



4 *Training Tomorrow's Researchers*



6 *Overcoming Developmental Challenges of Prematurity*



8 *Research-Based Clinic for Struggling Readers*



11 *McNellis Art to be Exhibited at Nashville Public Library*

Discovery

Understanding and Treating Problem Behaviors

By Craig H. Kennedy, Ph.D.

Problem behaviors in persons with developmental disabilities are disturbing and isolating. These behaviors cause the person with disabilities, their families and other caregivers great stress. They increase the probability of restrictive school and living placements, and they are the leading reason why people remain in state residential facilities; in turn, this means increased costs, estimated at more than \$3.5 billion annually.

Today, problem behaviors are viewed as forms of aggression, directed toward self, others,

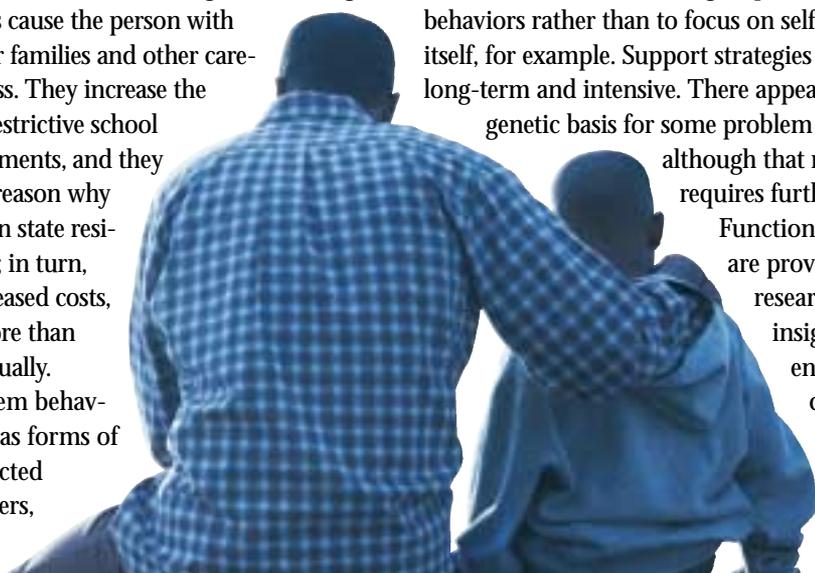
or the environment. We've discovered that it's more effective to treat them as a group of interrelated behaviors rather than to focus on self-injury by itself, for example. Support strategies need to be long-term and intensive. There appears to be a genetic basis for some problem behaviors, although that relationship still requires further research.

Functional assessments are providing researchers new insights into the environmental causes of problem behavior, which in turn will provide a

basis for developing more effective treatments.

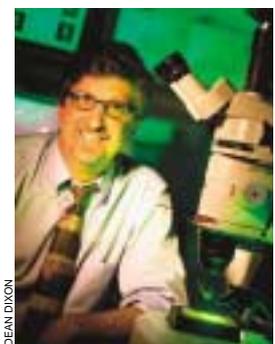
A person behaves in a particular way in response to something positive or negative in the environment. We observe a problem behavior to determine what positive stimuli occur or what negative stimuli are removed after that behavior. Although this type of analysis may sound simple, it's complex, because of the different patterns of reinforcement and wide range of stimuli involved across individuals. The goal of functional behavior analysis assessments is to identify the type of feedback mechanism maintaining the problem behavior. Reinforcers need to be defined individually and functionally. Functional assessments are often like solving a detective mystery. This assessment approach is successful in identifying environmental or social causes of problem behavior in about 70% of cases.

Continued on page 2



Director's Message

Tomorrow's Treatments, Today



Pat Levitt, Ph.D.

In this issue of *Discovery*, we share exciting new developments in our outreach program, including plans for a comprehensive center for families, and two clinics that will address problems in reading and behavior, respectively.

We will do this in collaboration with our partners across the entire Vanderbilt campus. I want to take this opportunity to discuss how the philosophy of our outreach program supports our over all mission.

Conducting research in the area of developmental disabilities *Continued on page 3*

A Passion for Education—Annette Eskind

Annette Eskind's involvement in public education began when the first of her two sons was ready for kindergarten. She took him to their neighborhood school and discovered that Nashville's public schools did not offer kindergarten.

"It was a turning point," she said, "and so I became involved."

When her son entered public school, she joined the PTA and found that they seemed to be more concerned about landscaping—which she acknowledges is important—than getting books for the nearly empty school library, which she saw as more important. She persevered, and a decent library was the result. And she was elected PTA president. As the Eskind children continued in public schools, more needs became apparent. A social worker by profession, Eskind had a

large vision of what was possible for our children and community.

When Metropolitan Government was created in 1964, resulting in a new, single school system with a new Board of Education, she was one of several community members appointed by the Mayor and Metro Council.

"We had wonderful people on the Board," Eskind said. "We were all in it to try and do something for the betterment of the public education of Nashville's children.

I feel very good about the public school system now," Eskind continued, and believes Dr. Pedro Garcia, the School Board, and principals and teachers are truly "committed to seeing this become one of the best school systems in the country, if not the best."

Several decades later, Nashville public schools are the better for

Continued on page 2



Problem Behaviors *from page one*

Although researchers know a great deal about the variables that maintain problem behaviors, we know little about their origins. Current views of their origins are emergence from stereotypy, emergence from health care needs, and response induction.

Stereotypies—behavior like body rocking, or hand waving or flapping—emerge early in typical and atypical development and are maintained by sensory consequences. Recent research indicates that these behaviors take on a social function and children learn to use them as a form of communication.

Once a behavior is troubling enough to require intervention, a caregiver may try to “extinguish” a behavior by ignoring it. This will likely increase the behavior’s frequency and variability. Ignored, a child who had been hand flapping gets more agitated, might hit himself, someone intervenes with social attention, and a new problem behavior is reinforced. The “extinction” process has induced a problem behavior.

Another cause is health issues. People with developmental disabilities have higher incidence rates of many health issues, such as sleep problems, gastrointestinal problems, allergies, and chronic ear infections. Individuals may be unable to communicate when they are in pain. At the same time, when a person is evaluated as having mental retardation, that takes precedence over their having other health conditions, which results in under-identification of health issues. Unaddressed health care needs can establish certain behaviors as functional, and problem behaviors may emerge.

A third cause of problem behavior is response induction. For example, I might have been taught to use a sign to request a cookie. On some occasion I’m in a situation where people are ignoring my request, I become

agitated and knock over a drink; to calm me down I’m given a cookie. I’ve just learned it’s more effective to create a fuss to get that cookie than to sign.

Future research at the John F. Kennedy Center will address several areas. First, we need to identify causes of problem behavior in the 30% of cases where functional assessments are unsuccessful in identifying its purposes and reinforcers. Second, behavioral processes leading to the genesis of behavior problems need to be documented.

Third, we should identify genetically based predispositions toward behavior

problems. Finally, health, education, and behavior-analytic assessments must be linked to guide comprehensive interventions.



Craig H. Kennedy, Ph.D., is associate professor of special education, John F. Kennedy Center investigator, and director of the Vanderbilt-Kennedy Behavioral Disorders Clinic.

Behavior Primer

THREE GENERAL TYPES

- Aggression toward self, or self-injury (e.g., biting, hitting, slapping, eye gouging)
- Aggression toward others (e.g., kicking, biting, scratching, slapping, head butting, spitting)
- Aggression toward environment (e.g., destroying furniture, breaking windows)

PREVALENCE

Estimates vary widely; best current estimates suggest rate of 12 to 15%, with higher occurrence in males (60%) than females (40%).

Prevalence as function of intellectual disability

- Moderate mental retardation 9%
- Severe mental retardation 29%
- Profound mental retardation 32%

Prevalence by placement

- Community 9%
- Institution 43%

Genetic disorders associated with problem behaviors (Not all persons with these genetic disorders will have problem behaviors)

- Autism spectrum disorders
- Down syndrome
- Fragile X syndrome
- Rett syndrome
- Many other lower-incidence syndromes

BOOKS

Lucyshyn, J. M., Dunlap, G., & Albin, R. W. (2002). *Families and positive behavior support*. Baltimore: Paul H. Brookes.

