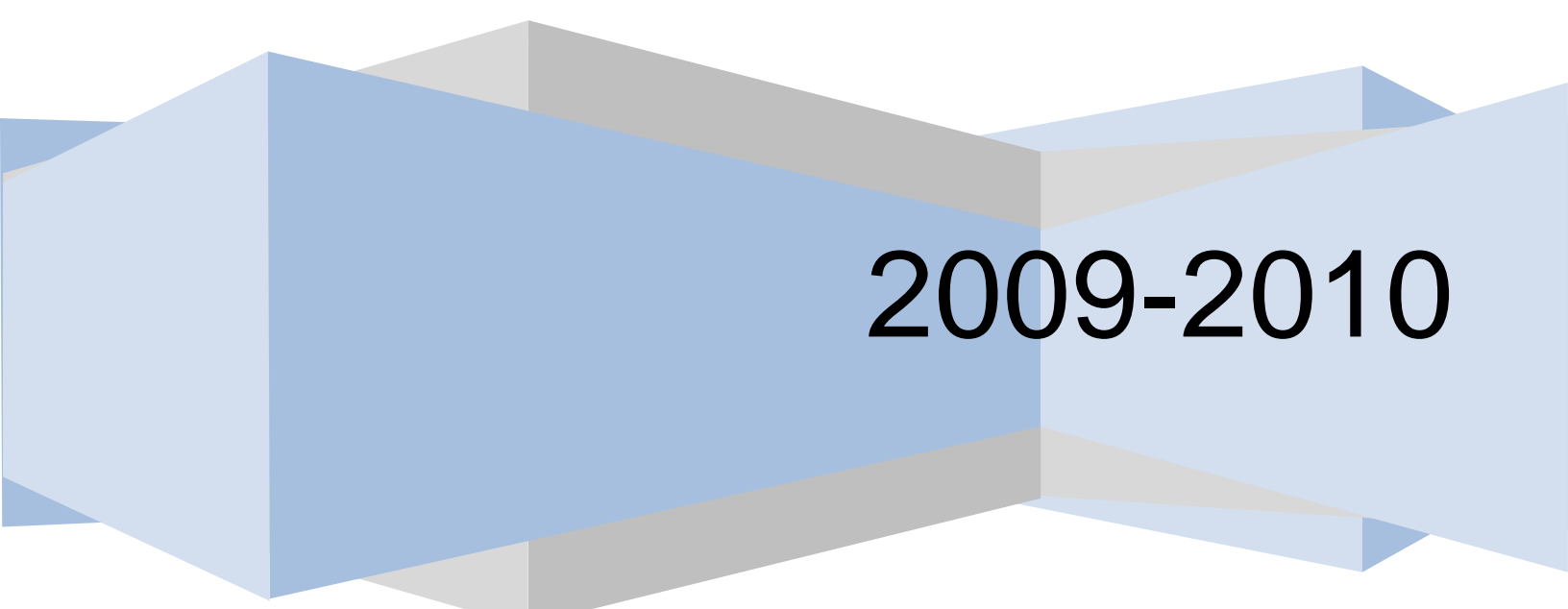


# **Vanderbilt Kennedy Center Orientation Manual**

**A Guide to History, Programs, Procedures,  
and Training**



**2009-2010**

## **Welcome to the Vanderbilt Kennedy Center!**

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You may be here because you are a new trainee, faculty or staff member, or other interested party. We think you will find that the Vanderbilt Kennedy Center is an exciting, innovative organization where caring, compassion, professional expertise, and scientific inquiry meet.

This orientation guide is designed to provide an overview to those affiliating with the trans-institutional Vanderbilt Kennedy Center. While designed primarily for trainees, we feel many others will find it a helpful guide as well.

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## Early History of the Vanderbilt Kennedy Center

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The Vanderbilt Kennedy Center (VKC) story begins with the birth of Rosemary Kennedy, daughter of Joseph and Rose Kennedy and sister of future president John F. Kennedy. Rosemary was born with intellectual disabilities, and President Kennedy experienced firsthand the profound effects that disability can have not only on the individual but on the entire family and their relationship to the community. As president, he took action.

Kennedy's first step, in 1962, was to create the National Institute of Child Health and Human Development (NICHD), followed by the President's Panel on Mental Retardation. Panel members included Peabody College faculty members Lloyd Dunn, Ph.D., coordinator of special education, and Nicholas Hobbs, Ph.D., professor of psychology and chair of the Division of Human Development. The Panel recommended the establishment and support of Mental Retardation Research Centers to bring together scientists from many disciplines to address the causes and treatment of intellectual disabilities.

On October 31, 1963, President Kennedy signed legislation to construct a national network of 12 Mental Retardation Research Centers, now known as *Eunice Kennedy Shriver Intellectual and Developmental Disabilities Research Centers*. Peabody College was viewed as a world leader in this arena. The John F. Kennedy Center for Research on Education and Human Development was founded at Peabody College on May 29, 1965.

In the decades that followed, VKC faculty would continue to be pioneers of applied research and to set the standards for model services and interventions.

### ***To learn more:***

For more on the early history of the Vanderbilt Kennedy Center and its influence on early education, interventions, and research, visit:

<http://kc.vanderbilt.edu/site/about/history/default.aspx>

To read the Special 40<sup>th</sup> Anniversary Issue (Summer 2005) of *Discovery* newsletter, visit:

[http://kc.vanderbilt.edu/kennedy\\_pdfs/discovery/discovery9.pdf](http://kc.vanderbilt.edu/kennedy_pdfs/discovery/discovery9.pdf)

Find the poster, *Four Decades of Discovery*, in the 2<sup>nd</sup> floor hallway of the VKC/MRL Building to view historic photos and learn more about early beginnings of programming.

For more on the history of maternal and child health, view the MCH Timeline: History, Legacy and Resources for Education and Practice at <http://mchb.hrsa.gov>

## Organization and Mission

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The Vanderbilt Kennedy Center can be thought of as an umbrella organization supporting four distinct, yet overlapping programmatic entities:

- 1) The *Eunice Kennedy Shriver* Intellectual and Developmental Disabilities Research Center (IDDRC)
- 2) University Center for Excellence in Developmental Disabilities (UCEDD)
- 3) Treatment and Research Institute for Autism Spectrum Disorders (TRIAD)
- 4) Leadership Education in Neurodevelopmental and Related Disabilities (LEND)

### ***Eunice Kennedy Shriver Intellectual and Developmental Disabilities Research Center***

The **Vanderbilt Kennedy Center for Research on Human Development (VKC)** celebrated its 40<sup>th</sup> anniversary in 2005. The Center has evolved into an interdisciplinary research, training, diagnosis, and treatment institute, embracing faculty and resources available through the Vanderbilt Medical Center, the College of Arts and Science, and Peabody College of Education and Human Development. The Center brings together scientists and practitioners in behavior, education, genetics, psychiatry, and neuroscience to collaborate in unique ways to solve the mysteries of development and learning.

**The mission of the VKC is to improve the quality of life of persons with disorders of thinking, learning, perception, communication, mood and emotion caused by disruption of typical development.** Its faculty and staff are dedicated to improving the lives of children and adults with disabilities by embracing core values that include:

- the pursuit of scientific knowledge with creativity and purpose
- the dissemination of information to scientists, practitioners, families, and community leaders
- the facilitation of discovery by Vanderbilt Kennedy Center scientists
- the translation of knowledge into practice

The VKC offers support to nearly 200 researchers representing 20 departments of Vanderbilt University and its Medical Center. The major research activities of the VKC IDDRC are organized into four thematic research areas:

- **Basic mechanisms** – Scientists study fundamental principles of nervous system development, strategies of cell signaling and neurotransmission, plasticity and structure-function relationships through the use of novel invertebrate and vertebrate model systems. These efforts focus on understanding factors during fetal development that increase risk for IDD, and pre- and postnatal gene-by-environment factors that influence nervous system ontogeny and maturation. The relationships between inherited and acquired neurodevelopmental disorders and long-term dysfunction also are studied.

Translation of basic studies to clinical investigations is done through unique, collaborative genetic and behavioral studies in model systems and human populations.

- **Cognitive processes and interventions** – Scientists examine the development and functioning of circuits and systems that underlie learning and memory, executive functioning and attention, from early postnatal periods of development through adults. Central to this area are multidisciplinary studies linking projects among various disciplines represented in the VKC, including special education, psychology, neuroimaging, electrophysiology, and genetics. Leveraging strengths in special education and developmental psychology, IDDRC scientists translate research findings on fundamental cognitive processes to interventions with children, adolescents, and adults with inherited and acquired disorders that result in IDD and learning disorders.
- **Mental health and interventions** – IDDRC investigators define the fundamental features of co-occurring mental health dysfunction in individuals with IDDs and the neurodevelopmental bases of child-, adolescent-, and adult-onset mental illnesses, including ADHD, anxiety, depression, schizophrenia, and dementia. VKC investigators have major efforts in identifying the molecular and cellular basis for the initial wiring and maturation of brain areas involved in mood and emotion, and the resulting behavioral disorders that occur due to altered development. Rare and common mutations in candidate genes are identified in autism, OCD, ADHD, and other neurodevelopmental disorders. The impact of these mutations on protein function is tested in model systems. Genetic and environmental contributions to psychopathologies are studied in animal models and clinical populations. VKC investigators also study longitudinal trajectories of mental health dysfunction in syndromic IDDs and in mental illnesses that have a neurodevelopmental basis. Research also includes prevention in at-risk youth, and biobehavioral interventions.
- **Life impact** – Scientists examine the functional impact, over time, of inherited and acquired IDDs and health and mental health impact on children, adolescents, and adults, and their families. Research projects are highly interdisciplinary, integrating methodological strategies to examine behavioral, psychological, educational, and medical health outcomes in individuals with disabilities and the nuclear and extended family members. Research on best practices to intercede on behalf of families who are most at-risk is performed.

### **Research Support Core Services**

The Center's research program is facilitated by a support system consisting of five core units: Administrative Services, Basic Neuroscience Services, Statistics and Methodology Services, Clinical Neuroscience Services, and Participant Recruitment and Assessment Services.

