

Montefiore | EINSTEIN

ROSE F. KENNEDY

UNIVERSITY CENTER FOR
EXCELLENCE IN
DEVELOPMENTAL
DISABILITIES

20 *Annual* 21 * *Report*

July 1, 2020 - June 30, 2021*

Exemplary Services,
Clinical Training, Research,
Community Education



ROSE F. KENNEDY



UNIVERSITY CENTER
FOR EXCELLENCE IN
DEVELOPMENTAL
DISABILITIES



20
21

RFK UCEDD

*ANNUAL
REPORT*

TABLE OF CONTENTS

3

**MESSAGE
FROM THE
DIRECTORS**

6

**GROWING
GARDENS
RFK HISTORY**

7

**2021 HIGHLIGHTS
A YEAR IN REVIEW**

8

**VAXFACT DDNY
ENGAGE & EDUCATE**

10

**CHILDREN AND YOUTH
SPECIAL HEALTH
CARE NEEDS PROJECT
(CYSHCN)**

14

**A RECIPE FOR
SUCCESS**

16

**PUTTING THE "U"
IN UCEDD**

18

GRANTS & CONTRACTS

20

**FUNDING AWARDS,
SCHOLARLY WORK
AND OTHER
PRODUCTS**

30

FACULTY & STAFF

MESSAGE FROM THE DIRECTORS

"For 65 years, the Rose F Kennedy University Center for Excellence in Developmental Disabilities (RFK UCEDD)..."

... has been a beacon of service, education and research.

The RFK Children's Rehabilitation and Evaluation Center (RFK CERC) in the Bronx, New York has been our home base. The RFK UCEDD is one of 67 in the US that partner with people with developmental disabilities (DD), their families, advocates, professionals, and organizations. The overarching goal for our work is to foster the independence, empowerment, and integration of persons with DD in their communities.

This year's highlights include the continued infusion of didactic and clinical DD training into the Einstein medical school curriculum. In FY2021, due to Covid-19, many of our community services and programs remained remote. Covid-19 grants continued to support educational and technical assistance to local community partners, families and individuals with DD.

Through our NYS Department of Health grant, Children and Youth with Special Health Care Needs (CYSHCN), we provide technical assistance to local health departments and education for families impacted by their children with complex health care needs.

Our FY2021's 52 conference talks and posters, 17 peer-review papers, and \$8.5 million in leveraged funds attest to our UCEDD's productivity.

"DDs are conditions that begin in childhood, impact physical cognitive, and/or social function and are often lifelong. They range from ADHD, autism, cerebral palsy and intellectual or learning disability to hearing/vision impairment."



Karen A. Bonuck
KAREN BONUCK, PH.D



Joanne F. Siegel
JOANNE F. SIEGEL, LCSW



"The overarching goal for our work is to foster the independence, empowerment, and integration of persons with DD in their communities."

Karen Bonuck Ph.D & Joanne Siegel, LCSW

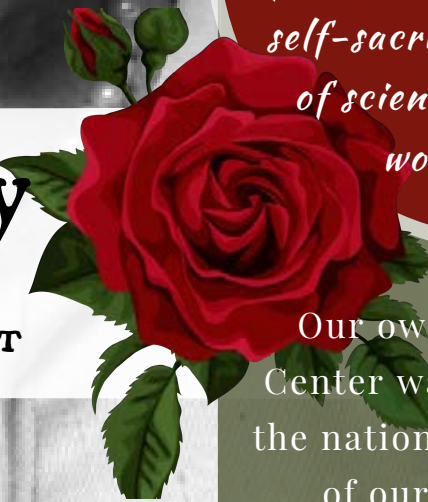


"I hope my name....may bring faith and hope and confidence to other mothers, as they realize the perseverance and zeal, the self-sacrifice and devotion, of scientists and doctors working here"

Rose F. Kennedy

July 22, 1890 - January 22, 1995

SOCIAL ACTIVIST AND PHILANTHROPIST



Our own Rose F. Kennedy Center was one of the first in the nation. We reflect on some of our most significant accomplishments. We also look toward the future as we continue our work to advance education, treatments and research that will promote the well-being of people with intellectual and developmental disabilities (IDDs).

Planting Roses

Well known for her philanthropic efforts Rose Kennedy lead the Grandparents' Parade at age 90 at the Special Olympics

President Kennedy helped establish the National Institute of Child Health and Development -- which then created 10 IDD research centers -- including one at Einstein.

During the 60's and 70's, a fiery group of Bronx mothers successfully advocated for their children with IDD. Our UCEDD remains inspired by their work.

GROWING GARDENS

NURTURING THE DEVELOPMENT OF
DIFFERENTLY ABLED CHILDREN AND ADULTS



HIGHLIGHTS OF 2021

Engage and Educate Project - ("VaxFactsDDNY") filled a gap in Covid-19 information for people with DD, their families, and agencies. The project held virtual Town Halls, produced videos and social media, and published peer-reviewed papers, VaxFactsDDNY's reach extended across New York City, New York State and the United States.