WEB

Florida’s Positive Behavior Support Project
www.fmhi.usf.edu/cfs/dares/flpbs

Annette Eskind *from page one*

Annette Eskind’s tireless advocacy and her talent for creating community partnerships to do important things for children.

“People should collaborate where there is expertise,” Eskind said, “and I felt that particularly in special education.” She saw the potential of collaboration between Metro Schools and the John F. Kennedy Center, and that partnership has been productive ever since.

“Annette Eskind has had the passion to build remarkable community resources,” said Kennedy Center director Pat Levitt. “More important, she has the vision to bring together different professionals to large partnerships that will result in great accomplishments in years to come.”

Eskind has a granddaughter entering the seventh grade who has special learning needs, and while her parents and grandparents have been able to get her the intervention needed, they realized the great need to advocate for other families with fewer resources. She fears that “we have children in our schools being disciplined for behavior problems when they need diagnosis and intervention for learning issues.”

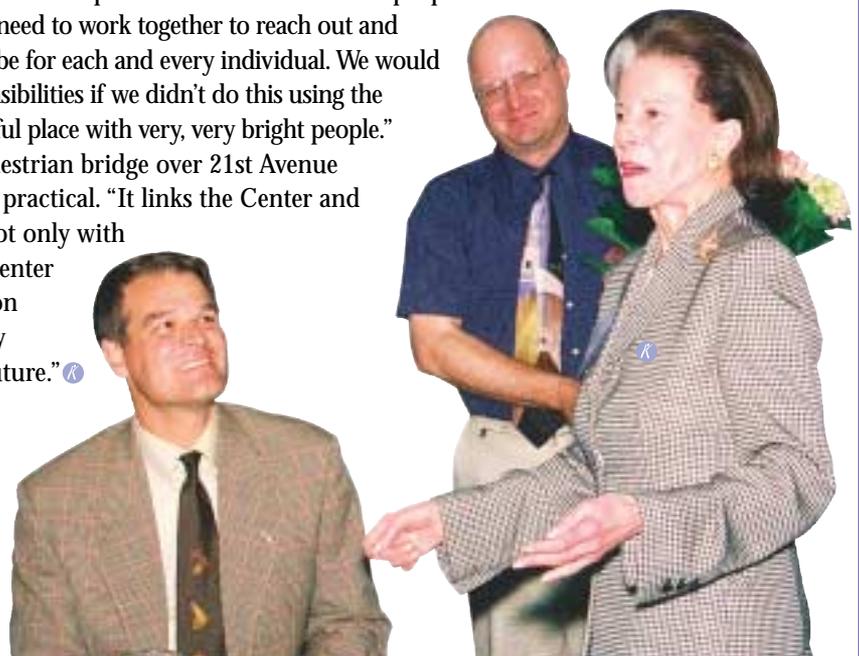
When she began her involvement with the John F. Kennedy Center, Eskind herself did not understand what the Center is, and its role within Vanderbilt University and all it could offer to the community, but she persevered, as she does in all things. Today she is the chair of the John F. Kennedy Center Leadership Council. Council members help keep the Center’s programs relevant by providing vital input regarding community needs and concerns. They also play an invaluable fund-raising role.

Eskind was also instrumental in the founding of the Nicholas Hobbs Donor Society, made up of donors who give \$1,000 or more annually to the Center or one of its programs. Through their gifts and volunteer resources, Nicholas Hobbs Society members advance groundbreaking research in human development.

“So much goes on here that is so important to meet the needs of people with learning disabilities. We need to work together to reach out and make life as positive as it can be for each and every individual. We would really be forsaking our responsibilities if we didn’t do this using the Kennedy Center, this wonderful place with very, very bright people.”

Eskind views the new pedestrian bridge over 21st Avenue South as symbolic as well as practical. “It links the Center and the things that go on here not only with Vanderbilt’s great Medical Center but all the areas that touch on learning disabilities. I’m very excited about the Center’s future.”

Annette Eskind with Orrin Ingram and Stephen Camarata at April 2003 meeting of John F. Kennedy Center’s Leadership Council



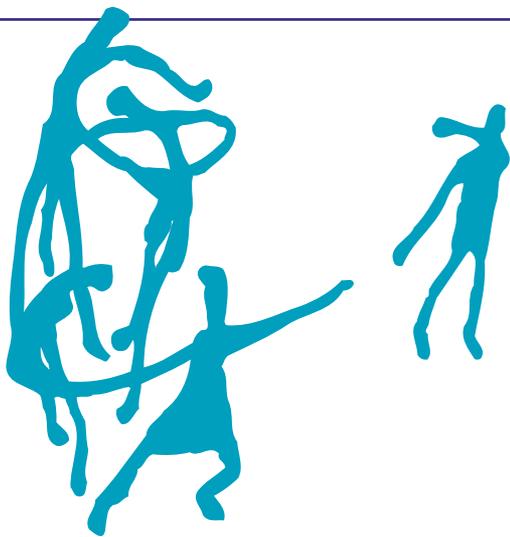
Director's Message *from page one*

is a lot like an accomplished group of jazz artists playing together. Ideas and theories serve as a type of musical score, a critical platform for creative improvisation among scientists. At the John F. Kennedy Center, we have faculty across the University and Medical Center who improvise with us, bringing their unique skills and voices to these all-important compositions.

Children with developmental disabilities and their families are not our audience, they are our key collaborators. Without their participation in research initiatives, ideas would remain scores unplayed. The critical interaction between researchers and children with disabilities and families is where the impact of ideas is felt—and where research becomes practice.

For many children and families who have, in a sense, heard it all before—all the things that can't be done to help them—innovative research can be music to their ears. It can make a very real and immediate difference in the lives of those who participate in studies, and through the technological wonders of the information age, quickly be shared with others worldwide. Never before has state-of-the-science translated so rapidly into state-of-the-practice.

The mission of the Kennedy Center outreach program is to not only deliver important educational messages and resources to people with disabilities, but to invite them to join us in creating new resources for a better tomorrow. *K*



John F. Kennedy Center Leadership Dinner

The John F. Kennedy Center will host a dinner in honor of our leadership volunteers and members of the Nicholas Hobbs Donor Society on Wednesday, October 22. For information on how you can become a Hobbs Society member, please contact the Kennedy Center Development Office, 615-322-8244. *K*

Leading the Vanguard of Discovery



STEPHEN M. CAMARATA, PH.D.

Professor of Hearing and Speech Sciences, Associate Professor of Special Education, John F. Kennedy Center Deputy Director for Communication and Learning Research

Joined John F. Kennedy Center 1991 Research Interests

Developmental disabilities including autism, Down syndrome, and intellectual disabilities. Early speech and language development and intervention. Neurological and genetic correlates of learning in people with disabilities.

Principal Investigator for

- Clinical Research Center on Language Intervention, National Institute on Deafness and Communication Disorders, 1998-2003
- Grammatical Morphology in Specific Language Impairment, Vanderbilt subcontract, National Institute of Child Health and Human Development, 2000-2005
- Speech-Intelligibility in Down Syndrome, National Institute of Child Health and Human Development, 2002-2004

Clinical Interests

Director and Lead Clinician, Scottish Rite Child Language Disorders Center, Vanderbilt Bill Wilkerson Center, serving children with speech and language disorders, including children with autism or mental retardation

Community Interests

- Parent Advisory Board, Hull-Jackson School (Metropolitan Nashville Public Schools)
- Advisory Board, Progress, Inc. (community-based transition services for people with disabilities)
- Director, Late Talking Children's Foundation

Honors

- Chair of Special Interest Division on Treatment Efficacy, American Speech-Language-Hearing Association, 1997-2001
- Editorial Consultant, *Journal of Speech and*

Hearing Research; Language, Speech, and Hearing Services in the Schools; Journal of Positive Behavior Intervention

- Service Provider of the Year (2001), Mayor's Advisory Committee for People with Disabilities, Metropolitan Nashville
- Distinguished Faculty Honoree, Vanderbilt University (2001)

Books

Assessment and Treatment of Language Disorders in Children (San Diego: Singular Publishing, in press).