### **Administrative Services**

The Administrative core is responsible for administrative/fiscal services. **Grants development and grants management services** include budget development and justification, budget monitoring and reporting, consultation on project bookkeeping, short- and long-range financial planning, control and maintenance of equipment inventory, and contact with funding agencies

regarding progress and fiscal reports. Assistance also is provided in matters pertaining to **personnel, purchasing, and travel. Communication, education, and research ethics services** include writing, editorial, and production assistance involving print and electronic communication, as well as media relations, for research participant recruitment and dissemination of research findings or products. Logistical support is provided for research lectures and conferences, VKC Science Day, and research ethics education events. **Graphics services** include scientific illustration, poster and presentation design, photographic services, video services, website design, and logo design. **Technology services** includes programming, general technical support, server administration, server upgrades, database creation and management, and training.

### **Basic Neuroscience Services**

The Basic Neuroscience core provides investigators with core facilities and services to support biomedical research, to facilitate interdisciplinary neuroscience collaborations, and to provide access to emerging technologies. Neurosciences core services, each directed by a faculty researcher with relevant expertise, are: **molecular neurobiology and genomics, advanced optical microscopy, neurochemistry, mouse behavioral phenotyping, and scientific instrumentation.**

### **Statistics and Methodological Services**

This core supports the scientific research of investigators by helping investigators solve problems of data acquisition, management, and analysis. The core provides statistical consulting, research software and database development, as well as a quantitative education series, methodological toolkits, and statistical research. Core personnel have expertise in observational methodologies, biostatistics, statistical genetics, experimental design, and multivariate statistical models. The core services are: **consultation**—assistance with statistical analysis and planning, data management, and experimental design to VKC investigators, their pre- and postdoctoral trainees, and associates; **training and education**—training in statistical methods, ranging from basic primers to cutting-edge approaches; **research and research collaboration**—developing new methodologies for the analytical challenges in intellectual and other developmental disabilities research.

### **Clinical Neuroscience Services**

The goal of this core is to meet the needs of VKC investigators to characterize brain structure, function, and circadian rhythm in study participants. The core focuses on major technological resources to which no single lab has access. Core staff assists researchers in examining the behavioral and neurological aspects of such complex disorders as autism, learning and communication disorders, and intellectual and other developmental disabilities syndromes. **Neuroimaging services** incorporate the expertise of faculty in the Vanderbilt University Institute of Imaging Science. Services include consultation on designing protocols, consultation on preparing grant applications that include imaging methods, assistance of staff engineers to ensure that studies are well-implemented, and support for structural and functional studies. **Psychophysiology services** include access to facility and equipment; assistance in developing experimental paradigms; assistance in testing procedures; data acquisition, processing, analysis, and interpretation; and report preparation. The **Sleep and Circadian Research Laboratory** provides equipment, methodology, consultation, and technical assistance to VKC investigators interested in adding a sleep or circadian component to their research studies.

## **Participant Recruitment and Assessment Services**

This core provides: **research registry and recruitment services**—access to families and participants with different types of disabilities is facilitated by going directly to communities of interest locally and statewide, as well as using web-based materials and a participant registry; **developmental epidemiology and databases**—offers VKC investigators access to epidemiological and longitudinal samples via State of Tennessee linked administrative databases on demographic and health-related variables (e.g., birth, death, marriage, hospital discharge); and **psychological assessment**—provides consultation and training to VKC investigators in psychological, cognitive, and behavioral assessments; and contributes to the accurate diagnoses of children with autism spectrum disorders for the growing number of VKC investigators who need access to this population. Recruitment tools include the VKC web-based StudyFinder, which is searchable by category (e.g., young children, type of disability, mental health) and provides a brief description of study goals, participant eligibility, and contact information; and the Research Family Partners database, which allows individuals and families to register to indicate their interest in taking part in research, so that they can be contacted when an appropriate study begins recruitment.

## **VKC Membership**

Vanderbilt faculty whose research and/or clinical interests are relevant to the VKC mission may apply to become Members. Membership criteria, application procedures, and the application form are found on the VKC website.

## **VKC Science Day and VKC Affiliates**

This annual event provides trainees and postdoctoral fellows with an opportunity to present posters summarizing their research. Poster presenters become VKC Affiliates and are eligible to apply, on a first-come/first-serve basis, for VKC Travel Awards. These awards are a maximum of \$250 and assist trainees and fellows with costs to present their work at national conferences.

## ***To learn more:***

For more on the VKC as a *Eunice Kennedy Shriver* Intellectual and Developmental Disabilities Research Center, visit: <http://kc.vanderbilt.edu/site/iddrc/Default.aspx>

For more on *Eunice Kennedy Shriver* Intellectual and Developmental Disabilities Research Centers around the country, visit: [www.aucd.org/template/page.cfm?id=530](http://www.aucd.org/template/page.cfm?id=530)

For more on VKC Membership, visit: <http://kc.vanderbilt.edu/site/research/membership/default.aspx>

For more on VKC Core Services, visit: <http://kc.vanderbilt.edu/site/services/researchsupport/default.aspx>

For more on VKC research topics, visit: <http://kc.vanderbilt.edu/site/default.aspx>

To view lists of members, investigators, and staff, including their professional interests, research topics, and contact information, visit:

<http://kc.vanderbilt.edu/site/people/default.aspx>

To receive the weekly electronic newsletter, *Monday Morning Message*, and stay updated on VKC events, conferences, funding opportunities, and more, email: [kc@vanderbilt.edu](mailto:kc@vanderbilt.edu)

To view VKC publications, products, and materials, visit:

<http://kc.vanderbilt.edu/site/resources/publications/default.aspx>

To view the VKC events calendar, visit:

<http://kc.vanderbilt.edu/site/newsandevents/calendar/default.aspx>

## **University Center for Excellence in Developmental Disabilities**

The **Vanderbilt Kennedy Center for Excellence in Developmental Disabilities Education, Research, and Service (VKC UCEDD)** began its programming in 2005 when the VKC was designated a UCEDD by the Administration on Developmental Disabilities (ADD). The VKC UCEDD is a member of the national network of 67 University Centers for Excellence represented by the Association of University Centers on Disabilities (AUCD). The VKC UCEDD is the second in Tennessee, the other being the University of Tennessee Boling Center for Developmental Disabilities.

The Developmental Disabilities Assistance and Bill of Rights Act authorizes the Administration on Developmental Disabilities to improve service systems for individuals with developmental disabilities. One way this legislation is implemented is through the grants that establish and maintain UCEDDs in every U.S. state and territory. These UCEDDs positively affect the lives of individuals with developmental disabilities and their families by increasing their independence, productivity, and integration into communities.

The VKC UCEDD works with and for people with disabilities and family members, service providers and advocates, researchers, and policy makers to ensure that individuals and family members receive the services and supports they need—and that they take part in planning those services. Services and supports help persons with disabilities be as independent as possible, make their own life decisions, have meaningful work, and take part fully in community life.

**The mission of the VKC UCEDD** is to provide innovative leadership in education, research, and service to promote the independence, self-determination, productivity, integration, and inclusion of individuals with developmental disabilities and to provide supports for their families.

The VKC UCEDD has four major areas of emphasis:

- **Education and Early Intervention**—includes innovative programs to promote learning and development in inclusive settings, and programs that focus on supporting persons and families at transition points across the life span. Model programs include: TRIAD Parent

Support and Education Program, Vanderbilt Kennedy Reading Clinic, Henderson Training Series for Educators.

- **Supports for Individuals with Disabilities and Their Families**—provides model services to families, including those from culturally diverse groups, and from low-income or rural areas. Model programs include: Family Outreach Center, Next Step at Vanderbilt, SibSaturdays, National Sibling Research Consortium, Tennessee Disability Pathfinder (with Tennessee Council on Developmental Disabilities), and Pathfinder Hispanic Disability Outreach (with Tennessee Council on Developmental Disabilities).
- **Health and Mental Health**—provides sponsorship of and/or partnership in clinics and other programs to address health and mental health challenges. Model programs include: TRIAD clinics and the Autism Treatment Network, Vanderbilt Kennedy Behavior Analysis Clinic, and School to Adult Transitions Clinic at Vanderbilt (a VKC partnership with Psychiatry).
- **Recreation and the Arts**—includes summer programming for children and adults with intellectual and developmental disabilities in partnership with community and national organizations. Camps emphasize academic and social skills, as well as learning to advocate for oneself. This area also has programming to foster the creative talents of persons with disabilities. Camps and programs include: summer day camps for children and youth with autism, Down syndrome, or other developmental disabilities; music camp, a week-long residential camp for persons with Williams syndrome and other developmental disabilities; quarterly exhibits of art by persons with disabilities; art and art therapy workshops for persons with disabilities.

In all four areas of emphasis, VKC UCEDD faculty and staff are engaged in **four core functions** of all UCEDDs in the national network: **training, community service and technical assistance, research, and dissemination.**

### **Training**

Faculty and staff help train university students, practicing professionals and direct care providers, individuals with disabilities and family members, disability advocates, and policymakers. Training is varied. It includes classes in degree programs, supervised clinical experiences, continuing education, conferences, workshops, and technical assistance.

### **Community Service and Technical Assistance**

Faculty and staff provide cutting-edge, evidence-based services and supports to address pressing needs of persons with disabilities. We focus on serving people in Tennessee and the Mid-South while creating model programs for national use. Some Center programs provide diagnosis and intervention for children and adults. Other programs offer information and technical assistance to educators or direct service providers. Some programs are done in partnership with Vanderbilt and community and State agencies.

### **Research**

Faculty and staff conduct research that aims to improve disability services and policies, and to identify causes of disabilities and novel ways to intervene and provide support for persons with disabilities. We partner with our Community Advisory Council and statewide agencies to identify pressing but understudied topics. In addition to working with families, we use existing large databases to identify research and policy issues.

## **Dissemination**

We share what we learn through research and model programs so that others can use this information. We produce easy-to-understand brochures, booklets, videos, and web-based materials. We provide information to persons with disabilities, families, trainees, professionals, direct service providers, advocates, and policy makers.

VKC UCEDD programs are strengthened by the leadership of a **Community Advisory Council**. It is a full partner in planning, implementing, and evaluating activities. The chair and a majority of the members are self-advocates or family members. Representatives of Tennessee disability organizations also serve on the Council.

The VKC UCEDD partners with leading community organizations that serve individuals with disabilities and their families with the goal of enhancing collaborations. The Center's **Community Partners** are asked to share information within their organization about the Center's research, services, and training. In turn, the Center shares information about the organization's mission, services, and events through the Center's communication programs.