Children and Youth with Special Health Care Needs (CYSHCN) Project began as a 2-year \$725,000 grant from the New York State Department of Health, and was extended through 2024! Our partners include the State's 2 other UCEDDs and 58 local health departments.

NOTES

YEAR END
REVIEW

Developmental disabilities are a group of conditions due to an impairment in the domains of physical, learning, language, behavioral or social function. These conditions begin during the developmental period, may impact day-to-day functioning, and usually last throughout a person's lifetime. (Developmental Disabilities: Delivery of Medical Care for Children and Adults. I. Leslie Rubin and Allen C. Crocker. Philadelphia, Pa, Lea & Febiger, 1989

<https://www.cdc.gov/ncbddd/developmentaldisabilities/facts.html#:~:text=Developmental%20disabilities%20are%20a%20group,last%20throughout%20a%20person's%20lifetime.>

VAXFACTS DDNY

Engage & Educate

The infographic is a vertical rectangular graphic with a blue header, a yellow middle section, and a white footer. It features the VaxFactsDDNY logo, mission statement, funding information, and a list of partners. Social media icons for Twitter, Facebook, YouTube, and LinkedIn are included. The background of the infographic is a close-up of a person's mouth, showing teeth.

VAXFACTS DDNY

Sharing Science-Based COVID-19 Information with the Developmental Disabilities (DD) Community of New York State

Funded by: NYS DD Planning Council (DDPC)

WE ARE Community & clinical partners who create culturally sensitive, factual, media communications.

HOW WE HELP

We engage and educate families, self-advocates, and members of underserved communities.

- Share video experiences: "Why I Got Vaccinated"
- Curate a list of vaccine resources for professionals

- Share helpful and accurate vaccine information (@VaxFactsDDNY)
 - Twitter
 - Facebook
- Promote ways & tools for Professionals to reach their underserved communities
 - Facebook Group
 - LinkedIn

VAXFACTSDDNY PARTNERS

- New York State University Centers for Excellence in Developmental Disabilities (NYS UCEDDs)
- Autism Society Habilitation Organization (ASHO)
- Chinese-American Planning Council (CPC)
- Sinergia, Inc.
- NYS Office for People With Developmental Disabilities (OPWDD)
- Community Inclusion and Development Alliance (CIDA)
- Inter-Agency Council of New York (IAC)
- Special Olympics of New York (SONY)

Equipping the New York State Disability Community with science-based information about vaccines, the VaxFactsDDNY project provides updated information on the safety and effectiveness of COVID-19 vaccines from trusted sources, to help New York's Developmental Disabilities community make informed decisions about getting vaccinated.

The Engage and Educate Project ("VaxFactsDDNY") filled a gap in information for people with developmental disabilities, their families and agencies, through virtual Town Halls, original videos, social media outreach and peer-reviewed papers.

VAXFACTS DDNY

Engage & Educate

MAKING IT COUNT



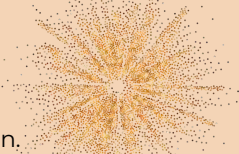
6 LANGUAGES

Providing VaxFacts DDNY in English, Spanish, Bengali, Chinese, Korean, and American Sign Language.



10 EVENTS

We've introduced events throughout the year supporting vaccine education.



SURVEYS

The VaxFacts DDNY designed surveys to capture real-time information to be used for as data later.



RESEARCH ARTICLE

SOCIAL MEDIA ACCOUNTS



SERVED



181

INDIVIDUALS WITH INTELLECTUAL AND/OR DEVELOPMENTAL DISABILITIES (ID/DD)



FAMILY MEMBERS OF INDIVIDUALS WITH ID/DD

804

1,041

ALL OTHERS

PARTNER ORGANIZATIONS (8)



UNIVERSITY OF ROCHESTER



Westchester Institute for Human Development

Children and Youth Special Health Care Needs (CYSHCN) Project



The CYSHCN Project began as a 2-year \$725,000 grant from the New York State Department of Health IN 2019. It was extended until 2024!

The RFK UCEDD-- with New York State's two other UCEDDs-- provides education and training for professionals and families, along with technical assistance to the state's 58 local health department (LHD) CYSHCN programs. With the other state UCEDDs we collected and indexed 450 disability resources for a planned statewide directory.

Webinars included:

- Serving Families with Mental Health Needs During Covid-19
- Supporting Youth Through Health Care, Recreation and Employment Transitions
- Serving LGBTQ+ People with IDD

“

"I wish our world was more accepting and understanding of our individual differences. It is time to embrace diversity!! I would like to use this information to support and assist youth and families as they navigate their journey and explore their identities."

[LGBTQ+ webinar attendee]

”

“

It was very helpful to hear a personal story. This informs our approach in being sensitive to naming the issue and getting buy in from the client.

[Mental Health webinar attendee]

”

Through group discussions and 1-on-1 interviews, our CYSHCN team gathered data about accessing services and supports.