Education

Ph.D. Speech Pathology and Audiology, Purdue University
Postdoctoral Fellowship, University of Arizona, Early Childhood Language Laboratory, Department of Speech and Hearing Sciences

Attraction to developmental disabilities research

When I was growing up, there was a fellow named Herbie who played with us. I didn't realize how unusual this was for the time, since most people with Down syndrome were institutionalized then. As I got older, I realized that many people didn't see Herbie as a valued member of the community in the way that we felt growing up.

I have always enjoyed working with children, including time as a Scout master and as a coach and an umpire while in college. When I began training as a clinician, it became clear that many aspects of intervention, although rooted in clinical knowledge, had not been examined in terms of research. It was only natural that this interest in clinical practice and improving services to people with disabilities would be a primary research interest.

Ironically, one of my own children has language learning disabilities and other associated learning challenges. This has served to further increase my research interest in developmental disabilities.

Reasons for Kennedy Center Membership

Vanderbilt's Kennedy Center is a tremendous place to interact with other researchers interested in developmental disabilities. In any one department, one or two other faculty may be conducting research on developmental disabilities. The Kennedy Center includes dozens and dozens! Steve Warren was acting director when I came to Vanderbilt in 1990. Soon after, Travis Thompson became director. Travis, Steve, and Ford Ebner created programs to support the interdisciplinary study of disabilities that included interfacing behavioral research, pharmacology, genetics, and neuroimaging. This has been very exciting, was very attractive, and continues to provide important support for my research interests. Pat Levitt's leadership builds upon this wonderful foundation. Basically, the Kennedy Center has been a great place to learn from other investigators and to conduct research designed to improve the lives of people with disabilities. *K*

Research News

On the Horizon of Discovery

New Grants Led by Kennedy Center Investigators

ANALYSIS OF PHOSPHORYLATION AND TRAFFICKING OF DOPAMINE TRANSPORTERS

Study of molecular biology of transporter genes for dopamine, a neurotransmitter involved in the regulation of neurological development and behavior

Randy Blakely, Ph.D., Allan D. Bass Professor of Pharmacology

Funding: National Institute on Drug Abuse Subcontract, University of North Dakota

PREVENTION OF DEPRESSION IN AT-RISK ADOLESCENTS

One of four interlocking studies to assess the impact of a group cognitive behavioral program on the prevention of depression in adolescents at risk for depression. Collaborative sites: Western Psychiatric Institute and Clinic (Pittsburgh), Kaiser Permanente Center for Health Research (Portland), Harvard University School of Medicine (Boston)

Judy Garber, Ph.D., professor of psychology and psychiatry, **Steven Hollon**, Ph.D., professor of psychology and psychiatry

Funding: National Institute of Mental Health

SLEEP ARCHITECTURE: INDIVIDUALS WITH MENTAL RETARDATION

Study of sleep architecture of people with mental retardation, and whether co-presence of autism interacts with level of mental retardation in determining sleep architecture

Craig Kennedy, Ph.D., associate professor of special education, **Mark Harvey**, Ph.D., Kennedy Center research associate

Funding: National Institute of Child Health and Human Development

CIRCADIAN PROGRAMS IN BACTERIA

A study of the structure, function, and expression patterns of the key clock protein, KaiC, and the fitness advantage conferred by circadian control of metabolism

Carl Johnson, Ph.D., professor of biological sciences

Funding: National Institute of General Medical Sciences

PROJECT PBS: A THREE-TIERED PREVENTION MODEL TO BETTER SERVE ALL STUDENTS

Implementation and evaluation of three-tier model of Positive Behavior Supports at a high school in a rural community

Kathleen Lane, Ph.D., assistant professor of special education

Funding: Office of Special Education Programs, U.S. Department of Education

GENETIC DISRUPTION OF SYNAPTIC FUNCTION AND PREFRONTAL CORTEX CIRCUITRY

Examination of hypothesis that alterations in synaptic function, with an onset during development, disrupts the extended process of pre- and postsynaptic growth and pruning that establishes functional circuitry during postnatal development, resulting in the anatomical and molecular

deficiencies present in schizophrenia

Pat Levitt, Ph.D., professor of pharmacology

Funding: National Institute of Mental Health Subproject of Univ. of Pittsburgh program project

GENE DISCOVERY IN A PUTATIVE MOUSE MODEL OF ADHD

Investigation of related differential gene expression and the relationship between gene expression and behavior using a mouse model of Attention Deficit Hyperactivity Disorder

Michael McDonald, Ph.D., assistant professor of pharmacology

Funding: National Institute of Neurological Disorders and Stroke

EARLY SOCIAL ORIENTING IN SIBLINGS OF CHILDREN WITH AUTISM SPECTRUM DISORDERS

Longitudinal study of the early development of four dimensions of social orienting comparing sibling groups among children with autism and other developmental disabilities

Wendy Stone, Ph.D., professor of pediatrics and psychology, **Tedra Walden**, Ph.D., professor of psychology, and **Paul Yoder**, Ph.D., professor of special education

Funding: National Institute of Child Health and Human Development

EFFECTS OF PRIOR EXPERIENCE ON CHILDREN'S USE OF SYMBOLS

Study of prior experience on young children's understanding and use of pictorial symbols (video and pictures)

Georgene Troseth, Ph.D., assistant professor of psychology

Funding: National Institute of Child Health and Human Development

Spotlight

Training the Next Generation

ANDREA MCDUFFIE

Doctoral Program

Early childhood special education

Major Advisor

Paul Yoder, Ph.D., professor of special education

Research Interests

Early language development of typically developing children and children with special needs, including the biological basis of language development and delay.

"The neuroscience training I've received has prepared me to look at the behaviors I'm interested in from the viewpoint of what may be happening in the brain."

Dissertation Research

Word learning in children with autism, examining how four prelinguistic variables—attention following motor imitation, commenting, requesting, and fast-mapping—are concurrently and longitudinally related to vocabulary development in children with autism.

How Kennedy Center Has Contributed to Training

- Mentoring by Kennedy Center researchers in diverse disciplines—

Paul Yoder, Ph.D., special education, Ford Ebner, Ph.D., psychology/cell biology, Susan Hespos, Ph.D., psychology and human development, Wendy Stone, Ph.D., pediatrics/psychology

"The commonality is the Kennedy Center. I've been facilitated and supported in having interdisciplinary course work and research experience to prepare me to pursue my own research interests. I think it is a definite advantage to have an interdisciplinary focus because there are so many ways to look at any problem."

- Access to EEG laboratory and Kennedy Center staff expertise
- Ability to work with staff and families of Susan Gray School to invite children to take part in language development research
- Guest lectures by and meetings with nationally and internationally renowned researchers

Andrea McDuffie and children from Susan Gray School.



Kennedy Center Researchers Hold New Endowed Chair

Lynn S. Fuchs, Ph.D., and Douglas Fuchs, Ph.D., professors of special education and John F. Kennedy Center investigators, will share the Nicholas Hobbs Chair in Special Education and Human Development, a newly endowed faculty chair in Peabody College's Department of Special Education. Sources of funding for the new chair are anonymous, and the Fuchs were able to suggest the name. They chose to honor the late Nicholas Hobbs. The two will hold the chair in rotation.

Members of the Vanderbilt faculty since 1985, Lynn Fuchs and Doug Fuchs have pioneered innovations in reading, math, assessment, and learning disabilities. Their concept of Peer-Assisted Learning Strategies (PALS) has been widely disseminated. Along with Kennedy Center investigators Donald Compton, Ph.D., and Dan Reschly, Ph.D., they are co-directors of a new National Research Center on Learning Disabilities. Earlier this year, the two received the Career Research Award of the Council for Exceptional Children.