The VKC UCEDD is a member of the **Tennessee Developmental Disabilities Network**, working in partnership with the **University of Tennessee Boling Center for Developmental Disabilities**, the **Disability Law and Advocacy Center of Tennessee**, and the **Tennessee Council on Developmental Disabilities**. The Boling Center is a sister (and original) UCEDD in Tennessee and also operates a LEND training program. The Disability Law and Advocacy Center is responsible for empowering, protecting, and advocating on behalf of persons with disabilities. The Council is charged with the implementation of statewide plans to address federally mandated and state priorities related to developmental disabilities. Examples include employment, case management, child development, and community living. The network members also work closely with Tennessee STEP (Support and Training for Exceptional Parents). The network works to promote principles of independence, integration, self-determination, inclusion, and productivity.

All network members are funded by the Administration on Developmental Disabilities, U.S. Department of Health and Human Services. This organization funds the nation's UCEDDs and related programs. It functions under authorization of the Developmental Disabilities and Bill of Rights Act (DD Act), and UCEDD programs relate to the Bill's components. ADD focuses on improving and increasing access to employment, self-determination, community support, health, and housing resources.

## ***To learn more:***

For more on the VKC UCEDD and its model programs and clinics, visit:

<http://kc.vanderbilt.edu/site/ucedd/Default.aspx>

For more on the Community Advisory Council, Community Partners, and the Tennessee Developmental Disabilities Network, visit: <http://kc.vanderbilt.edu/site/ucedd/Default.aspx>

For more about the programs funded through the DD Act and the purpose of the Administration on Developmental Disabilities, go to <http://www.acf.hhs.gov/programs/add/>

For more about the Boling Center, visit <http://www.utmem.edu/bcdd/>

For more about the Disability Law and Advocacy Center, visit <http://www.dlactn.org>

For more about the Tennessee Council on Developmental Disabilities, visit <http://www.state.tn.us/cdd>

For more about the Tennessee Developmental Disabilities Network, visit <http://www.tennddnetwork.org>

To receive the weekly electronic newsletter, *Monday Morning Message*, and stay updated on VKC UCEDD events, conferences, funding opportunities, and more, email: [kc@vanderbilt.edu](mailto:kc@vanderbilt.edu)

To view VKC UCEDD publications, products, and materials, visit: <http://kc.vanderbilt.edu/site/resources/publications/default.aspx>

For a quick and portable reference, see the UCEDD brochure located in information racks in the 2<sup>nd</sup> floor lobby of the Kennedy Center/MRL Building.

## **Treatment and Research Institute for Autism Spectrum Disorders**

The **Vanderbilt Treatment and Research Institute for Autism Spectrum Disorders (TRIAD)** and the VKC became partners in 2005. TRIAD is dedicated to improving assessment and treatment services for children with autism spectrum disorders and their families while advancing knowledge and training. TRIAD was established within the Department of Pediatrics at Vanderbilt University Medical Center (VUMC) in 1998 by Wendy Stone, Ph.D. In 2008, Autism Speaks named TRIAD and VUMC as 1 of 15 **Autism Treatment Network (ATN)** sites in North America. There are many benefits to being named an ATN, including having access to standardized protocols and assessments, a national database, and a community of autism physicians and empirically derived treatment practices. An ATN designation enabled the establishment of the **Vanderbilt Autism Clinic (VAC)**, a free intake and referral service for a broad range of Vanderbilt clinical and research programs and resources, as well as those in the community, state, and region; call toll-free 1-877-ASD-VUMC (273-8862) or email [autismclinic@vanderbilt.edu](mailto:autismclinic@vanderbilt.edu).

The **TRIAD mission** is to conduct state-of-the-art research to increase understanding of the development and treatment of autism spectrum disorders; to offer a broad range of services to children and families; and to provide exemplary training to parents, service providers, and future professionals.

TRIAD faculty and staff are engaged in activities in **four areas: clinics and services, research, training parents, and training educators.**

### **Clinics and Services**

The **Vanderbilt Autism Clinic (VAC)** is a one-stop gateway to Vanderbilt clinical and research programs and resources, as well as to those in the community, state, and region. TRIAD clinics and services provide diagnoses and assessments, behavioral and educational consultations through:

- **Infant and Toddler Screening Clinic (ITS):** autism screening and follow-up services for parents of children under 24 months who have concerns about autism
- **Autism Parent Support and Education Program (PSEP):** diagnostic assessment and behavioral follow-up for parents of children age 5 and younger who are suspected of having an autism spectrum disorder
- **Autism School-Age Clinic (ASAC):** diagnostic assessment for children age 6 and older who are suspected of having an autism spectrum disorder
- **Social Skills Camp:** a 3-week summer day camp for children with ASD, ages 6-21
- **ATN Medical Clinic:** medical evaluation and treatment, in collaboration with the Departments of Pediatrics, Neurology, and Psychiatry

### **Research**

Numerous TRIAD-directed research programs and affiliated research partnerships examine the causes and treatment of autism spectrum disorders. These directed research and partner programs include projects related to:

- Early identification
- Language development
- Treatment efficacy
- Genetics
- Sleep
- GI (gastrointestinal) problems
- Sensory integration
- Imaging of brain activity
- Communication
- Social development

Research networks in which TRIAD participates include:

- Simons Simplex Collection Project
- Autism Treatment Network (ATN) of Autism Speaks
- Marino Autism Research Institute (MARI)
- Baby Siblings Research Consortium
- Toddler Treatment Network

For information about research opportunities, contact the TRIAD Research Office at (615) 322-5840 or e-mail: [autismresearch@vanderbilt.edu](mailto:autismresearch@vanderbilt.edu).

### **Training Parents**

TRIAD provides a rich variety of training opportunities for parents and other family members:

- **Ann and Monroe Carell Jr. Families First Program:** free monthly workshops in which parents of children ages 2-5 learn how to enhance social and communication skills and how to manage challenging behaviors, as well as a separate 4-week workshop series focused exclusively on behavior management.
- **Individualized Family Consultation (IFC):** tailored services for families.
- **Parent Support and Education Program (PSEP):** information, support, and consultation for parents on implementing behavior management strategies, on choosing and evaluating intervention approaches, and on developing children's social and communication skills during everyday home routines.

### **Training Professionals**

TRIAD is committed to the provision of exemplary training to service providers and future professionals regarding working with individuals with autism spectrum disorders. Clinicians, educators, and other professionals are invited to observe and participate in many aspects of our clinical research programs.

- **TRIAD Summer Camp:** a training opportunity for professionals and educators interested in gaining expertise in working with children with autism. Under the supervision of TRIAD staff, counselors learn skills necessary for implementing effective interventions with children with autism, including the camp-specific social skills curriculum. Practicum hours are available for psychology, special education, and speech pathology students.
- **School-Based Services:** a variety of services designed to meet the specific needs of educational programs throughout Tennessee and other states. Services include personnel training, program reviews, and educational and behavioral consultation for individual classrooms and children.
- **Pediatrician Training:** In partnership with the Tennessee Chapter of the American Academy of Pediatrics, TRIAD is piloting a program to train pediatricians how to assess young children for autism spectrum disorders.

### ***To learn more:***

For more on TRIAD, visit: <http://triad.vanderbilt.edu>

## **Leadership Education in Neurodevelopmental and Related Disabilities**

The **Mid-Tennessee Interdisciplinary Instruction in Neurodevelopmental Disabilities (MIND) Training Program** is a Leadership Education in Neurodevelopmental and Related Disabilities (LEND) program. LEND provides long-term, graduate and postdoctoral interdisciplinary training as well as interdisciplinary services and care.

The **mission of the MIND (LEND) training program** is to reduce and to prevent neurodevelopmental disabilities and related disabilities in children and to increase access to family-centered, community-based, culturally competent, interdisciplinary services. This is accomplished through interdisciplinary leadership training. Interdisciplinary refers to integrated

individual or group experiences collaboratively developed and implemented by individuals from various professional disciplines, and individuals with disabilities and their family members.

The MIND Training Program prepares advanced graduate and postgraduate students from the fields of audiology, deaf education, developmental pediatrics, nursing, nutrition, occupational therapy, parent advocacy, pediatric dentistry, physical therapy, psychology, social work, special education, and speech and language pathology. Professionals from these disciplines represent the core faculty and provide mentorship in the implementation of the training program. A parent advisor serves on the faculty as well. Leadership is also a core focus, with the ultimate goal of preparing future leaders for the field of maternal and child health.

The MIND Training Program focuses on the following core competencies:

- Knowledge of NDRD (Neurodevelopmental and Related Disabilities)
- Discipline-specific skills
- Interactional and interdisciplinary skills
- Motivation and attitudes
- Leadership/advocacy
- Research and scholarship

In addition to training students, the MIND Training Program offers distance learning, consultation, and professional training opportunities.

The MIND training program is funded as a member of the Leadership Education in Neurodevelopmental Disabilities (LEND) network, funded by the U.S. Department of Health and Human Services, Maternal and Child Health Bureau (MCHB). Programs are authorized by Title V of the Social Security Act to improve systems of care for mothers and children, including children with special health care needs. For this reason, LEND training programs are mandated to collaborate with Title V agencies and other MCHB-funded programs. In 2008-2009, the LEND program received expansion grants to focus on training related to autism and to pediatric audiology.

The MIND (LEND) Program and the VKC UCEDD are members of the Tennessee Act Early Team to improve autism identification and service systems for children with ASD and related neurodevelopmental disorders. The Tennessee Team joins other state teams in a nationwide collaborative partnership with the National Center for Birth Defects and Developmental Disabilities of the Centers for Disease Control and Prevention and the Maternal and Child Health Bureau at Health Resources and Services Administration, facilitated by the Association of University Centers on Disabilities. For information about the Act Early Regional Summits, see <http://www.aucd.org/template/page.cfm?id=547>  
For information about the Tennessee Act Early Team, contact [jan.rosemergy@vanderbilt.edu](mailto:jan.rosemergy@vanderbilt.edu).