One of the project goals is to continue sharing information and resources with families. Families appreciate the sharing of information!

“ Thank you very much for sharing this free bike helmet event today and everything else you have been sharing!
Parent from Nassau County ”

“ Interested, thank you for this information!
Parent from Brooklyn ”

“ Thank you for the information!
Parent from Brooklyn ”

“ Please continue to send me info and updates related to your work. I'm glad to stay connected.
Parent from Nassau ”

“ He is a one-year-old boy in a body of a thirteen year old.
Parent from Manhattan ”



CHILDREN AND YOUTH WITH SPECIAL HEALTH CARE NEEDS PROJECT (CYSHCN)

11
Group Discussions with 62 English-Speaking families
6 Individual Interviews

4
Group Discussions with 18 Mandarin-speaking families
7 Individual Interviews

3
Group Discussions with 19 Spanish-speaking families
4 Individual Interviews



THE KID/TEEN SCENE

The 2020-2021 Kid Teen Scene magazine was created by patients who attend the Fisher Landau Center for Treatment of Learning Disabilities. Despite the technological obstacles presented via telecommunication, our therapist joined our writers in the creative process by guiding them and helping them to express themselves.

The issue shown here includes pieces on: remote learning, apps, streaming, new gadgets, and how to protect yourself in a zombie apocalypse.



Teen Scene PAGE 1
AUGUST 2021
VOLUME 18, ISSUE 1

INSIDE THIS ISSUE:

- Victor 1
- Patricia 3
- Luis 4
- Daniel 6
- Jerry 7
- Blanca 8
- Theresa 9
- Jesus 10
- Natalie 12
- Adrian 13

How to survive a zombie apocalypse by Victor

The zombie plague is a rapidly spreading virus that is most likely existing every day. How does it spread? Zombies are humans that have been infected with it. The virus destroys the cells in humans. You never know when a zombie apocalypse might happen. Therefore, it could be useful for people to read and learn about a zombie apocalypse. Also, the US government should be prepared in case an outbreak occurs. Maybe the government should release information to help the public if there is a zombie apocalypse.

It is important for people to know what zombies might look like and how they can be infected. A zombie disease starts with an infection that was accidentally created by a person or scientist who works for a different government. At first only a small number of people might get infected so that it will be hard to notice because infections start out very small and then spread widely. People get infected by DNA from zombies, for example, getting bitten or getting zombie substances inside of a cut or an open wound. It can take a few minutes to start turning into a zombie if a human is infected. They need to show symptoms of being a zombie in order to infect others, for example, they might have fever, sweating, coughing, vomiting, bleeding from their nose, and eye irritation. These symptoms come on slowly and progressively in stages. It might take days to fully turn into a zombie if infected with that DNA, but if a human is bitten by a zombie it will take a shorter time. Zombies are walking corpses because their bodies are decaying. Zombies behave weirdly, almost as if they are infected with rabies. Zombies do lots of thinking and have skin changes, almost as if their skin is itching. They do not have real facial expressions but look dead inside. Zombies move very slowly, so you have enough time if you need to get away from them.

(continued on Page 2)

Kid Scene
AUGUST 2021
VOLUME 4, ISSUE 1

How to use TIKTOK:
"TikTok is used by young people to express themselves through singing, dancing, comedy, and lip-syncing videos."

My Favorite Things
"Things that I am really interested in include legos, hot wheels, real blades, and fidget magnets."

Netflix's Empire
"What I love about Netflix is it does not have commercials because I dislike commercials."

How to survive a zombie apocalypse
"If you want to learn even more about zombies, I would recommend watching movies, TV series, or reading comic books about zombies"

COO
"COO, also known as Charlie Green, is a YouTuber that sings."

The Star Wars Book
"My number one favorite movie is STAR WARS Episode II - Revenge of the Sith with my review of 5.5/10."

My Future Hobbies and Goals
"One of my goals is to go to Mexico with my family in the future."



Family Sessions

NYS CYSHCN Project

The CYSHCN team coached Family Trainees in our Leadership Education in Neuro-developmental and related Disabilities (LEND) program. During weekly online sessions the team helped the trainees to prepare and deliver a presentation on their child, applying knowledge and terminology from their LEND course work.



Annual Virtual Meeting with all the LEND Family Trainees components (Graduates and current ones from the 2020/2021 year).