Announcing their appointment, Camilla P. Benbow, Patricia and Rodes Hart Dean of Education and Human Development, said, "Lynn and Doug Fuchs are two of the leading faculty members whose scholarly work enabled Peabody to be ranked number one in the country in special education this year by *U.S. News & World Report*. It is very fitting that they be the first to hold Peabody's newest endowed chair."

A psychologist, Nicholas Hobbs helped to establish special education as a distinct discipline at Peabody in the 1950s and 60s. Hobbs also was instrumental in securing funding that led to the establishment of the John F. Kennedy Center for Research on Human Development. The Center's donor society is named in his honor. 

Lynn Fuchs, Ph.D., and
Doug Fuchs, Ph.D.



New Faculty

The John F. Kennedy Center announces the appointment of three new Vanderbilt faculty who will add to the Center's research strengths.



Elisabeth Dykens, Ph.D. and Robert Hodapp, Ph.D.

Elisabeth Dykens, Ph.D., professor of psychology, Peabody College; Kennedy Center deputy director, Research Program on Mood and Emotion, director, Clinical Research and Outreach. Formerly professor, Child and Adolescent Psychiatry Center for Neurobehavioral Genetics, UCLA; associate director, Tarjan Center for Excellence in Developmental Disabilities

Research: Identification of syndrome-

specific behavior patterns and cognitive and adaptive profiles and how these relate to genetic status and treatment

Robert Hodapp, Ph.D., professor of special education, Peabody College. Formerly professor, Graduate School of Education & Information Studies, UCLA

Research: Developmental approach to mental retardation, development in children with genetic disorders, mother-child interactions with children with disabilities

Susanne-Johanna Sterbing-D'Angelo, Ph.D., research assistant professor of psychology, College of Arts & Science. Formerly postdoctoral fellow in neuroscience, University of Connecticut Health Sciences Center

Research: Neural development of sound localization 



Susanne-Johanna
Sterbing-D'Angelo, Ph.D.

Accolades



DAVA JOHNSON

Pat Levitt, Ph.D.

Pat Levitt, Ph.D., Kennedy Center director and professor of pharmacology, has been named a **Fellow of the American Association for the Advancement of Science** in honor of his "pathbreaking research in mammalian brain

development and for contributions to understanding the biological basis of psychiatric disease."

Levitt is one of nine scientists nationwide and four communication consultants selected as members of the **National Scientific Panel on the Developing Child**, a five-year multidisciplinary collaboration to disseminate accessible research findings on early childhood development to the media, the public, and the nation's policymakers.

Randy Blakely, Ph.D., Allan D. Bass Professor of Pharmacology, director of the Center for Molecular Neuroscience and Kennedy Center investigator, has received **Vanderbilt's Charles R. Park Award** in recognition of his basic research

revealing insights into physiology and pathophysiology. Blakely's focus on neurotransmitter transporters has led to several internationally recognized discoveries.



Randy Blakely, Ph.D.



Edward Conture, Ph.D.

Edward Conture, Ph.D., professor of hearing and speech sciences and Kennedy Center investigator, received the 2003 Malcolm Fraser Award for Excellence from The Stuttering Foundation. "His record of contribution to our field and the people we are so intent

on helping indicate a scope of ability and accomplishment that is astonishing," said Walter Manning, Ph.D., associate professor and dean at The University of Memphis, in recommending Conture for the prestigious prize.

John A. Phillips III, M.D., David T. Karzon Professor of Pediatrics, professor of biochemistry and medicine, and Kennedy Center investigator, received the **Harvie Branscomb Distinguished Professor Award**, recognizing his work in the field of genetics. 



Susan Gray School for All Children

John F. Kennedy Center • Peabody College



Tyzandria and mom Tyvonya Battle

Milestones

The baby book is a spiral notebook. Weight 1 lb. 4 oz. Length 10 3/4 inches. Two tiny footprints, one inch long. On the second page is her “first hat”—made by a nurse because there were no hats that small—and “my first picture” on June 10, 1999, date of birth. Tyzandria Battle was born at 25 1/2 weeks because her mom’s kidneys were beginning to fail. Transferred to Vanderbilt Children’s Hospital for the specialized care she needed to survive, this tiny baby girl has lived up to her last name—she has indeed battled and today is thriving in the Susan Gray School’s Early Birds preschool classroom.

Her mom Tyvonya Battle said, “She had IVs everywhere but she dealt with it pretty good.” Those early challenges included heart surgery, lung problems, laser eye surgery.

“She was on oxygen and her vocal cords weren’t developed. You would see her cry but couldn’t hear it. I would talk to her and touch her hand. She liked when I touched her.”

“She had wonderful nurses and doctors, night and day,” Mrs. Battle continued, “and a social worker. Everybody would talk to you and give you the sense that they are behind you. They fell in love with her, too.”

Babies born very prematurely are at risk of having developmental delays or disabilities. Because of a family member who had also had a premature baby, Mrs. Battle knew to contact TEIS—the Tennessee Early Intervention System. Her nephew was already at the Susan Gray School, so she had heard it was a good school.

Michelle Wyatt, then an outreach teacher, began home visits to assist Mrs. Battle in supporting Tyzandria’s development.

At two, Tyzandria entered the Susan Gray School, “and she loved it,” Mrs. Battle said. She was pleased with the changes she began to see. “She had a lot of tantrums, really bad, and she just got better. It really helped, the talking.”

Tyzandria’s hearing and speech were evaluated at Vanderbilt’s Bill Wilkerson Center, and a speech therapist has seen her at the School.

“That’s one thing I love about the Susan Gray School,” Mrs. Battle said. “If your child needs the extra service, they can do it here at the School.”

Tyzandria made other progress that first year. “She learned how to associate with other kids,” Mrs. Battle said, “learning stuff like empathy, sharing. Being able to verbalize instead of just crying, and showing me ways of teaching her how to use her words.”

This year Tyzandria moved up to Early Birds. “It’s like a building block,” Mrs. Battle said, “In this classroom you learn this and in the next class you learn a little bit more. It’s very structured even though it doesn’t seem structured when you look at it.”

Mrs. Battle is amazed by Tyzandria’s teacher Carol Howard. “She’s always coming up with innovative things to keep their attention.” When Tyzandria first began in Early Birds, her attention was about 5 minutes and now it can be as much as 25 minutes.”

“She can count to 15, she knows her colors, her shapes, she knows a lot,” Mrs. Battle continued.

Tyzandria’s teachers commented that her language has improved dramatically, and they, too, comment on the improvement in her attention span and self-regulation.

Even though Mrs. Battle is on kidney dialysis and awaiting a transplant, she’s now feeling energetic enough to volunteer at the School twice a week.

Tyzandria’s teachers describe her as caring. “If someone gets hurt, she’s the first one to comfort them—just like her mother does as a volunteer.” She’s “feisty” and “determined,” and “follows through on what she’s started—no matter what.”



Tyzandria’s favorite toy is a stick horse—well, actually, it’s a unicorn—and she loves playing dress up. Her teachers say she loves to “cook”—pretend, cornmeal, play dough, sand, or mud puddles. She negotiates space on the back seat of a two-seat tricycle and happily rides around the playground with friends Dierra or Nadia.

“I think Susan Gray is a wonderful school,” Mrs. Battle said. “They have good teachers. I like the fact that it is not so big, they know my name, they know my child.”

Ruth Wolery, Ph.D., director of the Susan Gray School, believes it’s important for more families to know that early intervention resources are available in every state. “Obviously a child with a genetic syndrome can benefit from early intervention,” Wolery said, “but too often families don’t realize that other factors can put a child at developmental risk. And it’s a two-way street. Tyzandria and her mom have benefited from caring and competent health professionals and early educators—but we have benefited as well from a child who is enjoyed by her family, friends, and teachers and a wonderful mom who gives back time and caring. This is the kind of family and professional partnership we need.”

TYZANDRIA’S BABY BOOK OF MILESTONES

June 10 Born, 1 lb. 4 oz.

July 5 Day of heart surgery.

July 25 Tyzandria moved to Intermediate Nursery.