### ***To learn more:***

For more on the MIND Training Program visit: <http://kc.vanderbilt.edu/site/lend/Default.aspx>

For more on the Maternal and Child Health Bureau, visit: <http://mchb.hrsa.gov/>

For a history of maternal and child health and public health in the US from 1792 to present, visit: <http://mchb.hrsa.gov/timeline/>

For a glossary of MCHB terms and acronyms, visit: <http://www.soph.uab.edu/mch-leadership/GLOSSARYVNov02.pdf>

For Healthy People 2010 objectives, visit: <http://www.health.gov/healthypeople>

## National Networks

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The VKC participates in the **Association of University Centers on Disabilities (AUCD)**. This is a membership organization comprised of the following groups (and their employees and trainees):

- 1) University Centers for Excellence in Developmental Disabilities (UCEDDs) funded by the Administration on Developmental Disabilities (ADD)
- 2) Leadership Education in Neurodevelopmental Disabilities (LEND) Programs funded by the Maternal and Child Health Bureau (MCHB) and
- 3) *Eunice Kennedy Shriver* Intellectual and Developmental Disabilities Research Centers (IDDRCs), funded by the *Eunice Kennedy Shriver* National Institute of Child Health and Human Development (NICHD)

These member groups share the AUCD vision: AUCD envisions a future where all persons, including those living with developmental and other disabilities, are fully integrated and participating members of their communities. AUCD envisions a future where culturally appropriate supports are available across the life span to individuals and families—supports that lead to independence, productivity, and satisfying quality of life.

AUCD values the participation of people living with disabilities, family members, and a culturally diverse membership in its governance and its programs. The network promotes the principles of self-determination, family-centered care, and cultural competence in disability services and supports throughout the life span.

In addition to the organizational infrastructure of AUCD, VKC participates in a number of other national networks:

Autism Treatment Network

Baby Siblings Research Consortium [autism spectrum disorders]

Marino Autism Research Institute (MARI)

National Institutes of Health, Rare Diseases Clinical Research Network (RDCRN)

RDCRN Consortium on Angelman and Prader-Willi Syndromes

Simons Simplex Project [autism spectrum disorders]

Autism Speaks Toddler Treatment Network [autism spectrum disorders]

In addition, faculty serve in leadership positions on a number of local, state, national, and international professional and advocacy organizations related to specific professional disciplines and to disability fields.

**Vanderbilt Kennedy Center and Affiliated Programs (latter denoted by asterisk)**



**PROGRAM / DESCRIPTION**

**POPULATION SERVED**

**Education and Early Intervention**

***Access Nashville***

The Access Nashville Project provides accessibility friendly information about restaurants in the Nashville area so that customers that use wheelchairs and/or have other disabilities can make informed choices about where to dine. In addition, student volunteers and restaurant managers are provided an awareness of disability issues that may impact customer service and/or social action through volunteerism. The project is a model that can be replicated in communities as a service learning project in a college or university.

Faculty and students in higher education interested in increasing knowledge of disabilities or in service learning projects

***The Britt Henderson Training Series***

The Britt Henderson Training Series provides training for general and special education teachers in order to improve the quality of education for students with diverse learning needs.

Educators in public and private schools

***Legal & Advocacy Training***

The VKC UCEDD partners with community organizations to provide disability-related training to attorneys and judges, and provides training to individuals willing to become advocates for families and attend IEP meetings.

Community professionals and volunteers

***National Service Learning Project***

A program designed to guide Volunteer Tennessee in promoting the inclusion of individuals with disabilities in national service and community volunteer activities.

Individuals with disabilities

***PAVE\****

Individuals with low

Providing Access to the Visual Environment (Project PAVE) offers comprehensive low-vision education services statewide to children ages 3-21.

vision, ages 3-21

***Reading Clinic***

Provides intensive, individualized, one-on-one tutoring using assessment and instructional methods proven by research to promote reading; serves primarily children in early elementary grades who are struggling readers.

Elementary school-aged children, including children with intellectual or other developmental disabilities

***Susan Gray School\****

The Susan Gray School, originally named the Experimental School, is an on-campus school devoted to high-quality early childhood education, educational research involving young children with developmental disabilities and children whose future development is at risk because of conditions such as poverty, and training of early childhood professionals. Children, 2-5 years, are served on-site; younger children with developmental disabilities are served in home or community settings.

Preschool children who are at risk or who have developmental disabilities and typically developing children

***TREDS—Tennessee Deaf-Blind Project\****

TREDS is a federally funded program designed to equip families, educators, and other professionals with the knowledge and skills needed to improve outcomes for individuals who are deaf/blind. Technical assistance and support are provided free to any child who has both a vision and hearing loss, or who has been diagnosed with a condition that leads to vision and hearing loss.

***TRIAD School-Age Clinic***

The ASAC clinic provides diagnostic assessment.

Students age 6 and older suspected of having an autism spectrum disorder  
School systems and school personnel

***TRIAD School-Based Services***

TRIAD offers a variety of services designed to meet the specific needs of educational programs through Tennessee and beyond. Services include personnel training, program reviews, and educational and behavioral consultation for individual classrooms and children.

**Individual and Family Supports**

***Family Outreach Center***

The Vanderbilt Kennedy Family Outreach Center provides families with a single point of entry into the many services and supports of the Vanderbilt Kennedy Center, as well as the wealth of resources at Vanderbilt University and in the community. Includes social work services and Families United Network (FUN)

Families and individuals with disabilities

***Hispanic/Immigrant Outreach***

Assists Hispanic and immigrant families who have a family member with a disability in connecting with the disability service system and provides supports.

Hispanic and immigrant families and individuals with disabilities

***Next Step at Vanderbilt***

Next Step is a 2-year certification program for students with intellectual disabilities, providing individualized Programs of Study in the areas of education, social skills, and vocational training.

Young adults ages 18-26 with intellectual disabilities who have not received a standard high school diploma

***Religion and Spirituality Program***

Provides training to current and future religious and spiritual leaders and educators, supports individuals with disabilities and their families as they give expression to their religion and/or spirituality, and encourages disability service providers to consider religion/spiritual interests of persons served. Activities include conducting research, meeting service and technical assistance needs, and developing and disseminating educational materials and best practices that support inclusion.

Individuals with disabilities and families, current and future religious and spiritual leaders and educators, disability service providers

***School to Adult Transitions Clinic***

Vanderbilt clinic helps young adults cope with the behavioral and mental health challenges involved in successfully transitioning from the school to after-school years. A VKC partnership with Psychiatry.

Youth with intellectual disabilities, ages 17-25

***Sibling Research***

Research that focuses on life span experiences and outcomes for siblings in families that include individuals with disabilities, to build capacity for conducting research on siblings and families and to make recommendations for policy and practice based on findings from this research.

Siblings of all ages

***SibSaturdays and Teen Fusion***

SibSaturdays is a program for typically developing children ages

Typically developing siblings, ages 5-13

5-13 who have a brother or sister with a disability, a chronic health condition, or an emotional problem. SibSaturdays is a mix of high-energy games (designed to be unique, offbeat, and appealing to a wide ability range), new friends, and discussion activities. Siblings have the opportunity to share experiences and feelings about having a brother or sister with special needs while making friends. Teen Fusion provides activities for siblings 13-17.

(SibSaturdays) and ages 13-17 (Teen Fusion)

***Tennessee Adult Brothers and Sisters (TABS)***

TABS provides peer support to adult siblings. Support from peers can generate opportunities for emotional growth, can aid in making connections with services and supports from those who have “been there,” and can enable a stronger and more fulfilling bond with a brother or a sister. TABS is represented at the Sibling Leadership Network’s annual meeting.

Adult siblings of individuals with disabilities who live in Tennessee

***Tennessee Disability Pathfinder***

Information and referral in English and Spanish for all disabilities, all ages. Provides information on local, state, and national resources through a statewide telephone helpline 800-640-4636 (local 322-8529) and website [www.familypathfinder.org](http://www.familypathfinder.org). Website includes database searchable by county and service type, plus calendar.

Families, individuals with disabilities, professionals, service providers, advocates

***TRIAD Families First Program***

The Ann and Monroe Carell Jr. Families First Program is a free monthly workshop series. Parents learn how to enhance social and communication skills and how to manage challenging behaviors. Topics vary from session to session.

Parents of children ages 2-5 diagnosed with an autism spectrum disorder

***TRIAD Individualized Family Consultation Program (IFC)***

Assists families in developing individualized goals for their children and learning a variety of evidence-based teaching strategies to achieve these goals.

Parents of children 18 months-5 years with autism spectrum disorders

***TRIAD Infant-Toddler Screening Clinic (ITS)***

Provides autism screening and follow-up services

For parents of children under 24 months who have concerns about autism

***TRIAD Parent Support and Education Program (PSEP)***

Provides diagnostic assessment and behavioral follow-up

Parents of young children, age 5 and younger, suspected of having an

autism spectrum disorder

***Vanderbilt Autism Clinic (VAC)***

An intake and referral service staffed by a family service coordinator who provides information and guidance about autism-specialized clinical, research, and outreach programs.

Families, caregivers, clinicians, educators

**Health and Mental Health**

***Behavior Analysis Clinic***

This VKC clinic provides state-of-the-art functional behavioral assessment and an individualized behavior intervention plan. Clinicians then work with care providers in the home to teach the skills needed to reduce behavior problems.

Children (3+) and adolescents with autism, intellectual disabilities, or other developmental disabilities who have behavior problems

***Coalition for Healthy Aging\****

The Student Community Health Coalition of the Vanderbilt Center for Health Services, working with AmeriCorps and student volunteers, provides health screenings and home repair to seniors in rural, low-income communities. The VKC UCEDD provides technical assistance and develops disability training components for Coalition workers. The goal is to support seniors in their own homes as long as possible through knowledge, skills, and self-advocacy.

Seniors in rural, low-income communities

***Developmental Pediatrics Clinic, Division of Developmental Medicine\****

Addresses concerns related to developmental delay, cognitive impairment, intellectual disability, and autism spectrum disorders. Visit includes a review of the developmental and medical history, a physical examination, a developmental screening, medical evaluations, diagnostic testing (genetic testing), psychological assessment (Diagnostic Psychology Clinics), medical treatment, behavior intervention, and educational services. A follow-up visit is typically required.

Children 0-18 years

***Division of Developmental Medicine, Center for Child Development\****

Provides clinical and outreach services, including Early Childhood Diagnostic Psychology Clinic, Child and Adolescent Diagnostic Psychology Clinic, Autism Medication and Behavior Management

Children 0 - 18 years

Clinic, Down Syndrome, Education and Behavior Clinic, Fragile X, Neurogenetics Clinic, Parent-Child Clinic, STEP (Spasticity Treatment, Evaluation, and Planning) Clinic

***International Adoption Clinic\****

This clinic is one of the few clinics in the U.S. that provides a full-service medical consultative program for families involved in international adoptions. The clinic evaluates medical and developmental problems among internationally adopted children and offers counseling for adoptive parents, screening of pre-adoption records, and comprehensive medical evaluations and intervention strategies for these children after their arrival in the US.