RFK UCEDD helped RFK CERC staff host a 3-part webinar series: "Transition Planning in Uncertain Times" during #COVID19. Designed for youth/young adults with intellectual, developmental, and learning disabilities, to inform families on how to make informed decisions regarding the post-secondary options of education, employment, and independent living

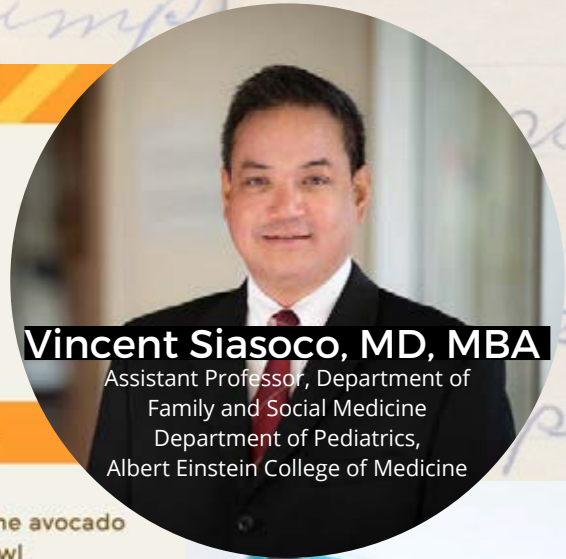
RFK CERC hosted a vaccine clinic for their patients aged 12 + and their families on June 25th, 2021, and July 16th, 2021. The clinic accommodated the needs of people with DD, including a separate room for children with behavioral and/or sensory needs. Montefiore staff provided supplies and staff to deliver vaccinations. Thanks to the hard work of our team, a total of 34 patients were able to be fully vaccinated.



A RECIPE FOR SUCCESS



HOLY GUACAMOLE!



Vincent Siasoco, MD, MBA

Assistant Professor, Department of Family and Social Medicine
Department of Pediatrics,
Albert Einstein College of Medicine

Ingredients

- 4 avocados
- 2 Tbsp. salsa (any brand)
- 1 tsp. garlic (chopped)
- 1 tsp. hot sauce (to taste)
- 1/2 tsp. pepper
- 1 tsp. salt
- 1 lemon

Nutritional Information

Total Servings: 3
Amount Per Serving:
Calories- 250
Fat- 22
Protein- 3
Carbohydrates- 15
Sugar- 0.3

DID YOU KNOW?

- Avocados contain lots of vitamins, such as Vitamin C, E, K, B2, B3, B5, B6, and B9
- They also have healthy fats called: omega-3 fatty acids
- They are also a great source of potassium



Directions

1. Cut each avocado in half
2. Use a spoon to scoop out the avocado and put it in the mixing bowl
3. Add 1 teaspoon of garlic into the mixing bowl
4. Add 1/2 teaspoon of pepper into the mixing bowl
5. Add 1 teaspoon of salt into the mixing bowl
6. Cut the lemon in half and squeeze the juice into the bowl. If you can, use your hand to catch the seeds or just pick out the seeds from the bowl!
7. Add 1 teaspoon of hot sauce into the mixing bowl (If you like it a little spicier you can always add more at the end!)
8. Add 2 Tablespoons of hot sauce into the bowl
9. Use a potato masher to mix all of the ingredients together
 - a. If you want it to be less chunky use a fork!

Avocado Salad w

I like to think of this salad as a sort of guacamole. The freshness of the herb creamy avocado is the perfect side for steak, and, if you like heat, feel free to thinly slice jalapeno

SERVES 2

- 1 large avocado
- 2 cups chopped assorted fresh herbs (basil, cilantro, mint, dill; save the cilantro stems for the salsa)
- 1/2 small red onion, finely diced
- 1/2 teaspoon cumin seeds, toasted (see technique on page 11)
- 2 tablespoons extra-virgin olive oil
- 1/2 teaspoon flake salt or fleur de sel
- 2 tablespoons toasted pepitas
- 1/2 a lime

Halve, pit, and peel the avocado...

Dr. Vincent Siasoco highlight - Special Olympics NY Virtual Events (i.e. Healthy Cooking classes, Health Promotion in Spring 2021)



Healthcare Passport

Dr. Siasoco-- our UCEDD Director of Clinical/Model Services worked with Dr. Michael Tarr (Jacobi/Montefiore Chief Resident in Emergency Medicine), Dr. Melissa Rooney (Director, Psychiatric Emergency Services), and others in the Department of Medicine, along with the Bronx SA Council led by Joanne Siegel, on the development of an IDD Passport for all ages. The IDD Passport will give ER doctors, nurses, and staff insight into patients with IDD who present to the ER. The Passport would be completed by those who know the patient best, and become part of the EPIC system.

Can download and share flyers here:

<https://airtable.com/appAhFbehSTCAkRuf/tbl1QNV13K3YaK5sZ/viwZvEHuPibINZ7mD/recogHo2cuWu3xpKR?blocks=hide>

A VaxFactsDDNY/RFK CERC Event.



IDD

INTELLECTUAL AND
DEVELOPMENTAL DISABILITIES

PUTTING THE "U" IN UCEDD

The federal Developmental Disabilities Assistance and Bill of Rights Act of 2000 established UCEDDs as public service units of universities or their affiliated public/non-profits. As a University partner, our UCEDD serves the Einstein-Montefiore community.

National Curriculum Initiative in Developmental Medicine (NCIDM): With a grant from the American Academy of Developmental Medicine and Dentistry (AADMD) and the Centers for Disease Control, our UCEDD spearheaded a pilot to infuse IDD through the Life Span into the Albert Einstein College of Medicine curriculum.