July 26 Tyzandria weighs 1 lb 15.5 ounces.

July 10-16 Tyzandria has started crying. I can actually hear her cry.

July 16-23 She knows who I am.

July 27-28 Reaching 2 lb mark. So proud of her. First picture without any equipment on her at all.

She smiles at me when I talk to her. When I kiss her on the forehead she smiles. What a good baby.

Aug 10-15 Gave her first tub bath. She was mad.

Aug 26 Most recent picture in Intermediate Nursery. In frilly white dress, after she’s had her bath, clothes, change, and warm bottle, all of which I did by myself. Isn’t she lovely.

Sept 21 Tyzandria came home. Tyzandria weighs 3 lb 1 oz. My heart is about to burst.

WHERE TO TURN FOR INFORMATION

Prematurity increases a child’s risk for developmental difficulties. Early identification of developmental difficulties and early intervention are critical for child and family outcomes.

• Tennessee Early Intervention System
1-800-852-7157

For other states, contact your state Council on Developmental Disabilities, or department of health or education.

• Zero to Three www.zerotothree.org/

The Susan Gray School provides inclusive education for young children with and without disabilities and support for their families. Its fourfold mission is providing high-quality service, supporting research, contributing to the training of future teachers and researchers, and demonstrating recommended practices as a national model. It is a program of the John F. Kennedy Center and Peabody College.

Spotlight



Above: Michelle Wyatt and SGS children play the piano donated by Pat and Harla Levitt. Right: Blair School of Music student Molly Robertson provided classroom experiences in music for Susan Gray School preschoolers



READY, SET, VAN GOGH!

There is a lack of research on practical programs for teachers that enhance multiple intelligences in visual arts, music, and movement. Ready, Set, Van Gogh! is an arts education curriculum in visual arts, music, and dance/drama for preschoolers with and without disabilities developed in 2002-03 at the Susan Gray School. Susan Eaton, Ed.D., research associate in special education, initiated and directed the project. Molly Robertson, visual artist Deborah Yoder, Amy Alley, music education faculty at Blair, and Marcia Jones Thom, teaching artist, led teacher in-services and student sessions. Eaton and SGS director Ruth Wolery, Ph.D. are seeking funding to produce a teacher's manual and supporting materials so that activities can be replicated in other preschool programs, and to design research related to the gains children make in their understanding and skill in the arts. *K*

EMMA HARR FUND ESTABLISHED

The Third Annual Cinco de Mayo fundraiser for the Susan Gray School, held May 3, made it possible to launch the Emma Harr Fund to support related services for speech, occupational, and physical therapy for children with developmental delays enrolled at the School or in its outreach program. Emma Harr (center in photo), a Susan Gray School alumna, inspired her aunt Jenni Moscardelli to start this fundraiser, along with her friend Leigh Ann Witt. "This event has provided us with a wonderful opportunity to raise funds for the School's programs and also get the word out about the wonderful programs here," said Moscardelli. "I know what a difference it made in Emma's life, and we want to make the resources available so that the program can grow and provide services to even more children in this area." *K*



Richard and Jenni Moscardelli, Paige and Emma Harr, and Bruce and Kathy Hancock, Emma's grandparents.

SGS News

SCHOOL RECEIVES NATIONAL ACCREDITATION

The Susan Gray School has earned accreditation by the National Association for the Education of Young Children, the nation's leading organization of early childhood professionals. "We're proud to be accredited by NAEYC and recognized for our commitment to reaching the highest professional standards," said Ruth Wolery, Ph.D., Susan Gray School director.

THREE-STAR RATING RENEWED

The Susan Gray School has again received the Tennessee 3-star rating, which signifies the highest quality among child care programs. The Star Quality system evaluates child care centers for their performance beyond the State's minimum licensing requirements.

JUNIOR LEAGUE OF NASHVILLE SUPPORT

A grant of \$3,600 from the Junior League of Nashville will help to support physical therapy. Ten volunteers have registered to work with the School in the coming year.

GRANT FOR ADAPTIVE TOYS

The Nashville Predators Foundation awarded a grant of \$875 to purchase specialized and adapted toys for Susan Gray School children with developmental delays or disabilities.

GIFT IN HONOR OF AMELIA STANWOOD

When their daughter Amelia Stanwood was born in May, Gregg Stanwood, Ph.D., and BethAnn McLaughlin, Ph.D., research assistant professors of pharmacology and Kennedy Center members, suggested to family and friends that gifts might be made to the School in her honor. These gifts enabled the purchase of an adaptive chair for children with muscle weakness. For information on honor or memorial gifts, call 615-322-8235.

CHILDREN'S LIBRARY PROJECT UNDERWAY

Peabody College librarians Sharon Weiner and Lee Ann Lannon are working with the School to build a children's library. Students in Peabody's Department of Leadership, Policy, and Organization are organizing a book drive. A kick-off celebration is planned for October 10. To donate to the library, contact 615-322-8200 or marva.d.greenwood@vanderbilt.edu.

BE AN ANGEL!

The School is planning its angel tree for December 2003; please contact 615-322-8200 or marva.d.greenwood@vanderbilt.edu if you can help. Hallmark Jeep Volkswagen Hyundai provided wonderful gifts for 60 "angels" on the Susan Gray School tree in December 2002. Our thanks to Hallmark's wonderful employees and to the many others who sponsored "angels." *K*

Take Part in Research

AUTISM STUDIES

Understanding How Children with Autism Recognize Faces and Objects (7 to 13 years)
Isabel Gauthier, Ph.D. 615-322-1778

Adult Sleep in Autism (18+ years)
Mark Harvey, Ph.D. 615-322-8177

Early Social Development in Autism (preschoolers with autism *or* PDD-NOS *or* developmental delay *and* infants who have an older sibling with autism *or* PDD-NOS)
TRIAD 615-936-0265

Imitation in Autism (24 to 47 months, must live locally)
Amy Swanson 615-936-0265

Genetic Studies in Autism and Related Disorders (4-22 years)
Genea Crockett 615-343-5855
www.autismgenes.org

Symbol Use in Young Children with Autism (2 to 5 years)
Georgene Troseth, Ph.D. 615-322-1522

Communication Therapy for Young Children with Autism Spectrum Disorders (18 to 60 months)
Melanie Jarzynka, M.A. 615-343-2941

COMMUNICATION STUDIES

Childhood Stuttering (3-5 years)
Judy Warren 615-936-5103

Talk, Talk, Talk: The Emergence of Language (12-16 months, 2.5 to 4 years)
Megan Saylor, Ph.D. 615-343-8721

Intervention Studies in Children with Minimal to Mild Hearing Loss (6-12 years, hearing loss)
Anne Marie Tharpe, Ph.D. 615-936-5109

Emotion Regulation and Child Speech (3-5 years)
Tedra Walden, Ph.D. 615-322-8141

DISABILITIES STUDIES

Genetic Studies of ADHD (4-14 years with a family history of ADD/ADHD)
Geri Rice 615-343-8010

Behavior and Development in Persons with Prader-Willi Syndrome
Elizabeth Roof 615-343-3330

Musical Interests in Persons with Williams Syndrome
Elizabeth Roof 615-343-3330

Sleeping and Developmental Disabilities (18-50 years)
Mark Harvey, Ph.D. 615-322-8177

Magnetic Resonance Imaging of Persons Who Self-Injure (18-50 years)
Mark Harvey, Ph.D. 615-322-8177

Cognitive Re-Development in Adults with Traumatic Brain Injuries (adults whose TBI occurred at least 2 years ago)
H. Carl Haywood, Ph.D. 615-383-8349

Linking Health Care and Functional Behavioral Assessments (5 to 22 years)
Craig Kennedy, Ph.D. 615-322-8178

INFANT AND YOUNG CHILDREN STUDIES

Infant Cognition Lab (3 to 12 months)
Sue Hespos, Ph.D. 615-343-7973

Improving Engagement Project (preschool teachers)
Amy Casey 615-936-3986

Use of Symbols: Words, Pictures, Video Images (2 to 3.5 years)
Georgene Troseth, Ph.D. 615-322-1522

MENTAL HEALTH STUDIES

Development in Children of Physically and Emotionally Healthy Parents (children 7-17 years and their parents)
Judy Garber, Ph.D. 615-343-8714

Studies of Perception, Memory, Creativity (relatives of patients diagnosed with bipolar or schizophrenia disorder)
Eric Spencer 615-322-3435

Treatment of Depression (persons 18 years and above with depression)
Richard Shelton, M.D. 615-343-9669

VISION STUDIES

Alphabetic Braille and Contracted Braille (children with light perception only or no light perception, potential to read Braille)
Anne Corn, Ed.D. 615-322-2249

For information on these and other studies see kc.vanderbilt.edu/kennedy/community/takingpart.html or call 615-343-2540. Local transportation can be provided if that would allow your family to take part in research. Some studies pay participants a modest amount for their time. 