Families seeking international adoption

***Maternal Infant Health Outreach Workers (MIHOW)\****

The MIHOW program operates in 21 high-poverty, mostly rural communities in isolated regions of the Appalachian Mountains of Tennessee, Kentucky, West Virginia, Louisiana, and the Mississippi Delta. MIHOW improves child and family health through peer mentoring; local women serve as mentors to mothers during monthly home visits from pregnancy until the child is 3 years old. The VKC UCEDD is partnering with MIHOW to increase MIHOW's screening, health outcomes, and family support for young children with disabilities. A program of Vanderbilt's Center for Health Services since 1982, this multiple award-winning program has served over 10,000 families and trained more than 300 family outreach workers.

Pregnant women and mothers of young children in high-poverty, mostly rural communities

***MIND Training Program***

The purpose of the MIND (Mid-Tennessee Interdisciplinary Instruction in Neurodevelopmental Disabilities) Training Program is to reduce and prevent NDRD (neurodevelopmental disabilities and related disabilities) in children and to increase access to family-centered, community-based, culturally competent, interdisciplinary services. The program focuses on preparing health professionals to assume leadership roles and to develop interdisciplinary team skills, advanced clinical skills, and research skills, in order to meet the complex needs of children with NDRD.

Health care professionals

***Treatment and Research Institute for Autism Spectrum Disorders (TRIAD)***

TRIAD is dedicated to improving assessment and treatment services for children with autism spectrum disorders and their families, while advancing knowledge and training.

Children and adolescents with autism spectrum disorders

**Recreation and Arts**

***Arts and Disabilities Program***

Since 1994, the VKC has sponsored exhibits of art by people with disabilities in order to demonstrate the diverse talents of individuals with disabilities. Each year the Center hosts four exhibits in the VKC/MRL Building lobby, and some work is exhibited in the community. Some exhibits feature one or two artists, while other exhibits include the work of many artists. Often exhibits are organized in partnership with community organizations. In 1997, the VKC began a permanent collection of art by persons with disabilities, which now includes 18 works. Art workshops and art education forums are offered periodically.

Individuals with disabilities

***Summer Camps***

**Camp Shriver Transitions and Sports Camp**—a summer day camp experience for 25 campers with developmental disabilities. The camp provides tools to guide campers toward self-empowerment, realization of life goals, and techniques to achieve a full and independent life. The camp is held at the University School of Nashville and also at job sites on the Vanderbilt campus.

Individuals with disabilities, ages 16-25

**Music Camp**—Music camp is a week-long residential camp held on the Vanderbilt campus in conjunction with the Blair School of Music. Campers celebrate music by participating in a songwriting workshop, recording session, songwriter's night, and a live performance on the stage of the Grand Ole Opry. Campers are invited to take part in research activities. Campers learn independence by learning and practicing new skills, socializing with mentors and peers, and feeling connected and empowered.

Individuals with Williams syndrome or other developmental disabilities, ages 16 and older

**TRIAD Social Skills Camp**—An integrated day program for children and adolescents with autism spectrum disorders. Children with typical development, age 6-13 years, are invited to participate in this camp; these peers serve as models for appropriate social and

For individuals with autism spectrum disorders from ages 6-21 with language and reading skills

communication behaviors and as interactive partners for the campers with autism while also participating in fun camp activities. The adolescent program focuses on both social and work skills and provides community-based work opportunities.

***Vanderbilt Best Buddies***

Best Buddies matches college students with teenagers and young adults with intellectual disabilities. The mission is to enhance the lives of people with intellectual disabilities by providing opportunities for one-on-one friendships.

Teenagers and young adults

**Other VKC Services**

- Vanderbilt Kennedy Center research studies frequently provide vital services free of charge to those who participate in these studies.
- Help in finding the most appropriate clinics and services at Vanderbilt University and in the community.
- Access to resource library of books, videos, and other materials and resource research services.
- Advocacy and support in navigating the often confusing systems of supports and services in the community.
- Participation in community outreach to closely connect families with community organizations and services.
- Volunteer opportunities.

## Getting Around the Vanderbilt Kennedy Center

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### ***The Vanderbilt Kennedy Center Within Vanderbilt***

The Vanderbilt Kennedy Center is housed primarily on the Peabody College campus of Vanderbilt University, in the VKC/MRL Building on the corner of 21<sup>st</sup> Avenue South and Edgehill Avenue. Additional offices are located in the Hobbs Building near The Commons, and in facilities at the Medical Arts Building, 1810 Edgehill Avenue, and 1114 17<sup>th</sup> Avenue South. Researchers' offices and laboratories are located in other Vanderbilt buildings.

Our [Detail Map](#) provides a view of VKC facilities and nearby streets on campus. A larger [Campus Map](#) is also available online.

Mailing address:

Vanderbilt Kennedy Center  
Peabody Box 40  
230 Appleton Place  
Nashville, TN 37203

Shipping address:

Vanderbilt Kennedy Center  
405 MRL Building  
21<sup>st</sup> and Edgehill Avenues  
110 Magnolia Circle  
Nashville, TN 37203

### ***VKC/MRL Building***

The main location of the Vanderbilt Kennedy Center is the VKC/MRL Building on the corner of 21<sup>st</sup> Avenue South and Edgehill Avenue. The main entrance is at the second floor level, accessible from Magnolia Circle. Communications, graphics, technical support, and some administrative and research offices are located on the second floor. Remaining administrative offices, including the offices of the Director, Associate Director, and Director of Operations, are located on the northern half of the fourth floor (to the right as you exit the elevator). The fifth floor is used for storage.

The first floor of the VKC/MRL Building is occupied by the [Susan Gray School](#). Visitors to the school should enter at the ground level entrance at the end of Lot 95 (off 21<sup>st</sup> Avenue South) or at the ground level entrance off Magnolia Circle.

The third floor of the VKC/MRL Building, and the southern half of the fourth floor (to the left as you exit the elevator), are occupied by Peabody's [Department of Special Education](#).

### **Room 241 VKC/MRL Building**

Room 241 is the large conference room in the VKC/MRL Building. It is the location of most VKC events including the monthly Developmental Disabilities Grand Rounds, lectures, journal club meetings, and conferences. The room seats 100 people. This room is located on the second floor, near the lobby desk. Other campus offices and local organizations can reserve this room for large meetings if the event purpose is related to the Center's mission and is not for profit. For information about reserving Room 241, call 322-8146 or email [peggy.chatfield@vanderbilt.edu](mailto:peggy.chatfield@vanderbilt.edu).

### **Smaller Conference Rooms**

Two smaller conference rooms are located on the fourth floor of the VKC/MRL Building. The conference room adjacent to Room 405, the Director's office, is the more formal conference room and, in addition to internal meetings, is appropriate for meetings with individuals from elsewhere on campus or from the local community. Room 410 is used primarily for internal meetings. Both smaller conference rooms seat approximately 12-15 people.

To schedule the conference room adjacent to Room 405, contact the Director's Assistant 322-8242 or [kcoffice@vanderbilt.edu](mailto:kcoffice@vanderbilt.edu). To reserve Room 410, contact Peggy Chatfield at 322-8146 or [peggy.chatfield@vanderbilt.edu](mailto:peggy.chatfield@vanderbilt.edu).

### **VKC Technical Support**

VKC staff provides audiovisual and technical support for all meetings and events at the Center. Support includes the use of laptop computers for presentations, sound systems, microphones, videotaping, and MegaMeeting (web-based conferencing). To make arrangements for technical support, contact [kcotech@vanderbilt.edu](mailto:kcotech@vanderbilt.edu).

### **Administrative Contacts**

The office of the Vanderbilt Kennedy Center Interim Director, Elisabeth Dykens, is located in Room 405. Julia Harrison, her assistant, can be reached at 322-8242 or [kcoffice@vanderbilt.edu](mailto:kcoffice@vanderbilt.edu). The Interim Associate Director is Louis Muglia, Ph.D., M.D. His office is located at 1115D MRB IV.

For payroll and human resources questions, speak to Sue King at 322-8232 or [sue.king@vanderbilt.edu](mailto:sue.king@vanderbilt.edu). For questions regarding funding and purchasing, contact Heidi Edwards at 322-6115 or [heidi.edwards@vanderbilt.edu](mailto:heidi.edwards@vanderbilt.edu).

If you have questions about the building, grounds, or reservations, contact Peggy Chatfield at 322-8146 or [peggy.chatfield@vanderbilt.edu](mailto:peggy.chatfield@vanderbilt.edu). She also assigns keys to the building and its offices, and can explain any procedures for weekend or after-hours access.

### **The VKC Quick Guide**

The Quick Guide is a hard-copy, trifold brochure that lists the names and contact information for all Vanderbilt Kennedy Center faculty and staff. For a hard copy, see Amy Pottier in Room 237. The Quick Guide can also be [viewed online](#).

### **Access to Copiers and Fax**

The photocopier for VKC use is located on the fourth floor in the mail room, behind the elevators. Contact Peggy Chatfield at 322-8146 or [peggy.chatfield@vanderbilt.edu](mailto:peggy.chatfield@vanderbilt.edu) to obtain a user code. A fax machine is located on the second floor (where vending machines are located), as well as on the fourth floor.

### **Graphics and Technical Services**

The Center's Graphics Services designs and produces illustrations, graphs, posters, newsletters, brochures, and flyers. For information, contact Kylie Beck at 322-5275 or [kylie.beck@vanderbilt.edu](mailto:kylie.beck@vanderbilt.edu).

Additional technical services can include video and multimedia services. For information about these services, contact Jon Tapp at 322-8086 or [kctech@vanderbilt.edu](mailto:kctech@vanderbilt.edu).

For information about web services, contact Nick Williams at 322-8144 or [nick.williams@vanderbilt.edu](mailto:nick.williams@vanderbilt.edu).

These and other VKC core services can be accessed only by VKC faculty investigators and members for VKC-related projects, and by VKC staff for Center-related activities.

### **Recycling**

Recycling bins are located in the vending machine room on the second floor and on the fourth floor near the elevators.

