

TREATMENT AND RESEARCH *continued*

MNLEND

The Minnesota Leadership Education in Neurodevelopmental and related Disabilities (MNLEND) mission is to develop the next generation of knowledgeable, interdisciplinary leaders in the neurodevelopmental disabilities (NDD) field. Fellows are trained to grasp the complexities of and challenges in delivering evidence-based and promising practices, supports, and services across disciplines and settings. Fellows are trained in leadership skills that will enable them to successfully navigate and collaborate across the many NDD-related fields. *For more information about LEND application dates and to learn more, visit <https://lend.umn.edu/>*

UMN IBIS Network Study

The Infant Brain Imaging Study (IBIS Network) is recruiting infant siblings of children diagnosed with autism spectrum disorder. Enrollment and participation includes completing interviews and questionnaires about your child with autism and your new infant, behavioral monitoring assessments for your infant at 6, 12, and 24 months of age, as well as an MRI during natural sleep at 6 and 12 months of age. The University of Minnesota is one of five data collection sites around the country participating in this new study. The research is funded by the National Institutes of Health. *See this website for more information about the IBIS Network, www.ibis-network.org, or you can contact Tessa Djiko directly for more information at tdjiko@umn.edu. The UMN IBIS Network site is led by Jason Wolff and Jed Elison.*

ASD Screening Study

UMN researchers (Jed Elison, Suma Jacob, and Jason Wolff) are leading a new research study that is testing a novel approach to autism spectrum disorder screening. They are actively recruiting 17-24-month-olds to participate in a two-phase study. In the first phase, parents of 3,000 children between 17 and 24 months of age will complete questionnaires about their child online that will take approximately 45 minutes. In the second phase, approximately 300 children and their families will be invited to participate in behavioral assessments between 24-30 months of age and again around 36 months of age, along with an MRI brain scan during natural sleep between 24-30 months. Some children participating in phase two will be at higher risk for ASD and some will be typically developing. *If you want to learn more about this study, please contact Tessa Djiko directly for more information at tdjiko@umn.edu.*

Thank you for participating in the fifth annual UMAI event and for showing your support for our ongoing efforts at the University of Minnesota.

The University of Minnesota Autism Initiative (UMAI) was formed by a collective of researchers at the University of Minnesota Twin Cities in the pursuit of effecting positive change in the lives of individuals with autism spectrum disorder and related neurodevelopmental disabilities.

Our multidisciplinary approach hopes to unify stakeholders by focusing on these key areas of collaborative research:

- + *Build a community that supports purposeful, collaborative efforts for identification and treatment of ASD across the life span*
- + *Develop and provide state-of-the-art training opportunities for research*
- + *Bridge gaps in communication among diverse stakeholders in the Upper Midwest by building community engagement in research*

**COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT**

UNIVERSITY OF MINNESOTA

website | umai.umn.edu

email | umai@umn.edu

facebook | [University of Minnesota](https://www.facebook.com/UniversityofMinnesota)

Autism Initiative: University of Minnesota

*The University of Minnesota is an equal opportunity educator and employer.
This publication/material is available in alternative formats upon request.
Direct requests to Kirsten Mortensen, 612-626-7257, mort007@umn.edu.*

UNIVERSITY OF MINNESOTA **AUTISM INITIATIVE**

FRIDAY, MAY 17TH

UMAI DAY 2019



UNIVERSITY OF MINNESOTA
Driven to Discover®

SCHEDULE

12:30 – 1:00 p.m.

CHECK-IN

1:00 – 2:00 p.m.

KEYNOTE

Life Course Outcomes for Individuals with ASD
Anne Roux, MPH, MA, Drexel University

2:00 – 2:10 p.m.

BREAK

2:10 – 3:30 p.m.

SHORT PRESENTATIONS

Employment for Individuals with Autism: Supporting Best Practices
Kelly Nye-Lengerman, PhD, MSW, LGSW,
University of Minnesota

Positive Behavioral Support for Individuals with Developmental Disabilities including ASD
Rachel Freeman, PhD, University of Minnesota

Living a Life That Is Meaningful to Me... Using Person-Centered Practices to Achieve My Dreams
Jody Van Ness, MA, University of Minnesota
Andy Hofer

3:30 – 4:30 p.m.

View research posters, meet speakers, networking, and refreshments

PRESENTER BIOS

Anne Roux, MPH, MA

Anne Roux has a master's degree in public health from Washington University in St. Louis, where she completed training in health communication and participated in a NIMH pre-doctoral fellowship in social work. She also holds a master's degree in speech-language pathology and has 15 years of clinical experience in autism early intervention. Her recent publications include journal articles on various postsecondary outcomes for adults on the autism spectrum and autism screening for underserved populations. Anne is the lead author and producer of the award-winning National Autism Indicators Report series.