Vanderbilt-Kennedy Family Outreach Center and Clinics

Opening Fall 2003, 1810 Edgehill. Contact Elise McMillan, J.D., Director of Community Outreach, 615-343-2540

VANDERBILT-KENNEDY FAMILY OUTREACH CENTER

Need: Disability services often seem fragmented and difficult for families to access. Families affected by disability may not know how to connect with research opportunities that might benefit them. New research is needed on how families can be better served.

Purpose: This family center will provide a single point of entry into the many research services

and supports of the Kennedy Center, Vanderbilt University, and the wider community.

Innovations: Transferring state-of-the-science to state-of-the-practice. Offers consultation with social worker, help in finding most appropriate clinics and services, connections with other families with similar situations, access to Pathfinder disability information and referral.

READING CLINIC

Need: One in five children has difficulty learning to read. Reading failure begins in kindergarten and is difficult to remediate beyond third grade, which argues for intervening early and intensively to correct reading failure.

Purpose: To provide intensive, individualized, one-to-one tutoring using assessment and instructional methods that research has demonstrated to be effective. Serving mostly children in primary grades.

Innovations: Emphasis is on treatment. Ongoing assessment of how student is doing session to session, week to week informs everyone—tutor, student, parent—of progress, and instructional program changes as needed.

BEHAVIOR DISORDERS CLINIC

Need: Many children and adults with developmental disabilities have behavior problems that interfere with typical development or functioning. Factors that contribute to the development of behavior disorders vary greatly.

Purpose: To provide comprehensive health, educational, and behavioral assessments to identify causes of behavior problems and to develop person-centered interventions.

Innovations: Comprehensive assessment: behavior analysis and medical and educational needs. Clinicians will follow up in daytime and home settings, training care providers in recommended interventions. Partnership with Vanderbilt Psychiatry and Nursing. Training in behavior analysis for Peabody College students. 



Outreach News

Summer Growth for “Campers”



Stephen Fowler and Jessica Mayer, Explorers Unlimited

When learning is a challenge, summer weeks need to count. At the same time, all kids need time to be with other kids, to have new experiences, and to have fun. A summer camp for students with Down syndrome and another for students with autism provide just this range of growth.

Explorers Unlimited, the second annual four-week summer academic camp for 12- to 22-

year-olds with Down syndrome, was held July 7-August 1. The camp provides an academic enrichment program for youth that builds on individual strengths in reading, math, and social awareness. The camp was sponsored by the John F. Kennedy Center and the **Down Syndrome Association of Middle Tennessee** and was held at the University School of Nashville. Arts education programming was provided by staff of the **Frist Center for the Visual Arts**. This is one of the first summer academic camps nationally for adolescents and young adults with Down syndrome. The camp was directed by Jane Lawrence, a master's degree student in special education at Peabody College. For information on 2004 Explorers, contact elise.mcmillan@vanderbilt.edu, or call 615-343-2540.

The third annual Vanderbilt TRIAD Summer Camp was held at the University School of Nashville in June 2003. Directed by Misty Ballew, M.A., CCC-SLP, this camp focused on teaching social skills to children with autism spectrum disorders from ages 6 to 11. The camp also included typically developing children of the same ages who served as peer models. Campers

participated in small group lessons, games, and activities that were designed to enhance the social skills of the children with autism. Many of the camp counselors were clinical psychology graduate students at Vanderbilt or students from other area universities. The Treatment and Research Institute for Autism Spectrum Disorders (TRIAD) is a program of Vanderbilt's Department of Pediatrics; its research component also is associated with the John F. Kennedy Center. For information, call TRIAD 615-936-0267. *K*



TRIAD Summer Camp for students with autism

The Britt Henderson Training Series for Educators

The annual Britt Henderson Training Series is made possible by an endowment from the Henderson family in memory of their son Britt. Its purpose is to provide training for general and special education teachers in public and private

schools in order to improve the quality of education for students with diverse learning needs.

“Partners in Learning: Empowering Teachers to Design and Implement Functional Assessment-Based Interventions” was the focus of the 2002-03 Seventh Annual Henderson Series led by Kathleen Lane, Ph.D., associate professor of special education, Peabody College, and a Kennedy Center investigator.

Participants were teams from several Williamson County Public Schools, including Hunters Bend Elementary, Winstead Elementary; and Currey Ingram Academy. The series culminated in a session in April 2003 at which school teams discussed posters showing interventions they had implemented and data on how the interventions had improved student performance.

For information on the 2003-04 series, contact Elise McMillan, 615-343-2540. *K*



Carol Henderson, whose family endowed the Henderson Training Series for Educators in memory of their son Britt, and Kathleen Lane, Ph.D., associate professor of special education, Peabody College, Kennedy Center investigator, and series faculty. Right: Emily Bigelow and Fred Robinson of Winstead Elementary School





Charity Golf Tournament

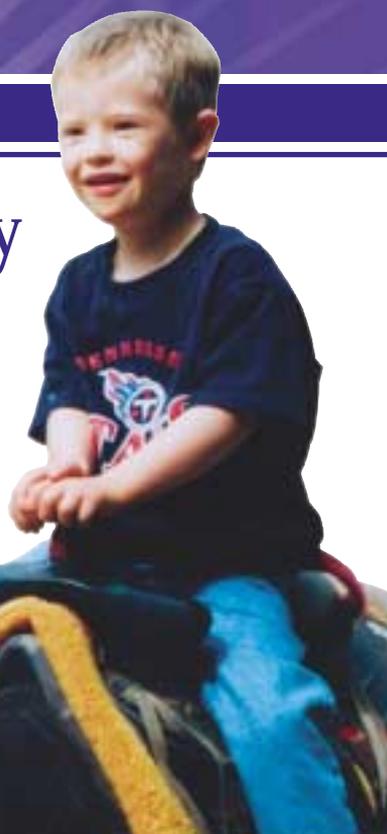


Mark Your Calendar!

Greystone Golf Club
 Friday, Sept. 12
 11 a.m. Registration Begins
 1:30 p.m. Shotgun Start
 Great golf, door prizes, cold beverages, lunch!
 Entry fee \$100 per player
 Contact Terri Smith
 615-300-0128 *K*

Chukkers for Charity

The John F. Kennedy Center and the Vanderbilt Ingram Cancer Center were patrons of this year's Chukkers for Charity, a polo tournament that raises funds for Saddle Up!, a therapeutic horseback riding program for children with disabilities, and the Rochelle Center, an organization with services for individuals with developmental disabilities. This year's event "An Afternoon in Argentina" was held June 28 at Riverview Farm. Competitors in the Chukkers game, sponsored by Union Planters Bank, included the local Vanderbilt University team against the Bud Light team out of St. Louis, headed by Billy Busch of Busch Beer fame. *K*



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 Mr. Kent Thiry and Ms. Denise O'Leary

For information about joining the Nicholas Hobbs Society or making Honor or Memorial gifts, contact the Development Office 615-322-8244.