### **Paper**

#### Acceptable

- Office Paper (staples and paper clips are OK)
- Colored Paper
- Newspaper
- Magazines/Journals
- Envelopes (window envelopes OK)
- One-ply cardboard, like cereal boxes (also called "paperboard")
  
- 6-, 12-, or 24-pack beverage boxes
- Tissue boxes

#### Not Acceptable

- Paper towels or tissue
- Cardboard tubes from bathroom tissue/paper towels
- Padded envelopes
- Paper or Styrofoam cups
- Phone Books (phone books are recycled annually in the spring)
- Photo paper

**Plastic**Acceptable

- Plastic bottles/items with recycling number 1 (PET) or 2 (HDPE) (milk jugs, shampoo bottles, soda/water bottles)
- Industrial stretch film (PE) (but no Saran Wrap)

Not Acceptable

- Carry-out food containers (#6)
- Plastic straws
- Plastic bags from grocery stores
- Plastic wrappers
- Styrofoam
- Plastic cups
- Packaging that has numbers 1 or 2
- Plastic with a number 3 through 7

**Aluminum/Tin**Acceptable

- Soda cans (empty)
- Food cans (clean)
- Pie Tins (clean)
- Aluminum Foil (clean)

Not Acceptable

- Other metal items

Detailed information about recycling on campus is available at the [SustainVU website](#).

**Vending Machines**

Vending machines are located on the second floor.

**Parking**

Zone 1 parking is available on Magnolia Circle and in Lot 95 on 21<sup>st</sup> Avenue South (south of the VKC/MRL Building). Additional Zone 1 lots are available on 18<sup>th</sup> and 19<sup>th</sup> Avenues (see the [Campus Parking Map](#) for locations).

Visitor parking is available in the Wesley Place Parking Garage on 21<sup>st</sup> Avenue South and Scarritt Place at standard Central Parking rates. If an attendant is not on duty, visitors may use the coin box for payment. Visitors may also park in metered spots on Magnolia Circle, Scarritt Place, 19<sup>th</sup> Avenue South, and 18<sup>th</sup> Avenue South. A limited number of spaces for research participants are located close to the VKC/MRL Building; to reserve a space for a VKC visitor, contact Peggy Chatfield, 322-8146, [peggy.chatfield@vanderbilt.edu](mailto:peggy.chatfield@vanderbilt.edu). (Note: research participants have priority.)

**Mail**

For those who will receive mail at the VKC/MRL Building, the mail room is located on the fourth floor, behind the elevators. There is an outgoing mailbox in Room 406, across from Peggy Chatfield's desk. The nearest campus post office is located on the second floor of The Commons Center.

## ***Additional Facilities of the Vanderbilt Kennedy Center***

### **Hobbs Building**

Carol Rabideau, VKC social worker, is housed in room 414 of the [Hobbs Building](#), on the east side of Peabody Lawn. Next Steps at Vanderbilt is also housed in the Hobbs Building.

### **Medical Arts Building**

Many staff members who work with the **Treatment and Research Institute for Autism Spectrum Disorders (TRIAD)** have offices in the [Medical Arts Building](#), on the west side of 21<sup>st</sup> Avenue South.

### **1810 Edgehill Avenue**

The **Vanderbilt Kennedy Family Outreach Center** is based at [1810 Edgehill Avenue](#). The Family Outreach Center provides families with a single point of entry into the many services and supports of the Vanderbilt Kennedy Center, as well as the wealth of resources at Vanderbilt University and in the community. Also located in this building are the Vanderbilt Kennedy Reading Clinic and the Vanderbilt Kennedy Behavior Analysis Clinic. For more information about the Family Outreach Center and its services and clinics, visit the [Center's website](#).

### **1114 17th Avenue South\***

**Tennessee Disability Pathfinder** is housed at [1114 17<sup>th</sup> Avenue South](#). Pathfinder is a collaborative project of the Tennessee Council on Developmental Disabilities and the Vanderbilt Kennedy Center. Its mission is to provide referral services, free of cost, to persons with disabilities, family members, service providers, and advocates. The [Pathfinder website](#) features a database searchable by county and type of service. Phone, web, and print resources in English and Spanish are also available to help connect the Tennessee disability community with service providers.

The **Vanderbilt Kennedy Center Arts and Recreation** program also has its office at 1114 17<sup>th</sup> Avenue South. This program sponsors [exhibits of artwork](#) by and about people with disabilities, and organizes [annual summer camps](#) for students and young adults with disabilities.

\*We anticipate that both of these programs will move to the Medical Arts Building on 21<sup>st</sup> Avenue South sometime during Fall 2009.

## Emergency Procedures

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For detailed information about emergency procedures, visit the [Vanderbilt University Police Department website](#).

AlertVU is Vanderbilt's emergency notification system. It is available to Vanderbilt students, faculty, and staff on a voluntary, opt-in basis. Users may enter as many devices as they wish and specify the device order in which they would like to be notified. AlertVU rapidly sends messages to the delivery points a subscriber chooses – cell phone (voice or text), land line, email account, or pager – in the event of an emergency that poses an imminent threat or danger to the Vanderbilt community. Examples of such a threat include a tornado forecasted to strike Vanderbilt, or an active shooter on campus. To sign up for AlertVU notification, visit the [AlertVU website](#).

### University Security Numbers

Vanderbilt University Police Department (emergency):	911 (421-1911 from off campus)
Vanderbilt University Police Department (non-emergency):	322-2745
Environmental Health and Safety:	322-2057
Vanderbilt Kennedy Center Emergency Coordinator:	Tim Stafford, 322-8233 or Peggy Chatfield, 322-8146

### Fire alarms and Extinguishers

In case of emergency, call the Vanderbilt University Police Department (VUPD) at 911 (if you are using an off-campus or cell phone, dial 421-1911). Contact VUPD to report all emergencies, including fires or fire alarms, bomb threats, injuries requiring medical assistance, hazardous materials incidents, or any other incident requiring rapid response.

Fire alarms and extinguishers can be found in the following locations:

**Second floor VKC/MRL Building**– There is an alarm and an extinguisher near each corner of the second floor, for a total of 4 standard fire alarms and extinguishers. A fifth, accessible fire alarm equipped with a pull chain is located in the seating area in the second-floor lobby.

**Third floor VKC/MRL Building** – There is a fire alarm and extinguisher located at each end of the hallway. The alarm at the north end of the hall is equipped with a pull chain.

**Fourth floor VKC/MRL Building** – A fire alarm and extinguisher can be found at the north end of the hallway, outside the Director's office. A second extinguisher is located at the end of the wall across from the elevators, next to the men's restroom. A second alarm is located at the south end of the hallway.

## **Fire Emergency Procedures**

### If you discover a fire or smoke:

- Remove yourself from immediate danger.
- Assist others in leaving the immediate danger as long as it is safe to do so.
- Confine the fire or smoke by closing doors and windows as you leave.
- Activate the nearest fire alarm to alert building occupants.
- Call VUPD at 911 (if you are using an off-campus or cell phone, dial 421-1911), and give the following information:
  1. Building name
  2. Floor or room number
  3. Size or type of fire
  4. Your location
  5. Your name
- Never attempt to use a portable fire extinguisher unless:
  1. You have been properly trained.
  2. The fire is small (wastebasket size).
  3. You are not alone.
  4. A safe escape route is present.
  5. If any of these conditions is absent, simply close the door and evacuate.
- If you choose to use a portable extinguisher, follow the **PASS** procedure:
  - P** – PULL the pin on the extinguisher.
  - A** – AIM at the base of the fire.
  - S** – SQUEEZE the handle before you approach the fire from about 10 feet away.
  - S** – SWEEP and SPRAY, covering the entire fire surface as you approach.
- If this does not extinguish the fire, quickly evacuate.
- Evacuate through the nearest safe exit or exit stairwell.
- Go to the Vanderbilt Kennedy Center evacuation assembly point, located at the Peabody Library east steps.
- Call VUPD to ensure the fire was reported.
- Once assembled, help to account for personnel and report to emergency staff if any occupants are unaccounted for and may still be in the building.

Please always remember that is important to avoid using wedges or otherwise blocking hallway and exit doors open. Open doors can allow smoke to enter stairwells and exit hallways, severely jeopardizing safe evacuation and hampering the efforts of fire department personnel.

### If you hear or see a fire alarm:

- NEVER assume the fire alarm is a false alarm.
- Move to the safest exit or exit stairwell.
- Close doors as you leave the area.
- Exit the building.
- Proceed to the evacuation assembly area, located at the Peabody Library east steps.
- Wait for further instructions from VUPD or the Fire Department.
- If you are in a laboratory and hear the fire alarm, shut down any hazardous equipment as you exit, unless doing so presents a greater hazard.

If trapped inside your office or area:

- Wedge cloth material along the bottom of a door to keep the smoke out.
- Close as many doors as possible between you and the fire.
- Telephone VUPD at 911 (421-1911, if using an off-campus or cell phone) and notify them of your situation.
- Hang a sheet, coat, or flag out of the window and close the window.
- If windows are operable, and you must have air, open the window.
- Break windows only as a last resort, as they cannot be closed if necessary.
- If necessary, signal through the window to let safety personnel know your location, otherwise, stay close to the floor.

### **Severe Weather Emergency Procedures**

In the event of severe weather, Vanderbilt has an early warning siren system in place to notify faculty, staff, students, and visitors of impending tornadoes. The siren will sound for 3 minutes.

If you hear the siren or a Campus Weather Radio Broadcast:

- Alert all building occupants of the impending weather.
- Move quickly to a safe area indoors. The main safe area in the MRL Building is Room 241. Alternative safe areas might include interior hallways, interior bathrooms, or other interior spaces without windows.
- Close all doors as you leave the area, especially any doors that lead to exterior rooms.
- Stay away from windows, doors, and exterior walls.
- When moving to lower levels, remember to use stairwells, since elevators are not for use during emergency situations.
- DO NOT go outdoors or attempt to outrun the storm.
- Monitor local radio stations for weather updates.
- Notify the Vanderbilt University Police Department (VUPD) at 911 (or 421-1911, if using an off-campus or cell phone) in the event that someone is injured or there is building damage caused by the weather.

If you are outdoors:

- Go quickly inside of a sturdy building.
- Stay away from possible hazards (power lines, traffic, trees, etc.)
- Assume a fetal position and cover your head.