This included three (2 hour) classes for MS2 students have focused on Developmental Disabilities, "Introduction to Developmental Disabilities Across the Lifespan," "Introduction to Clinical Medicine", and "Transition to Clerkship - The Importance of Proper Diagnosis and Treatment in Developmental Disabilities." All classes included individuals and family members in planning and class participation; each class addresses disparities in health care for the IDD population through their personal experiences.

RFK CERC faculty Elisa Muniz, MD, Lisa Shulman, MD, Vincent Siasoco, MD, Farah Alam, DDS, Brett Borcharding, MD, and Joanne Siegel, LCSW participate as instructors.

IN THE PRESS



BREAKING NEWS

The NCIDM team including **J. Siegel, LCSW**, K. Bonuck PhD, Kathleen McGrath, MSSW and Elisa Muniz, MD where the team analyzed the impact of didactic and clinical skills training on medical student knowledge and attitudes about DD (manuscript under review). In addition, Vincent Siasoco, MD established an AADMD Einstein Student Chapter to encourage medical student participation in extra-curricular educational and community activities related to the field of intellectual and developmental disabilities. There are currently 50 student members.

Siegel, J., Siasoco, V. Overcoming Medical Education and Training Barriers in the Bronx. *Exceptional Parent*. Nov 2021, Vol.51, Issue 11, p34-35.

<https://reader.mediawiremobile.com/epmagazine/issues/207527/viewer?page=34>

Joanne Siegel, LCSW co-facilitates small groups of MS2 students in the Einstein Bioethics 2 curriculum- Topics include Ethical Analysis, Informed Consent, Decisional Capacity, Research Ethics, Interprofessional Education, Pediatric Ethics and Ethical Issues surrounding End of Life.



OVERCOMING MEDICAL EDUCATION AND TRAINING BARRIERS IN THE BRONX

BY VINCENT SIASOCO, MD, MBA AND JOANNE SIEGEL, LCSW

Over 15 years ago, in a study sponsored by Special Olympics, it was noted that "56% of medical school students in the United States reported that graduates were "not competent" to treat people with intellectual disabilities." Fast forward to today, the state of education and training for medical students on how to care for those with intellectual and developmental disabilities (ID/DD) has made some progress, but still has a way to go to implement curriculum in all medical schools.

of all American health care workers that compared to individuals without disabilities, individuals with disabilities are more likely to "experience challenges in accessing preventive healthcare services." In addition, those with other health conditions, the World Health Organization strongly recommended an active health equity among individuals with disabilities. "The expansion of disability and health training opportunities for public health and healthcare professionals."

CHALLENGES & BARRIERS

In order to understand the importance and need for education and training, one should consider the challenges and barriers that those with intellectual and developmental disabilities face. Disparities in care for those with ID/DD continue to exist. It has been noted that approximately 4 million people in the United States have an intellectual disability. Despite the progress in life expectancy, adults with any type of intellectual disability die, on average, 20 years earlier than adults without ID/DD. The World Health Organization reports that those with disabilities are more likely not to have preventive cancer screenings and are more prone to obesity and high blood pressure. Studies have indicated that among adults with ID/DD, two-thirds had two or more co-morbidities including obesity and chronic mental health needs. More than 60% were diagnosed with four or more chronic conditions in addition to ID/DD in an individual without ID/DD. Aging is not exempted by high rates of medical and behavioral problems and after 70 in 10 years of age, whereas in general with a disability these problems can present 10 to 20 years earlier. Adults with ID/DD are nearly four times as likely to have high annual healthcare costs than those without ID/DD.

The different barriers to access of care are numerous, with lack of education, experience and training for health professionals at the top of the list. Without an understanding of the healthcare needs of people with ID/DD, who can lead to poor assessment and coordination of care to address a common problem related to ID/DD. "Diagnosis, Evaluation, and Care when the caregiver or caregiver is not the professional disability or community membership is involved in a particular other without acknowledgment of the impact and relationship between each clinical program and to local experience." For example, a patient with an intellectual disability who is not verbal, a having a condition for care, may have a long history. The patient is diagnosed with a psychiatric problem and provided medication. In addition, the patient has not been assessed and care is not given to their mouth due to a dental appointment.

