

## **1. Description of area programs (\*ACs) (approximately 5 pages single spaced excl. data tables)**

### **a) Description of Area mission and goals**

The Intellectual and Developmental Disabilities (IDD) division of the Psychology Graduate Program has a unique status among the seven areas in the Department of Psychology. It is financially-independent (Center faculty members support themselves via grants and contracts) and is housed in the Nisonger Center. The Nisonger Center is one of 67 federally funded University Centers for Excellence in Developmental Disabilities (UCEDD) in the country. UCEDDs are interdisciplinary centers with a mandate of conducting research, providing training, and giving service in the field of developmental disabilities. Administratively, the Nisonger Center falls under the OSU Medical Center's Office of Health Sciences. Although its Psychology faculty members are employees of the Nisonger Center, they are held to the same standard of scholarly excellence as the rest of the Department of Psychology. Therefore, they have the same privileges and responsibilities as other faculty members in the Department of Psychology, but they also operate within the context of UCEDDs and OSU's Medical Center.

The science of psychology fully applies to individuals with IDD, just as in non-disabled groups, although it is a specialization in its own right. The IDD population comprises individuals with intellectual disability (about 1% of the U.S. population), autism spectrum disorders (approaching 1%), and a myriad of other conditions, such as cerebral palsy and epilepsy. Although only about 3% of the US, this clinical population is very important because of the extensive services it requires (educational, behavioral, psychiatric, occupational, and physical) and because most of these individuals will require supports throughout their lifetimes.

The IDD Psychology area offers two possible graduate training tracks: an IDD track and a dual "Clinical-IDD" track. IDD Psychology is ideal for students who are interested in any area of research relevant to IDD. Areas in which students have specialized in the past include instrument development, social supports, psychometric assessment, applied behavior analysis, sleep disorders, aggression, dual diagnosis, and autism spectrum disorders. The Clinical-IDD (APA-Approved) joint track is designed for students interested in adult or health-related issues in IDD clinical psychology. There are relatively few admissions for this specialization.

Both the IDD and the IDD-Clinical track espouse the scientist-practitioner model of education and training. Students who graduate from these programs will be well equipped to pursue a career in IDD psychology as a researcher, administrator, or to provide services directly to clients in private practice. They will have experience in conducting research, and they are expected to present results at professional conferences, and to publish in peer-reviewed scientific journals. They will be particularly knowledgeable in areas such as causes of developmental disabilities (e.g., intellectual disability, autism spectrum disorders), psychological and physical characteristics of these populations, assessment and diagnosis, and prevention and treatment approaches. Students in this program will be expected to be proficient in related areas such as measurement/test development, psychopharmacology, psychobiology, quantitative methods, and applied interventions. In addition to having experience in conducting scientific research and becoming knowledgeable in the abovementioned areas, they receive in-depth clinical training. Graduates are expected to be proficient in functional behavior analysis, diagnosis, and treatment of behavioral and/or psychological problems often encountered by children and adults with IDD. They develop solid knowledge and skills in evidence-based practice, and they have research skills to extend the boundaries and application of this knowledge. By achieving this, they can adapt to the changing needs of professional practice in the field.

A major goal for the area includes continued expansion of research and clinical activities in autism spectrum disorders and what is known in the IDD field as "dual diagnosis," namely the co-occurrence of IDD and

behavior /mental health problems. The IDD area strives to attract the best graduate students with the best possible faculty and be among the leading UCEDDs in the country.

**b. Description of Area focus and quality (e.g., faculty reputation, achievements, diversity, evidence of national rankings)**

The IDD area consists of three professors in psychology (Professor Michael Aman, Associate Professor Luc Lecavalier, and Professor Marc Tassé). In addition, there are three professors with joint appointments in psychology and primary appointments elsewhere: Betsey Benson, Ph.D. (Associate Professor of Clinical Psychiatry) and Susan Havercamp, Ph.D. (Associate Professor of Psychiatry) and James Mulick, Ph.D. (Professor in Pediatrics). All our faculty contribute substantially to the training and research efforts of the IDD area. All faculty members are active scholars and clinicians in the IDD field and participate extensively in the supervision and training of graduate students. With the exception of Dr. Mulick, who is housed at Nationwide Children's Hospital, all faculty carry out their responsibilities at the Nisonger Center.

The Psychology of IDD is represented in most of the top psychology programs in North America, with faculty usually associated with Developmental or Clinical areas. However, there are few designated "IDD divisions" within Departments of Psychology across the United States or the world, for that matter. OSU's program is clearly unique. It is among the largest and it is well-respected in the field.