Every effort has been made to ensure the accuracy of this report. If an error has been made, we offer our sincerest apology and ask that you bring it to our attention by contacting the Development Office. *K*

Spotlight



Leadership Council Meeting

At the John F. Kennedy Center's Leadership Council April 30th meeting, Orrin H. Ingram presented a vision of how research excellence can be achieved through a partnership between the University and dedicated community partners. Mr. Ingram is president and CEO of Ingram Industries and co-chair for Vanderbilt's Shape the Future campaign. *K*

Planned Giving

Whatever your circumstances or particular interest in the John F. Kennedy Center, the Vanderbilt Planned Giving office can help you achieve your charitable and personal goals, either by working directly with you or in partnership with your financial advisor. A deferred gift is one way to make a substantial and lasting gift to a place you value and to make a significant difference in the lives of persons affected by disabilities. For more information, contact:

Eva Daneker
 Planned Giving
 VU Station B 357756
 2301 Vanderbilt Place
 Nashville, Tennessee 37235-7756
 Telephone: 615-343-3113
 Fax: 615-343-8547
 E-mail: plannedgiving@vanderbilt.edu *K*

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Donors making a gift of appreciated securities not only help support research and research training, but benefit from a tax deduction and in most cases do not incur capital gains taxes and/or sales commission. For information on transferring gifts of securities contact:

Janelle Wilson
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 VU Station B 357731
 2301 Vanderbilt Place
 Nashville, Tennessee 37235-7731
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 Fax: (615) 343-5367
 E-mail: janelle.wilson@vanderbilt.edu
 Please indicate whether securities are held in physical certificate form, in a brokerage account (specify the brokerage firm), or in a mutual fund. *K*

Laura McNellis Exhibit at Nashville Public Library

For the first time since the John F. Kennedy Center began its series of exhibits of art by or about persons with disabilities, it is collaborating with the Nashville Public Library to bring the work of a truly exceptional artist to the community. The works of nationally renowned Laura Craig McNellis will be displayed in the Courtyard Gallery of the Nashville Main Library, 615 Church Street, October 10 through December 31. The exhibit is being curated by the Ricco/Maresca Gallery in New York City, which represents McNellis.

A public reception honoring Laura McNellis and her family and celebrating this community collaboration will be held on Thursday, Nov. 6, 6 to 8 p.m. at the Nashville Main Library. A panel presentation will be held on "Autism and Art: The Story of Laura Craig McNellis," at the Third Annual Conference on Innovations and Best Practices for Autism, on Friday, Nov. 7, at the Nashville Convention Center, within easy walking distance of the exhibit. Panelists will be Roger Ricco of the Ricco/Maresca Gallery and Laura's sisters Pat McNellis and Lynn Strange.

"Laura's work is amazing," said Pat Levitt, Ph.D., Kennedy Center director. "One of the many things that attracted to me to the Kennedy Center was seeing its exhibits of art by and about persons with disabilities. Since brain development and disorders like schizophrenia are my own area of research, I know well that persons with developmental brain disorders sometimes have unique creative gifts. Their art gives us fresh views of the world, and makes us aware of how limiting our assumptions sometimes are about what persons with disabilities can contribute."

McNellis is a Nashville native who now lives in North Carolina where she is part of the Studio XI/Signature Home. Laura was born in Nashville in 1957 and has developmental disabilities and autism, although this latter diagnosis



Artwork by Laura McNellis

was not made until she was an adult.

McNellis has been painting with tempera and watercolor since early childhood. Her work is an eloquent expression of emotional depth and provides a vivid record of her powers of observation. Her depiction of the persons, objects, and events she encounters everyday makes it clear that she sees a different world, though in no way reduced, and that she has the ability to describe that world in a powerful and beautiful way.

Since 1992, McNellis's work has been represented by the Ricco/Maresca Gallery in New York City, which is regarded as one of the finest venues of Outsider and Self-Taught art in the country. Discussions of McNellis and her work appear in *American Self-Taught*, by Frank Maresca and Roger Ricco (Knopf, 1993) and in *Contemporary American Folk Art: A Collector's Guide*, by Chuck and Jan Rosenak (Abbeville Press, 1996).

For information on this exhibit, contact elise.mcmillan@vanderbilt.edu, 615-343-2540. 

Fall Art Exhibit and Art Cards

The September opening of "Creative Expressions IX" will mark the ninth anniversary of the arts collaboration between the John F. Kennedy Center and the Nashville Mayor's Advisory Committee for People with Disabilities. Its purpose is to showcase the creative talents of artists with disabilities, providing them an opportunity to have their work viewed by the public and to be included in the arts community. The Kennedy Center will also host the annual October awards recognizing disability related contributions (see Calendar of Events).

November will mark the opening of a unique photographic exhibit tentatively titled "Images for their Future," which features photographs of teachers of students with visual impairments. Photographers, all members of the Brentwood Camera Club, have volunteered their time and talents to create this showcase of dedicated teachers. The exhibit was conceived and organized by Anne Corn, Ed.D.,



Doug Lauer

Sailing

professor of special education at Peabody College and a John F. Kennedy Center member. Corn is known nationally and internationally for leadership on issues related to visual disabilities.

Visit the exhibits in the lobby of the Kennedy Center, Monday through Friday, 7:30 a.m. to 5:30 p.m., or virtually at kc.vanderbilt.edu/kennedy/art.

Also available from the Kennedy Center are a selection of original cards for honor or memorial gifts and note cards featuring original artwork created by artists with disabilities. Note cards are available in packets of eight for a suggested \$10 contribution to the Center. Honor/memorial cards can be purchased for any denomination. The Kennedy Center Development Office will mail one of our cards to the recipient or you can

fill out the card. Contact the Development Office 615-322-8244.

To reach out into the community, the Center invites organizations and businesses who are interested in displaying an exhibit organized by the Center to contact us. We also invite suggestions for future exhibits. Contact elise.mcmillan@vanderbilt.edu, 615-343-2540. 

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Visit Our New Site!



kc.vanderbilt.edu/kennedy

Discovery is a quarterly publication of the John F. Kennedy Center for Research on Human Development designed to educate our friends and the community, from Nashville to the nation.

National Institute of Child Health and Human Development designated National Mental Retardation and Developmental Disabilities Research Center.

The John F. Kennedy Center is committed to improving the quality of life of persons with disorders of thinking, learning, perception, communication, mood and emotion caused by disruption of typical development. The Center is a university-wide research, training, diagnosis, and treatment institute.

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Discovery is supported in part by Grant No. HD 15052 from NICHD.

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Fall 2003 Calendar of Events

Unless otherwise noted, events are free and open to the public. Events are subject to change. Check the calendar on our web site kc.vanderbilt.edu/kennedy or call 615-322-8240.  denote a Kennedy Center-sponsored or co-sponsored event.

September



SEPTEMBER 3

Grand Rounds

Catecholamine Genes and Attention Deficit Hyperactivity Disorder

Randy Blakely, Ph.D., Allan D. Bass Professor of Pharmacology, Director of Vanderbilt Center for Molecular Neuroscience, and John F. Kennedy Center Investigator

Light breakfast provided

Co-sponsor Vanderbilt Pediatrics Division of Child Development

Wednesday 8 a.m. Room 112

Kennedy Center/MRL Building

SEPTEMBER 12

Charity Golf Tournament by Waddell & Reed Financial Services

Great golf, door prizes, cold beverages, lunch! Entry fee \$100 per player.

Benefiting John F. Kennedy Center

Contact Terri Smith 615-300-0128

Friday 11 a.m. Registration Begins, 1:30 p.m.

Shotgun Start, Greystone Golf Club

SEPTEMBER 15

Arts and Disabilities Exhibits

Creative Expressions IX Exhibit

On display through October 31

Co-sponsor Nashville Mayor's Advisory Committee for People with Disabilities

Monday-Friday 7:30 a.m.-5:30 p.m.

Lobby Kennedy Center/MRL Building

SEPTEMBER 18

Autism Orientation

Registration required

Contact Autism Society of Middle Tennessee

615-385-2077

Thursday 6:30-8:30 p.m.