OVERCOMING EDUCATIONAL & TRAINING BARRIERS

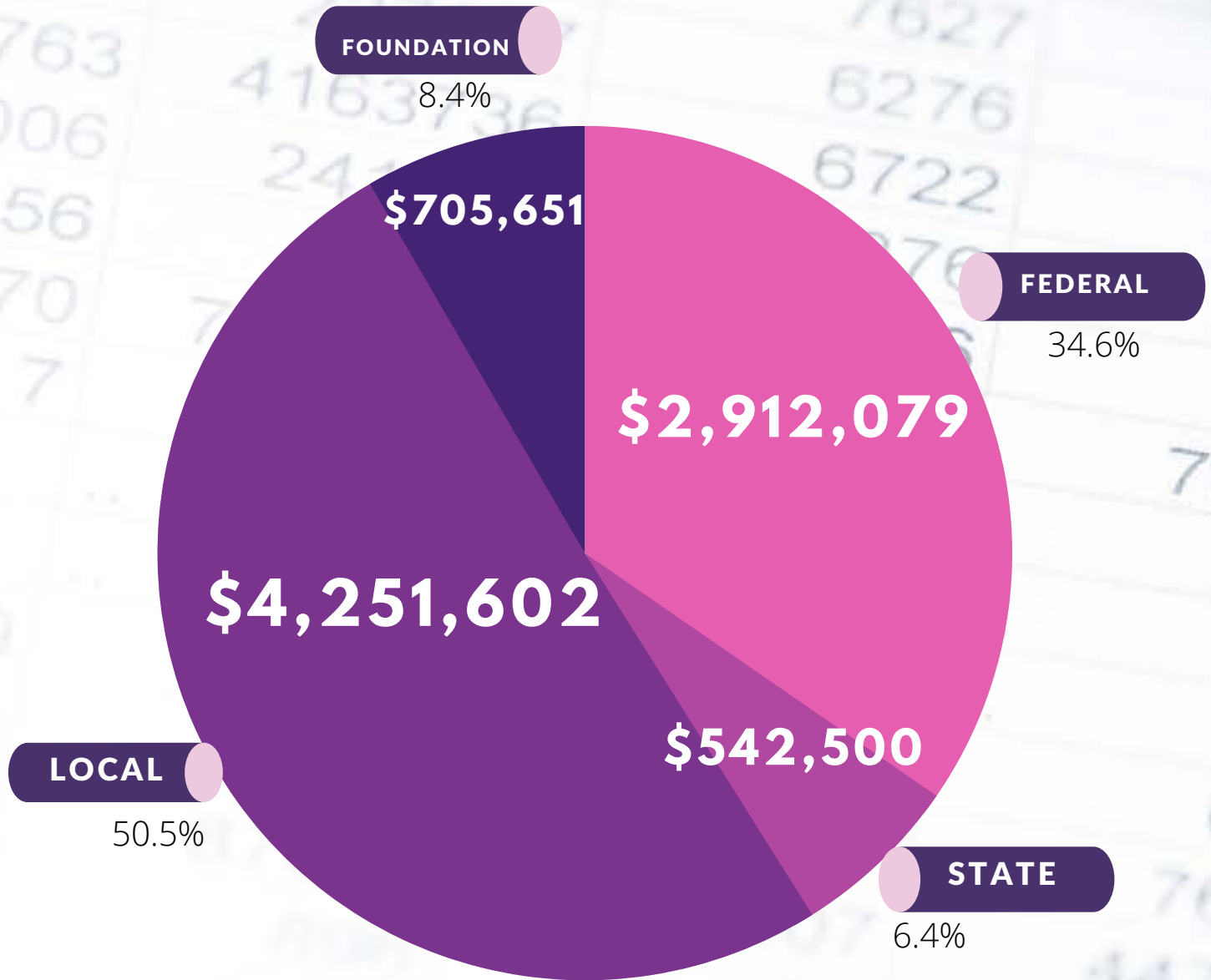
National Curriculum Initiative in Developmental Medicine: In 2019, the Albert Einstein College of Medicine created a goal to develop a special curriculum for medical students on how to treat adults with intellectual and developmental disabilities addressing educational gaps in medical schools in order to reduce health disparities for this population. The goal part of the National Curriculum Initiative in Developmental Medicine (NCIDM) was funded by the American Academy of Developmental Medicine and Learning (AADMD) in partnership with Special Olympics International and has been led by Vincent Siasoco, MD, Director of the New York University Center for Excellence in Developmental Medicine at Albert Einstein College of Medicine in addition to a clinical panel. 200-year medical students engaged in small group discussions with adults with ID/DD who are well educated, as well as with their family members. What started out as a one-year pilot program, has now been extended into the curriculum at Einstein and is taught to 2nd year medical students every year.

The National Curriculum Initiative for Developmental Medicine, has provided a curriculum template in exploring various ways in which medical students can engage directly with adults with developmental disabilities within the five years of the "lifetime" effort. 18 medical schools across the country have participated in a unique set of program models. In Einstein, in addition to the curriculum enhancement, the effort has led to the creation of an Einstein AADMD Inhouse Chapter under the leadership of Vincent Siasoco, MD in which there are now over 50 members participating in activities online and in the community that



FY2021

GRANTS & CONTRACTS



TOTAL FUNDING FROM ALL SOURCES

\$8,599,371*

* Includes FY 2021 grant awards to Einstein/Montefiore with Rose F. Kennedy UCEDD or affiliated staff on the grant