Over the years, the IDD faculty members at OSU have developed national and international reputations in psychopathology, psychopharmacology, instrument development, and autism spectrum disorders. Because of the high currency of some research tools developed by several of our faculty members, the IDD division of Psychology enjoys much national and international visibility.

Dr. Aman is one of the most highly cited researchers in the field. According to the Social Sciences Citation Index (SSCI), between 2005 and 2009 his studies were cited on average 365 times per year. He is the lead author on one of the most highly used rating instruments in the field, the *Aberrant Behavior Checklist* (ABC). The ABC has been translated in more than 25 languages and is used in many clinical settings and extensively in research studies. For instance, the ABC was recently used as the primary outcome in pivotal clinical trials conducted by Johnson & Johnson Pharmaceuticals and by Bristol-Myers Squibb, resulting in Food and Drug Administration labeling of risperidone and aripiprazole for treating children with autism and severely irritable behavior. In 2003, Dr. Aman won the lifetime achievement award given by the American Academy on Mental Retardation.

In 2002 and 2010, Dr. Tassé co-authored one of the most influential manuals in the field of intellectual disability: *The Terminology and Classification Manual* put forth by the American Association on Intellectual and Developmental Disabilities (AAIDD). According to Google Scholar, the 2002 manual was cited 670 times in a period of about seven years. This manual is used by federal and state agencies, school systems, the courts, clinicians, and researchers to determine presence or not of intellectual disability. It has been translated in more than a dozen languages and has enormous day-to-day impact on the lives of people with intellectual and developmental disabilities. Since the 2002 US Supreme Court ruling in *Atkins v. Virginia*, the accurate diagnosis of ID can literally have *life-or-death consequences* in our courts of law, and several IDD faculty have been active as expert witnesses in capital cases. Such determinations are based in part on the Manual.

In 2008, Dr. Lecavalier was awarded two prestigious national awards. He was the recipient of the Early Career awards from the American Association of Intellectual and Developmental Disabilities and by the American Psychological Association (APA) – Division 33 (Intellectual and Developmental Disabilities). He

is currently a Co-Principal Investigator on a R01 NIH-funded study on behavior problems and young children with autism spectrum disorders.

Collectively, the faculty and students have developed some of the most influential instruments in the IDD field. The following are examples of such instruments: *Aberrant Behavior Checklist* (Aman); *Nisonger Child Behavior Rating Form* (Aman, Tassé, Lecavalier); *Diagnostic Adaptive Behavior Scale* (Tassé); *Supports Intensity Scale* (Tassé); *Developmental Disabilities – Children’s Global Assessment Scale* (Lecavalier & Aman); *Children’s Scale of Hostility and Aggression: Reactive/Proactive* [C-SHARP: Farmer (student) & Aman]; *Adult Scale of Hostility and Aggression: Reactive/Proactive* [Matlock (student) & Aman]; *Behavioral Evaluation of Disorders of Sleep Scale* [BEDS; Schreck (student) & Mulick], and *Assessment of Depression and Mood Scale* [ADAMS: Esbensen (student) & Aman].

In the past 5 years, IDD faculty have received funding from a number of federal agencies. These include the *National Institutes of Health*, *Autism Speaks*, *Center for Disease Control and Prevention*, *Administration on Developmental Disabilities*, and *American Association on Intellectual and Developmental Disabilities*. In addition, they have received funding from state and local agencies as well as funds to conduct a number of industry studies. At any given time, Dr. Aman is typically involved in 2-4 pharmaceutical industry contracts. Drs. Benson and Lecavalier direct a clinical unit funded through the County Board of Developmental Disabilities that treats approximately 400 individuals with disabilities and behavior problems per year. This ongoing contract is worth about 1.3 million dollars per year and hires about 20 full-time behavior specialists and staff and serves as a training opportunity for psychology graduate students.

In the last 5 years (2005-2009), the three professors tenured in psychology (Aman, Lecavalier, Tassé) have authored or co-authored 16 book chapters and 86 peer-reviewed papers. They have served on a several Editorial Boards and regularly review papers for a number of high-impact scientific journals. For instance, Dr. Tassé is currently an Associate Editor for the *American Journal on Intellectual and Developmental Disabilities*. Dr. Lecavalier is currently on the Editorial Board of the *Journal of Autism and Developmental Disorders* and has reviewed journal articles for 18 different scientific journals in the last 5 years. Dr. Aman is currently an Associate Editor for the *Journal of Mental Health Research in Intellectual Disabilities* and on the Editorial Boards of seven other scientific journals. Finally, our faculty are quite active with grant panels. Dr. Aman regularly takes part in study sections at the National Institutes of Health, Dr. Lecavalier has reviewed grants for Autism Speaks, and Dr. Tassé has reviewed grant applications for the Maternal Child Health Bureau and the Administration on Developmental Disabilities.