Vanderbilt Bill Wilkerson Center

SEPTEMBER 25

Autism Education Series

The Middle School Years: How to Survive the Transition

Craig Kennedy, Ph.D., Associate Professor of Special Education and Pediatrics and John F. Kennedy Center Investigator

Contact Autism Society of Middle Tennessee

615-385-2077

Thursday 6:30-8:30 p.m.

Vanderbilt Bill Wilkerson Center

Fall Session Dates to be Announced

Eighth Annual Britt Henderson Training Series for Educators

Empowering School Teams to Design and Implement Positive Behavioral Supports

A workshop series for area schools;

Participation of Middle Tennessee public and private schools by invitation

Contact Elise McMillan, J.D. 615-343-2540

Room 241 Kennedy Center/MRL Building

October

OCTOBER Date to be announced

Sibshop

For siblings, 7-12 years, of children with disabilities. Games, friends, discussions. Contact

Elise McMillan 615-343-2540

Saturday 10 a.m.-2 p.m. Room 241

Kennedy Center/MRL Building

DISABILITY AWARENESS MONTH

OCTOBER 1

Grand Rounds

KidTalk: Early Identification and Prevention of Language and Behavior Problems

Ann Kaiser, Ph.D., Professor of Special Education and Psychology, and John F. Kennedy Center Investigator

Light breakfast provided

Co-sponsor Vanderbilt Pediatrics Division of

Child Development

Wednesday 8 a.m. Room 112

Kennedy Center/MRL Building

OCTOBER 9

Special Guest Lecture

Disability Health Policy and Research

Margaret Giannini, M.D., Director of Office on Disability, U. S. Department of Health and Human Services

Thursday 4 p.m. Room 241

Kennedy Center/MRL Building

OCTOBER 9 or 10

Special Guest Lecture

Delivery of Health Services to People with Developmental Disabilities

Margaret Giannini, M.D., Director of Office on Disability, U. S. Department of Health and Human Services

Sponsored by Vanderbilt University

Medical Center

Details to be announced

OCTOBER 10

Celebration of Susan Gray School

Children's Library

Bring a children's book and join the party to begin a year-long celebration of the 35th anniversary of the Susan Gray School and to mark the launch of the new Children's Library.

An event in Vanderbilt's ExtraVUganza.

Contact Dale Greenwood 615-322-8200

Friday 4 p.m. Room 112

Kennedy Center/MRL Building

OCTOBER 10

Arts and Disabilities Community Exhibits

Laura McNellis: Retrospective Exhibit

On display through December 31

Co-sponsor Nashville Main Public Library

Monday-Thursday 9 a.m.-8 p.m., Friday 9

a.m.-6 p.m., Saturday 9 a.m.-5 p.m.,

Sunday 2-5 p.m.

Courtyard Gallery Nashville Main Library

615 Church Street

OCTOBER 14

Mayor's Advisory Committee Awards

Program and Reception

Public reception honoring award recipients and artists whose work is exhibited in Creative Expressions IX at the John F. Kennedy Center

Co-sponsor Nashville Mayor's Advisory

Committee for People with Disabilities
Tuesday 5 p.m. Room 241
Kennedy Center/MRL Building

OCTOBER 16

**Autism Education Series
The Genetics of Autism**

Jonathan Haines, Ph.D., Professor of Molecular Physiology and Biophysics, Director of Vanderbilt Program in Human Genetics, and John F. Kennedy Center Investigator
Contact Autism Society of Middle Tennessee 615-385-2077
Thursday 6:30-8:30 p.m.
Vanderbilt Bill Wilkerson Center

OCTOBER 18

Buddy Walk 2003

Contact Down Syndrome Association of Middle Tennessee 615-386-9002
Saturday Centennial Park

OCTOBER 22

John F. Kennedy Center Leadership Dinner

Honoring leadership volunteers and members of the Nicholas Hobbs Donor Society. By invitation. Contact Kennedy Center Development Office 615-322-8244

OCTOBER 25

Opening of Vanderbilt's Monroe Carrell Jr. Children's Hospital

Following Ribbon-Cutting Ceremony, a carnival-style celebration will be held with music and entertainment for children and their families
Saturday 11:30 a.m. Ribbon-Cutting Ceremony

OCTOBER Date to be announced

Sibshop

For siblings, 7-12 years, of children with disabilities. Games, friends, discussions. Contact Elise McMillan 615-343-2540
Saturday 10 a.m.-2 p.m. Room 241
Kennedy Center/MRL Building

November

NOVEMBER 2

Bowling event for families

Contact Elise McMillan 615-343-2540
Sunday Location to be announced

NOVEMBER 3 & 4

**Arts and Disabilities Exhibits
Images for Their Future**

Photographs of teachers of students with visual impairments by members of Brentwood

Camera Club. Exhibit organized by **Anne Corn**, Ed.D., Peabody College Professor of Special Education and Kennedy Center Member

Monday-Friday 7:30 a.m.-5:30 p.m.
Monday Exhibit Opens
Lobby Kennedy Center/MRL Building
Tuesday 5 p.m. Reception
Lobby Kennedy Center/MRL Building

NOVEMBER 5

Grand Rounds

A Neurobiological Hypothesis of Autism

Pat Levitt, Ph.D., Professor of Pharmacology, and John F. Kennedy Center Director
Light breakfast provided
Co-sponsor Vanderbilt Pediatrics Division of Child Development
Wednesday 8 a.m. Room 112
Kennedy Center/MRL Building

NOVEMBER 6

Reception—Laura McNellis: Restrospective

Public reception honoring artist Laura McNellis, her family, Ricco/Maresca Gallery, and welcoming friends of Nashville Public Library, John F. Kennedy Center, and the arts in Nashville

Exhibit on display in Courtyard Gallery through December 31

Co-sponsor Nashville Main Public Library
Thursday 6 p.m. Nashville Main Library
615 Church Street

NOVEMBER 7-8

Third Annual Conference on Innovations and Best Practices for Autism

Keynote Speakers

Susan Levy, M.D., Medical Director, Regional Autism Center, Children's Hospital of Philadelphia

Jerry Newport, Author of *Your Life is Not a Label: A Guide to Living Fully with Autism and Asperger's Syndrome*

Sponsored by Vanderbilt Treatment and Research Institute on Autism Spectrum Disorders (TRIAD), co-sponsored by John F. Kennedy Center

Contact Nanette Bahlinger, Vanderbilt Division of CME 615-322-0672

Friday 8 a.m.-5 p.m.

Saturday 8 a.m.-12 noon for physicians
Nashville Convention Center

NOVEMBER 7

Autism and Art: The Story of Laura Craig McNellis

As part of TRIAD conference (see above), panelists Roger Ricco of Ricco/Maresca Gallery, New York City, Laura Craig McNellis and sisters Pat McNellis and Lynn Strange will



present perspectives on the life and art of Laura Craig McNellis, an artist with developmental disabilities whose work is on exhibit at Nashville Main Library
Co-sponsored by Nashville Public Library and TRIAD
Friday 2:45 p.m. Nashville Convention Center

NOVEMBER 13

Autism Education Series

Estate/Investment Planning and Tax Advice: The Workshop That Will Save You Money

Contact Autism Society of Middle Tennessee 615-385-2077
Thursday 6:30-8:30 p.m.
Vanderbilt Bill Wilkerson Center

NOVEMBER 20

Lectures on Development and Developmental Disabilities

Title to be announced

Elizabeth S. Spelke, Ph.D., Professor of Psychology, Harvard University
Thursday 4 p.m. Room 241
Kennedy Center/MRL Building

NOVEMBER 20

Autism Orientation

Registration required
Contact Autism Society of Middle Tennessee 615-385-2077
Thursday 6:30-8:30 p.m.
Vanderbilt Bill Wilkerson Center

December

DECEMBER 3

Grand Rounds

Title to be announced

Melanie Lutembacher, Ph.D., A.P.R.N., B.C., Associate Professor of Nursing and Kennedy Center Member

Light breakfast provided

Co-sponsor Vanderbilt Pediatrics Division of Child Development
Wednesday 8 a.m. Room 112
Kennedy Center/MRL Building