### **Medical Emergency Procedures**

- Call Vanderbilt University Police at 911 (421-1911 from an off-campus or cell phone), and provide the following information:
  1. Building name
  2. Floor or room number
  3. Caller's name and phone number
  4. Nature of injury and severity of the injury
  5. Location of injured person
  6. Age of injured person

7. Sex of injured person
8. Current condition
9. Any known medical history

- In addition, notify the Vanderbilt Kennedy Center Emergency Coordinator, Tim Stafford, at 322-8233. If he is unavailable, contact Peggy Chatfield at 322-8146.
- Remain with the person with the medical injury. DO NOT move them unless they are in immediate danger of further injury.

There is an **Automated External Defibrillator (AED)** device located in the lobby (2<sup>nd</sup> floor) of the VKC/MRL Building. An AED is a lightweight, portable device used on persons who have experienced cardiac arrest and have no pulse or respiration. It has the ability to detect an irregular heart rhythm and apply an electrical shock (or shocks) to the person's heart in an attempt to reset it back into a normal and effective rhythm. The unit contains paddles for adults and children, along with easy instructions. Anyone with AED training can use this device. If the AED device is used, please notify Tim Stafford or Peggy Chatfield.

Vanderbilt offers AED training free of charge. Go online to check out the schedule and register. <http://www.mc.vanderbilt.edu/root/vumc.php?site=resuscitation&doc=14714>

## **Emergency Evacuation Procedures for Persons with Disabilities**

In most buildings, people will need to use stairwells to reach building exits. Elevators cannot be used because they have been shown to be unsafe in an emergency.

Persons in wheelchairs who are located on the first floor during an emergency may use building exits.

It is not safe to attempt to move a person in a wheelchair down the stairs. One effective approach to the situation is the following:

### **Stay in Place**

Working with an evacuation assistant, select a room with an exterior window, a telephone, and a solid or fire-resistant door. Remain with the person who uses a wheelchair in this room, and send someone to the evacuation assembly area at the Peabody Library east steps to notify emergency personnel of the location of the person needing assistance. It is also possible to place the person needing assistance near a stairway landing to await assistance, although this area may not be protected from smoke and other hazards.

Fire Department personnel, who are trained in emergency rescue, can then enter the building and assist the person in exiting the building, either down the stairs or using the emergency elevator recall.

While staying in place, the person who uses a wheelchair should remain in direct contact with emergency services by calling 911 or 322-2745 and reporting his/her location directly.

*Stairway evacuation of persons who use a wheelchair should be conducted by trained professionals from emergency services. Only in situations of extreme danger should untrained people attempt to evacuate these individuals. If this must be attempted, one possibility is the following:*

### **Two-Person Cradle**

- Wait until other evacuees have moved down the stairwell.
- The two helpers stand on either side of the individual.
- They reach under the individual and lift them out in a cradle.
- Helpers control the descent by walking slowly and cautiously.
- NEVER leave a wheelchair in a stairwell.

Or, another technique is:

### **Office Chair Evacuation**

- Transfer the individual needing assistance to a sturdy office chair.
- One helper gently leans the chair backwards.
- The other helper faces the chair and holds onto the front legs of the chair. Both helpers will lift the chair simultaneously, lifting with their legs and not their backs.
- The helpers control the descent by bending their legs and keeping their backs straight.

### **Persons with Mobility Impairments Who Do Not Use a Wheelchair**

Persons with mobility impairments who are able to walk independently should be able to negotiate stairs in an emergency with minor assistance. The individual should wait until the heavy traffic has cleared on the stairwell before attempting to exit. There should be at least one evacuation assistant with the individual, to assist if needed.

### **Persons with Hearing Impairments**

Some buildings on campus are equipped with fire strobe lights, however, some are not. Persons with hearing impairments may not hear audio alarms and will need to be alerted to emergency situations by an evacuation assistant.

### **Persons with Visual Impairments**

Most people with visual impairments will be familiar with their immediate surroundings and frequently traveled routes. Since the emergency evacuation route may be different from the commonly traveled route, persons with visual impairments may need assistance in evacuation. The evacuation assistant should offer his/her elbow to the individual with the visual impairment and guide him/her through the evacuation route. During the evacuation, the evacuation assistant should communicate as necessary to ensure safe evacuation.

## VKC Policy on Abuse and Neglect

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### VANDERBILT KENNEDY CENTER POLICY ON IDENTIFICATION AND REPORTING OF ABUSE, NEGLECT, AND/OR SEXUAL ABUSE

*Dec. 31, 2008*

Identification Criteria (when to report):

1. Identification Criteria.  
Refer to Vanderbilt University Medical (VUMC) policy at <https://mcapps.mc.vanderbilt.edu/E-Manual/Hpolicy.nsf>
  - a. Identification & Reporting of Child Abuse, Neglect and /or Sexual Abuse, OP 20-10.26, III A
  - b. Identification & Reporting of Adult Abuse, Neglect and/or Exploitation, OP 20-10-25, III A & B
  
2. Reporting Procedure:
  - a. Contact Carol Rabideau, Vanderbilt Kennedy Center social worker, who will do an assessment, coordinate services, and discuss the plan of action with the reporting staff. (See contact information below).
  - b. Social worker will determine whether it is appropriate to contact Vanderbilt CARE (Child Abuse Review and Evaluation) Committee/Team to assist with evaluation. CARE is called upon to assist in the evaluation if the Kennedy Center staff and social work cannot determine whether or not a situation requires reporting, or if the staff have any questions.
  - c. Social worker will, if appropriate, contact Department of Children's Services (DCS) Medical/Legal Hotline at **1-877-237-0026**, or Department of Human Services, Adult Protective Services at **1-888-277-8366**.
  - d. With input from social work and reporting staff, DCS will seek medical evaluation if indicated.
  - e. Social worker will follow-up on decisions.
  - f. Social worker will document incident, providing for security and confidentiality of records:
    - i. For a child/adult who is also a VUMC clinic patient, documentation will be made in the VUMC electronic medical record system (Star Panel).
    - ii. For non-VUMC clinic patients, written records will be stored in a locked cabinet in social worker's office. To comply with required practices, records must not be left on desktop or in view; computer workstations must be logged off and password-protected; doors must be closed and locked.
    - iii. Written records will be retained until the age of majority, or 10 years for adults. Records will be destroyed on a specific schedule
    - iv. Reporting staff member will also complete a short incident report form.

3. Staff should remain with the child/adult if there is concern about imminent danger.
4. If concerns about abuse or neglect arise during a community or home visit, contact social worker for assistance, as above.
5. Contact Information: Carol Rabideau can be reached in her office M-F between 8am-4:30pm, (615) 936-5122. After 4:30pm, she can be reached at (615) 403-5598.

At any point in this process, the reporting staff member may immediately and directly contact DCS and/or law enforcement. The Kennedy Center complies with Tennessee law that requires any person to report known or suspected child abuse, neglect, or sexual abuse to appropriate agencies and/or law enforcement. Any individual, who disagrees with a decision that a case is not reportable and still believes the situation reasonably indicates that abuse or neglect has occurred, will make a report directly to DCS.

If there are concerns about your or a child's/adult's personal safety, contact Vanderbilt Campus Police (322-2745) or call 911.

## Overview of Disabilities

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### Using People First Language

Since the VKC is committed to supporting individuals with disabilities across the life span, we encourage all trainees, faculty, and staff to be familiar with, to use, and thus to model for others People First Language. The underlying philosophy is that individuals are people first, not their disability. Thus, one refers to someone as “John” rather than “the boy with Down syndrome.” Or one speaks of “someone who uses a wheelchair” rather than “someone confined to a wheelchair.” These may seem like small differences in perspective, but they are very important to the individuals.

For further examples of People First Language, go to <http://www.dmh.missouri.gov/sikeston/people.htm> or <http://www.publicimagesnetwork.org/first.html>

For further examples of disability etiquette, go to <http://www.mcil.org/mcil>

### Accessibility Within VKC

To support individuals with disabilities, the VKC is equipped with an accessible bathroom just off the lobby on the second floor of the VKC/MRL Building.

An entrance ramp to the VKC/MRL Building and pushbutton-controlled automatic doors facilitate entry to the building and adjoining hallways.

An accessible emergency pull alarm is also available in the VKC lobby.

Braille signage is available on room numbers and in public access areas such as the second-floor restrooms.

All employees are trained and encouraged to offer supports or assistance to individuals who may need assistance. But, remember to do so in a way that does not disregard their independence.

### Disability Defined

The legal definition. As defined by the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (Public Law 106-402), the term “developmental disability” means a severe, chronic disability of an individual that:

- Is attributable to a mental or physical impairment or a combination of mental and physical impairments;
- Is manifested before the individual attains the age of 22;
- Is likely to continue indefinitely;

- Results in substantial functional limitations in 3 or more of the following areas of major life activity: self-care, receptive and expressive living, and economic self-sufficiency; and
- Reflects the individual’s need for a combination and sequence of special, interdisciplinary, or generic services, individualized support or other forms of assistance that are of lifelong or extended duration and are individually planned and coordinated

When applied to infants and children, “developmental disability” encompasses individuals from birth to age 9, inclusive, who have a substantial developmental delay or specific congenital or acquired condition and may be considered to have a developmental disability without meeting three or more of the criteria above if the individuals, without services and supports, have a high probability of meeting those criteria later in life (downloaded from <http://aucd.org> on 10/19/07).

But disability is more than just a definition. “Disability is a natural part of the human experience...” (U.S. Developmental Disabilities Act and the Bill of Rights Act, 1993).

Changing paradigm: “We all have a disability or will have at some point...even if it is only temporary.”

### ***To Learn More:***

For more information on the Americans With Disability Act, visit:

<http://kc.vanderbilt.edu/tnpathfinder/advocacyada.html>

For more information on the history of disabilities, visit:

<http://americanhistory.si.edu/disabilityrights> and <http://www.disabilitymuseum.org>

For more information on specific disabilities, visit:

Kids Health <http://www.kidshealth.org>

National Information Center on Children and Youth With Disabilities

<http://www.nichcy.org>

Search the internet by entering the specific disability

American Academy of Pediatrics <http://www.aap.org>

Centers for Disease Control and Prevention <http://www.cdc.gov>

Tennessee Disability Pathfinder <http://www.familypathfinder.org>

## Training at the Vanderbilt Kennedy Center

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Training is a critical part of the University's mission of training, service, and research. As such, it is an important part of the IDDRC, TRIAD, UCEDD, and LEND (MIND).