UCEDD PRODUCTS

45

CONFERENCE AND POSTER PRESENTATIONS



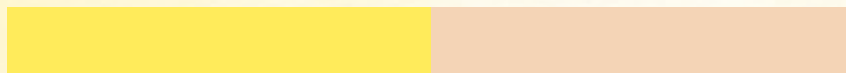
22

PEER REVIEWED PUBLICATIONS IN SCHOLARLY JOURNALS



18

WEB BASED PRODUCTS



12

PRESS COMMUNICATIONS



3

NEWSLETTERS



3

REPORTS



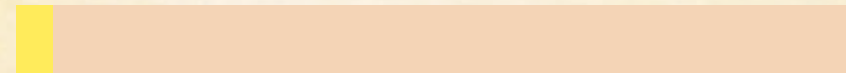
2

ELECTRONIC PRODUCTS



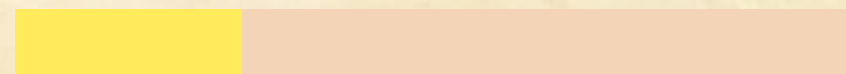
1

PAMPHLETS, BROCHURES, FACT SHEETS



11

OTHERS



ROSE F. KENNEDY

UNIVERSITY CENTER FOR
EXCELLENCE IN DEVELOPMENTAL
DISABILITIES

FUNDING AWARDS, SCHOLARLY WORK AND OTHER PRODUCTS

FEDERAL FUNDING
STATE FUNDING
LOCAL FUNDING
FOUNDATION FUNDING

CONFERENCE AND POSTER PRESENTATIONS
DISTANCE LEARNING MODULES
NEWSLETTERS
REPORTS AND MONOGRAPHS
PAMPHLETS, BROCHURES, OR FACT SHEETS
PEER-REVIEWED PUBLICATION IN
SCHOLARLY JOURNALS
PRESS COMMUNICATIONS
WEB-BASED PRODUCTS

GRANTS & CONTRACTS



FEDERAL FUNDING

University Center for Excellence in Developmental Disabilities Education; (UCEDD)

Contact: Karen Bonuck, PhD, Joanne F. Siegel, LCSW
Funder - Administration for Community Living
\$570,000

Act Early Ambassador

Contact: Romina Barros, MD
Funder - Centers for Disease Control and Prevention (CDC)
\$2,000

CDC-AUCD - Vaccine Access

Contact: Karen Bonuck, PhD, Joanne F. Siegel, LCSW
Funder - Association of Centers on Disabilities (AUCD)
\$37,722

Autism Intervention Research Network on Physical Health (AIR-P)

Contact: Lisa Shulman, MD
Funder - Health Resources and Services Administration
\$20,000

Leadership Education In Neurodevelopment and Related Disabilities (LEND)

Contact: Lisa Shulman, MD
Funder - Health Resources and Services Administration (HRSA)
\$879,999

MCHB Developmental Behavioral Pediatrics Training Program

Contact: Elisa Muñiz, MD, MS
Funder - Health Resources and Services Administration (HRSA)
\$218,974

CDC-ACL Expanding Covid Vaccine Access

Contact: Karen Bonuck, PhD, Joanne F. Siegel, LCSW
Funder - Administration for Community Living
\$59,701

Scope Echo

Contact: Mana, Mann, MD
Funder - University of Wyoming (UWYO)
\$15,403

Intellectual and Developmental Disabilities Research Center (IDDRC)

Contact: Sophie Molholm, PhD and Steven Walkley, DVM
Funder: National Institute of Child Health and Human Development
\$1,000,000

Bronx Families, Adolescents and Children Consortium (BFACC)

Contact: Donna Futterman, MD (Edell)
Funder - Health Resources and Services Administration (HRSA)
\$108,280

STATE FUNDING

Children and Youth With Special Health Care Needs (CYSHCN)

Contact: Karen Bonuck, PhD, Joanne F. Siegel, LCSW
Funder - New York State Department of Health (DOH)
\$362,500

Educate & Engage: VaxFactsDDNY

Contact: Karen Bonuck, PhD, Joanne F. Siegel, LCSW
Funder - New York State Developmental Disabilities Planning (NYS DDPC)
\$180,000

LOCAL FUNDING

Group Attachment Based Intervention (GABI) Expansion (5 boroughs)

Contact: Anne Murphy, PhD
Funder - New York City Admin for Children's Services
\$3,500,600

Children Under 5

Contact: Anne Murphy, PhD
Funder - New York City Department of Health and Mental Hygiene (DOHMH)
\$361,315

Developmental Disability Clinic Deficit-Based Reimbursement

Contact: Lisa Shulman, MD
Funder - New York City Department of Health and Mental Hygiene (DOHMH)
\$59,865

Autism Recreational & Socialization

Contact: Tammy Fried, LCSW
Funder - New York City Department of Health and Mental Hygiene (DOHMH)
\$129,699

Developmental Disability Clinic

Contact: Gail Bergin, NP
Funder - New York City Department of Health and Mental Hygiene (DOHMH)
\$200,123