**c. Description of area involvement in undergraduate education (courses, enrollments, honors, 699)**

The IDD faculty members have had limited involvement in undergraduate teaching. However, Dr. Lecavalier teaches a unique advanced undergraduate course on a yearly basis, the Psychology of Developmental Disabilities (PSYCH 571). This 4-credit class enrolls about 50 students and includes a 20-hour hands-on practicum. The objective is to expose students directly to children and adults with developmental disabilities.

**d. Description of graduate training (student quality, enrollment patterns, time to degree, student achievements and placements)**

One objective of the IDD area is to recruit very bright and accomplished graduate students. Historically, the area has been quite successful in this regard. Several program graduates have accepted University Positions and been awarded prestigious awards. For instance, in 2004 Anna Esbensen won the Academy on Mental Retardation Dissertation Award. In 2009, Yona Lunsky was awarded the Early Career Award from the American Association on Intellectual and Developmental Disabilities. Dr. Lunsky is now on faculty at York University in Toronto. Marc Tassé began his career as a Nisonger postdoctoral fellow and Susan Havercamp is a graduate of the program and has recently returned to OSU from faculty positions at the University of

Medicine and Dentistry of New Jersey, University of North Carolina-Chapel Hill, and University of South Florida.

Currently, there are 11 graduate students in the program, with three more to arrive in Autumn 2010. Seven students entered the program between 2005 and 2009. Their average GRE scores (total of Verbal and Quantitative) was 1309. Five of the seven students had GPAs above 3.82/4.0 and all seven students received a University Fellowship or a Graduate Enrichment Fellowship. IDD graduate classes include seminars on psychopharmacology and assessment. They also include two interdisciplinary seminars on developmental disabilities and a research forum which is held 15 times a year throughout the student's graduate tenure.

Since 2004, seven students have graduated from the program. Three of these seven students went on to academic positions: Anna Esbenson (postdoctoral fellow at the University of Wisconsin), Kristen Lam (research associate at the University of North Carolina at Chapel Hill), and Anne Snow (postdoctoral fellow at Boston University; now at Yale University).

Graduate students in the IDD area are active in research and publishing scientific papers. In the past 5 years (2005-2009), they have co-authored 39-peer reviewed papers.

**e. Description of interdisciplinary connections and outreach**

The Nisonger Center is an interdisciplinary center with approximately 25 faculty members from more than 12 disciplines across four OSU Colleges. Several of the Psychology faculty are also involved in training fellows who are part of the Nisonger Center's federally funded Leadership Education in Neurodevelopmental Disabilities (LEND) training grant. Many of the Center's clinics and research endeavors are interdisciplinary in nature. For instance, Dr. Aman's psychopharmacology research unit contains four psychologists, three child psychiatrists, one geneticist, and a nurse practitioner. Currently, the research unit has eight full-time research coordinators. The Nisonger Center's Autism Diagnostic Clinic, a practicum site for graduate students in psychology, has professionals from the following disciplines who work together: pediatrics, speech and hearing, occupational therapy, and social work. Since 2003, Dr. Benson has been involved in the Outreach – Coordinating Center of Excellence in Mental Illness and Developmental Disabilities project, which is a statewide initiative to improve services and support for individuals with developmental disability and co-morbid mental illness. This project is funded by the Departments of Mental Health, Developmental Disabilities, and the Developmental Disabilities Council and includes psychiatrists, psychologists, and social workers. Dr. Haverkamp provides disability training for physicians, nurses, and health educators and serves on a behavioral and social science task force to support the revision and implementation of a new undergraduate medical education curriculum for the OSU College of Medicine's undergraduate medical education.

**f. Summary of overall strengths and weaknesses**

The IDD area comprises a group of respected researchers and clinicians who are committed to contributing to the IDD field and training students. The area has an international reputation in dual diagnosis, autism spectrum disorders, and instrument development. National appointments and recognitions have validated faculty leadership and increased the visibility of IDD psychology at OSU. One potential weakness of the area is the fact that there are no junior-level faculty members (i.e., no Assistant Professors). However, in 2010, both a junior psychologist and a postdoctoral fellow will join other psychologists at the Nisonger Center.