The presence of faculty from a variety of academic disciplines and Vanderbilt schools provides an ideal opportunity for interdisciplinary training.

### Training through the IDDRC

The VKC IDDRC administers several doctoral/postdoctoral research training programs:

Biobehavioral Interventions Training Program (funded by National Institutes of Health Roadmaps)

Life-Span Development of Normal and Abnormal Development [Developmental Psychopathology] (funded by National Institute of Mental Health)

Research Behavioral Scientists in Intellectual and Developmental Disabilities [Developmental Disabilities Research Training Program] (funded by National Institute of Child Health and Human Development)

The VKC IDDRC also is affiliated with related Vanderbilt research training programs. Examples include:

- Graduate Neuroscience Training
- Vision Research Training
- Neurogenomics Research Training
- Training in Biomedical MRI and MRS
- Special Education Graduate Programs

The VKC UCEDD Director of Training, Terri Urbano, chairs an Interdisciplinary Training Council that consists of members of the VKC and VKC-related training programs across campus. The purpose of this group is to enhance the coordination and communication of disability-related training experiences.

### Training through TRIAD

TRIAD provides clinical and research training to a variety of interdisciplinary trainees interested in developing specialized knowledge and skills in autism. TRIAD also provides training for community personnel, professionals, and school administrators and teachers regarding supporting children with autism in schools. Finally, TRIAD provides specialized training for parents of young children with autism.

### Training through the VKC UCEDD

Training is one of the four major foci of all UCEDDs. Preservice training is open to a student in any discipline at any university academic level, provided they work under the supervision of a

UCEDD faculty member. Trainees include representatives of the fields of divinity, medicine, nursing, social work, and special education.

Trainees enter the program under the sponsorship of a faculty member in the trainee's home program. A UCEDD faculty member must agree to supervise/mentor the trainee during the time at the UCEDD. Faculty meet with the Training Director regarding suitability, long-term goals, training opportunities, and guidelines. Jointly it is agreed whether or not the trainee could benefit from participation in the training program. The faculty member then coordinates training opportunities with the Training Director and other faculty/program representatives.

Trainees (regardless of discipline) are categorized by length of time spent at the UCEDD:

Short-term: 9-40 hours  
Intermediate: 41-300 hours  
Long-term: More than 300 hours

Trainees are expected to successfully achieve core competencies. Additional didactic, clinic, service learning, and research opportunities are developed individually with the trainee, faculty member, and affiliated academic program. Trainees are invited to participate in the wealth of VKC training opportunities. Trainees have frequent guided interactions with supervising faculty. They are encouraged to develop or participate in the development of appropriate products for dissemination.

Participating faculty conduct an exit evaluation to determine attainment of competencies and evaluate the training experience. Successful trainees receive a certificate documenting training.

Intake information on individual trainees is maintained through the NIRS (National Information Reporting System) database, a national AUCD project. They also are followed at intervals of 1, 5, and 10 years to survey the long-term impact of training on career development.

### **Training through the VKC LEND Training Program (MIND)**

Leadership and advanced interdisciplinary training are the foci of the MIND training program. This program is open to students in specific health-related disciplines currently in participating graduate or postgraduate programs at Vanderbilt, Meharry Medical College, University of Tennessee, Belmont University, or Tennessee State University. Partial funding is available to support a limited number of trainees.

Trainees (regardless of discipline) are categorized by length of time spent in the MIND program:

Short term: 9-40 hours  
Medium term: 41-300 hours  
Long-term: More than 300 hours

Trainees are expected to successfully achieve core competencies and a formalized training program. Additional didactic, clinical, service learning, and research opportunities are developed individually with the trainee, faculty member, and affiliated academic program. Trainees are

invited to participate in the wealth of VKC training opportunities. Trainees have frequent guided interactions with supervising faculty. They are encouraged to develop or to participate in the development of appropriate products for dissemination. Trainees all complete the training and experiences identified in an Individualized Training Plan.

Intake information on individual trainees is maintained through the NIRS database, a national AUCD project. They are also followed at intervals of 1, 5, and 10 years to survey the long-term impact of training on career development.

### **AUCD Support of Long-Term Trainees**

AUCD attempts to contribute to the development of this next generation of leaders by connecting them with the learning and employment opportunities available within the network, providing professional development and networking opportunities, and promoting a community of practice that welcomes graduates of Center programs.

### **The AUCD Trainee Webpage: [www.aucd.org](http://www.aucd.org)**

A section of the AUCD webpage is dedicated solely to trainees. On this page are listed a number of opportunities available to trainees in AUCD that are not available to trainees at other medical schools or universities. These opportunities include:

*Scholarships and travel stipends to attend national meetings.* AUCD is proud to support trainees to attend meetings at which nationally and internationally recognized speakers present.

*Interactive communication links to trainees from other network programs.* The Trainee Listserv and Message Board are open to all AUCD trainees. Ask a question about a program, find a trainee with a common research interest, or see what others feel about a topic in the news with the click of a button.

*Information on what other trainees are doing.* Read highlights and see photos submitted by trainees across the network of their training-related projects or trips.

*Opportunities to become involved in the AUCD network.* Trainees can participate on the six AUCD councils. Learn leadership skills by doing.

*Communications from the AUCD Virtual Trainee.* The Virtual Trainee is a current trainee who works from their home program to encourage communication and linkage among the entire network of trainees. During the course of a year, the Virtual Trainee will send messages on the listserv and post items on the website, so trainees are encouraged to check back often.

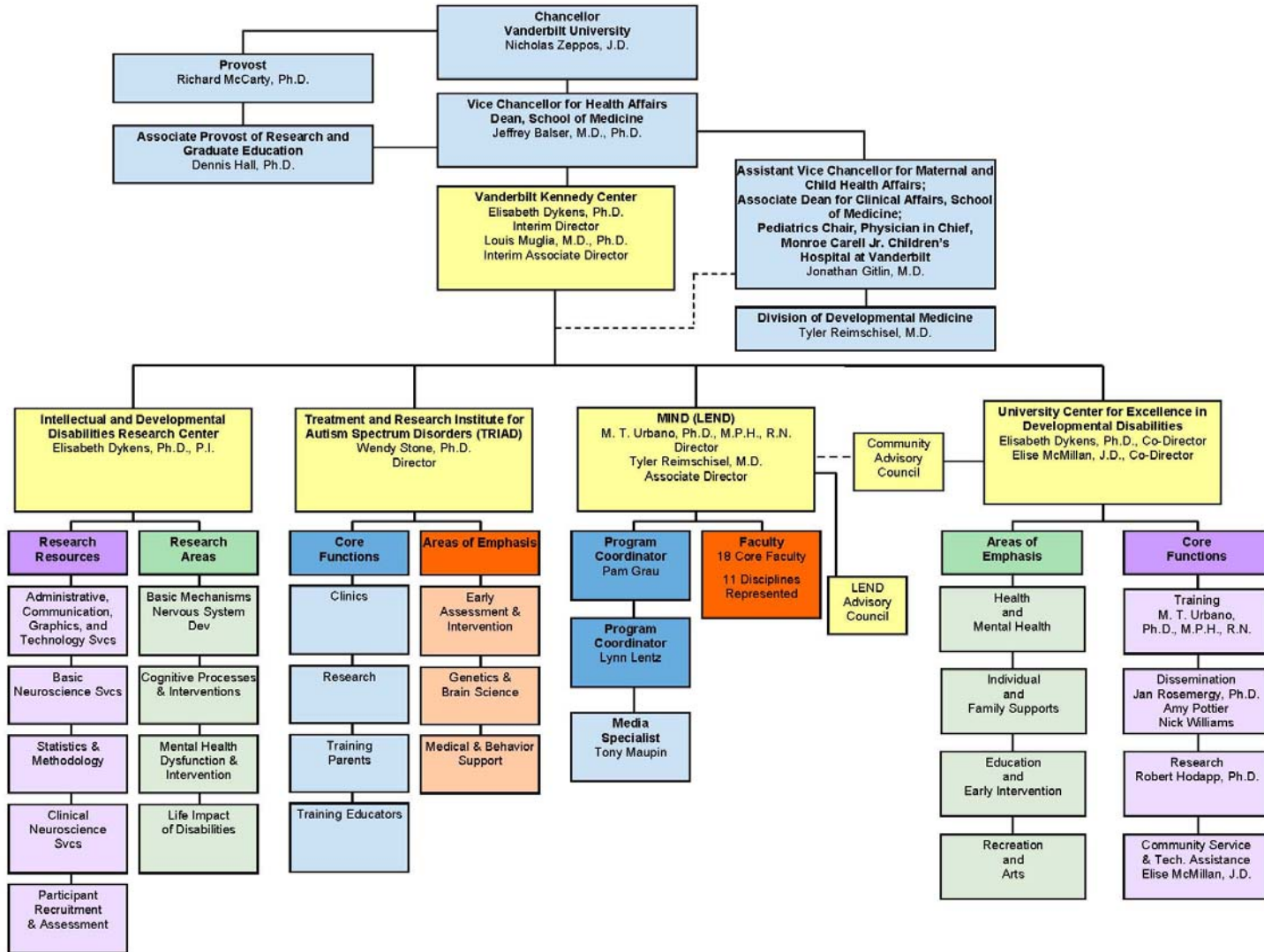
*Ability to connect with faculty and staff from any program within the AUCD network.* The Trainee Mentor Program is designed to pair interested trainees with faculty from any AUCD network program who has a similar interest. Find out more by visiting the trainee webpage at AUCD.

***AUCD newsletters and publications.*** Follow the AUCD quick links to read the network-wide *AUCDigest* newsletter, the *LEND Links* newsletter, weekly *AUCD Legislative News InBrief*, and more.

***Employment notices of particular interest to the field.*** AUCD continuously posts jobs available at the over 100 AUCD member locations around the country and world. If you are looking for a fellowship at places like the CDC, AUCD can help as well. Learn more by visiting the trainee web page of [www.aucd.org](http://www.aucd.org).

By being a trainee at an IDDRC, UCEDD or LEND, you have at your fingertips the resources of the entire AUCD network. These connections and information sources will be invaluable to you as you continue on your career path.

# Vanderbilt Kennedy Center Organizational Chart



July 2009