusivity in Intervention Research for Neurodivergent School-Age Children. *Journal of Clinical Child & Adolescent Psychology*, *54*(5), 578–591. https://doi.org/10.1080/15374416.2024.2303723
4:00pm	Teaming in EC	Video and Discussion		
4:30pm	Adjourn			

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2/6/2026– SEMINAR 3-System Supports: Infants and Young Children				
TIME	**TOPIC**	**PRESENTERS**	**OBJECTIVES**	**READING ASSIGNMENTS**
8:30am	Reading Groups		• Describe prenatal threats to child development	Bruder, M. B. (2010). Early childhood intervention: A promise to children and families for their future. *Exceptional Children, 76*(3), 339-355. doi:10.1177/001440291007600306
9:00am	Reading Groups Discussion	TAs	• Describe key components of Home Visiting programs	Guralnick, M. J., & Bruder, M. B. (2025). Inclusion in Preschool as a Catalyst to Enhance the Quality of Comprehensive Community-Based Early Childhood Programs. *Infants & Young Children*, 38(4), 262-279. **DOI:** 10.1097/IYC.0000000000000304
9:30am	Research Space			
10:15am	Transitions After Birth: The Role of Home Visiting in Family Support	**Jennifer Vendetti, LMSW, CEIM, PMH-C** Perinatal Support, Group Facilitator, Training Coordinator; UConn Health Parenting Program & Mind over Mood Initiative	• Describe key characteristics of Part C of the IDEA • Describe the role of service coordinators in Part C	Kotake, C., Fauth, R. C., Stetler, K., Goldberg, J. L., Silva, C. F., & Manning, S. E. (2023). Improving connections to early childhood systems of care via a universal home visiting program in Massachusetts. *Children and Youth Services Review*. 150, 106995. https://doi.org/10.1016/j.childyouth.2023.106995
11:15am	Early Intervention and Early Childhood Special Education: Similarities and Differences	**Mary Beth Bruder, PhD** Director of UConn UCEDD and CT LEND	• Define "learning opportunities" and "activity settings" as used in early intervention practice • Describe the differences between the IEP and IFSP	Long, T. (2019). Early intervention services. In M. L. Batshaw, N. J. Roizen & L. Pellegrino (Eds.), *Children with disabilities* (8th ed., pp.639-648). Baltimore, MD: Brookes. Williams, C. S., Gullion, L., & Cuevas Dias, R. (2025). A Scoping Review of Part C Early Intervention for Children with Significant Support Needs. *Research and Practice for Persons with Severe Disabilities*, (50)3, 219-235 **DOI:** 10.1177/15407969251324476
12:00pm	Lunch			
1:00pm	Part C of IDEA: National Perspective	**Maureen Greer** Executive Director Infant Toddlers Coordinators Association	• Define natural environments for learning	
2:00pm	Part C of IDEA: State Perspective	**Nicole Cossette** CT Part C Coordinator		
3:00pm	Family Story			
4:00pm	ECI Outcomes	**Mary Beth Bruder, PhD**		
4:30pm	Adjourn			