Kelly Nye-Lengerman, PhD, MSW, LGSW

Kelly Nye-Lengerman is a research associate at the University of Minnesota's Institute on Community Integration. Kelly's work is focused on making public policies and systems work for people through research, training, technical assistance, and advocacy. Her work supports the full inclusion of individuals with disabilities in community life. Kelly's projects include Promoting Readiness in Minors in Supplemental Security Income (PROMISE) TA Center, Think Work, Learn the Signs Act Early (LTSAE) initiatives, and the College of Direct Support (CDS).

Rachel Freeman, PhD

Rachel Freeman is the director of state initiatives at the University of Minnesota's Institute on Community Integration. For over 25 years, she has been actively involved in positive behavior support (PBS), statewide technical assistance systems for evidence-based practices, evaluation design and implementation, and person-centered practices. She conducts research and provides consultation and technical assistance at the state, regional, and local levels to teams implementing PBS and other practices within intellectual and developmental disability organizations, education, juvenile justice, and mental health systems.

Jody Van Ness, MA

Jody Van Ness provides writing, consultation, and coordination support for new courses in the College of Direct Support (CDS) in the Institute of Community Integration. She holds a master's degree in education and administration, with an emphasis on autism and other neurobehavioral disorders. Her professional foundation includes 15 years of classroom teaching and non-profit work, executive director of Lionsgate Academy, and ten years of work experience in the mental health field, including a psychoeducational consultant at Fraser Academy.

Andy Hofer

Andy Hofer is an accomplished young adult living with autism spectrum disorder. He participates in Special Olympics, enjoys spending time with friends bowling, going to movies, and eating at his favorite restaurants. He enjoys his work at Medtronic and Bon Appetit at the University of Northwestern. Andy lives in his own apartment with a roommate and participates in an ordinary life as a valued member of his community.

TREATMENT AND RESEARCH

Focus In NeuroDevelopment (FIND) Network

A statewide Network for research, resources and events. Anyone can join.

Visit: <https://redcap.ahc.umn.edu/surveys/?s=fLcoa8>

Email: jacoblab@umn.edu Call: 612-625-8448

SPARK

A free online study with the mission to speed up research and advance our understanding of autism. Anyone with an ASD diagnosis can join. SPARK will ask you to share basic medical and family history, and if you choose, a DNA sample using a saliva collection kit.

Visit: www.SPARKforAutism.org/uminnesota

Call: 612-624-0116

Neurobehavioral Functioning In Youth

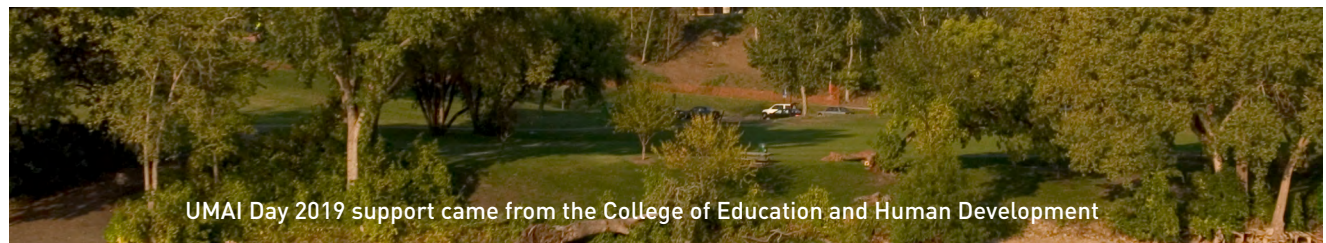
We're learning more about brain functioning in youth with specific neurobehavioral functioning disorders, including Autism Spectrum Disorder (ASD), Tic Disorders/Tourette (TD), Attention Deficit Hyperactivity Disorder (ADHD), and Obsessive-Compulsive Disorder (OCD); and their healthy peers. Children ages 8-17, participating in the study will complete 1-2 hours of computer tasks, similar to games, while their parents will complete some questionnaires. To learn more, contact 612-301-1922.

MN Adults with ASD Needs Survey

Are you a young adult with autism spectrum disorder (ASD)? Do you serve or support someone with ASD? We are assessing current and needed supports and services for young adults with autism spectrum disorder (ASD) in our community. To complete the survey, please visit <https://redcap.ahc.umn.edu/surveys/?s=P798MDTMH3>

Needs Assessment for Individuals with Autism and Limited Language survey

What are the service and support needs for children and adults with autism who speak using single words or less? What services have you gotten, and how helpful have they been? Help us understand by taking 15-30 minutes to complete our survey. Your responses will be used to inform local services and future research. To complete the survey, please visit <https://is.gd/mvautismsurvey>



UMAI Day 2019 support came from the College of Education and Human Development