**g. Description of area strategic plan (challenges and opportunities for the future including hiring desires for next 5 years, any areas of concern)**

One of the area's main objectives is to contribute to the establishment of a National Institute of Health (P30) Developmental Disability Research Center (DDRC) at OSU, likely to be focused at Nisonger Center. Of necessity, this must involve researchers who hold at least 10 active research grants, usually of NIH R01 status. The average number of R01s held by the currently funded DDRCs is 20. Consequently, to be competitive for the DDRC, a major organizational undertaking involving numerous investigators at O.S.U. will be necessary.

The IDD area is planning to reexamine its curriculum, with the possibility of adding additional graduate classes (e.g., ethics, behavior modification course, and a business course). We hope to hire one additional tenure-track faculty in the next year and increase the number of postdoctoral fellows.

## **Faculty Data**

### **1. Society Presidencies (\*AC to prepare lifetime; name of society and dates)**

Dr. Benson:

- President, Chapter of American Association on Mental Retardation 2001-2002
- Board of Directors, National Association for the Dually Diagnosed (1987-89)

Dr. Havercamp:

- Chair, Research Committee, National Association for the Dually Diagnosed

Dr Tassé :

- Vice President of the American Association on Intellectual and Developmental Disabilities. 2010-2011
- President, Psychology Division - American Association on Intellectual and Developmental Disabilities. 2004 – 2008

### **2. Journal Editorships or Associate Editorships (\*AC to prepare lifetime; name of journal and dates)**

Dr. Aman:

- Associate Editor, *American Journal on Mental Retardation*, 1993-1998.
- Associate Editor, *Journal of Mental Health in Intellectual Disabilities*, 2007-present.
- Editorial Boards (all current appointments): *Autism Research and Treatment*, 2009-present; *Clinical Medicine Insights: Pediatrics*, 2007-present; *Clinical Medicine Insights: Psychiatry*, 2007-present; *Journal of Child and Adolescent Psychopharmacology*, 1990-present; *Journal of Experimental Pharmacology*, 2009-present; *Journal of Intellectual and Developmental Disability*, 1987-present; *Research in Developmental Disabilities*, 1980-present.

Dr. Benson:

- Associate Editor, *Journal of Mental Health Research in Intellectual Disabilities*, 2007-present
- Editorial Board, *Mental Health Aspects of Developmental Disabilities*, 1999-2009
- Editorial Board, *Journal of Intellectual Disability Research*, 2005-present

Dr. Havercamp :

- Consulting editor for *Intellectual and Developmental Disabilities*
- Editorial Board (Book review editor) for *Journal on Mental Health Research in Intellectual Disabilities*

Dr. Lecavalier:

- Editorial Board, Journal of Mental Health Research in Intellectual Disabilities 2007-present
- Editorial Board, Journal of Autism and Developmental Disorders 2007-present

Dr. Tassé :

- Associate Editor – *American Journal on Intellectual and Developmental Disabilities* 1/2009 - present

### **3. Major Awards (\*AC to prepare lifetime)**

Dr. Aman:

- American Academy on Mental Retardation, Career Scientist Award. (2003)

Dr. Havercamp:

- Award for Applied Research presented by the Institute on Dual Diagnosis. (2001)
- Special Award for meritorious, visionary leadership in recruiting students, early career professionals and future leaders presented by the American Association on Intellectual and Developmental Disabilities. (2008)
- Award of Special Merit for outstanding contribution in the development of the Journal of Mental Health Research in Intellectual Disabilities by the National Association on Dual Diagnosis. (2008)

Dr. Lecavalier:

- Early Career Award. American Association of Intellectual and Developmental Disabilities. (2008)
- Early Career Award. American Psychological Association (APA) – Division 33 (Intellectual and Developmental Disabilities). (2008)

Dr. Tassé:

- Service Award from the American Association on Intellectual and Developmental Disabilities for contributions to the publication of the AAIDD 11e Terminology & Classification Manual. (2009)
- Service Award from the American Association on Intellectual and Developmental Disabilities. (2007)

### **4. Fellow status (\*AC to prepare lifetime; APA, APS, AAAS; other - list)**

- Dr. Benson, American Association on Intellectual and Developmental Disabilities (2003)
- Dr. Tassé, American Association on Intellectual and Developmental Disabilities (2005)