FOUNDATION FUNDING

Robin Hood Main Grant

Contact: Anne Murphy, PhD
Funder - Robin Hood Foundation
\$475,000

Discretionary

Contact: Anne Murphy, PhD
Funder - Robin Hood Foundation
\$50,000

Simons Powering Autism Research (SPARK)

Contact: Lisa Shulman, MD
Funder - Simon's Foundation
\$75,000

Enhancing Treatment for Children with Autism at RFK CERC at Montefiore

Contact: Maria Valicenti-McDermott, MD
Funder - Cabrini Foundation
\$194,189

***Robin Hood - DD Access**

Contact: Lisa Shulman, MD
Funder - Robin Hood Foundation
\$50,000

****Robin Hood - Intellectual Developmental Disability (IDD) Health**

Contact: Joanne F. Siegel, LCSW
Funder - Robin Hood Foundation
\$50,000

CONFERENCE AND POSTER PRESENTATIONS (45)

Conferences (32)

Ayoob Keith-T. (February, 2021). Hit the MNT Jackpot: It's All About Marketing! Conference Presentation: Academy of Nutrition and Dietetics Diabetes Practice Group. (Virtual)

Ayoob Keith-T. (April, 2021). Telehealth: Expanding Access to Nutrition Services. Conference Presentation: Tennessee Academy of Nutrition and Dietetics. (Virtual)

Barresi I. (November, 2020). The Impact of a 3-month Feeding Therapy Program in Children with Developmental Disabilities and Feeding Disorders. Conference Presentation: Association of University Centers on Disabilities (AUCD). (Virtual)

Barresi I. (December, 2020). Using Daily Routines as a Practical, Non-invasive way to Implement Oral Motor Exercises/Feeding Techniques in Children with Feeding Difficulties. Conference Presentation: Association of University Centers on Disabilities (AUCD). (Virtual)

Barresi I, Conly T. (May, 2021). Feeding Issues in Children Nutritionally at Risk with Oral Motor, Sensory and Behavioral Feeding Challenges. Conference Presentation: Healthy Lifestyles for Children and Youth with Developmental Disabilities: Food, Family, & Fitness. (Virtual)

Barresi I, Soba D, Terilli C, Ridgway E, Jimenez T, Kornhaber S. (November, 2020). From Covid-19 to Co-Video Sessions: OT, PT, ST Leading the Way to Equitable Telehealth: Pandemic Lessons. Conference Presentation: Association of University Centers on Disabilities (AUCD). (Virtual)

Battino R. (June, 2021). Holistic Therapy for the Preschool Child. Conference Presentation: 2021 American Board of Fluency and Fluency Disorders Stuttering. Stuttering Therapy Across the Lifespan. (Virtual)

Battino R, Fried T, Shulman L, Siminerio S, Jimenez T, Valicenti-McDermott M. (May, 2021). Implementing Social Skills Group During Covid-19 Pandemic in an Ethnically Diverse Population. Conference Presentation: International Society for Autism Research. (Virtual)

De Sanctis P. (March, 2020). Electrophysiological Correlates of Sensorimotor and Cognitive Processes Underlying Dual-Task Walking in Multiple Sclerosis and Autism. Conference Presentation: Children's Hospital at Montefiore, Pediatric Research Rounds. Bronx, NY.

Grater J, Muñoz E, Stein R, Silver E. (October, 2020). Medication Treatment of Attention-Deficit/Hyperactivity Disorder in Children With Autism Spectrum Disorder With and Without Intellectual Disability: Conference Presentation: The Society for Developmental & Behavioral Pediatrics. (Virtual)

Purugganan O. (December, 2020). Grand Rounds. Assessment and Management of Developmental Delay. Conference Presentation: Pediatrics Grand Rounds. Crystal Run Pediatrics. (Virtual)

Purugganan O. (September, 2020). Grand Rounds. Intellectual Disabilities. Conference Presentation: Pediatrics Grand Rounds. Flushing Medical Center. (Virtual)

Rosenthal M. (2021). Resident Training: Audiology. Conference Presentation: Monthly Resident Training. (Virtual)

Rosenthal M. (February, 2021). We're All Ears: The Ins and Outs of Audiology. Conference Presentation: Core Lecture. (Virtual)

Shulman L. (April, 2021). Autism Spectrum Disorder 2021: Conference Presentation: 8th Annual Parent Workshop. (Virtual)

Shulman L. (October, 2020). Autism: What Every Pediatrician Should Know. Conference Presentation: American Academy of Pediatrics. (Virtual)

Shulman L. (May, 2021). Streamlining Early ASD Diagnose: A Model Utilizing the CARS 2 in Development Pediatric Consultation. Conference Presentation: Pediatric Academic Societies Annual Meeting. (Virtual)

Shulman L, Valicenti-McDermott M, Morales-Lara A, Seijo R, Fried E. (December, 2020). Covid-19 Hotspot: Transition to Remote Learning for Children with Developmental Disabilities. Conference Presentation: Association of University Centers on Disabilities (AUCD). (Virtual)

Siegel J, McGrath K, Muñoz E. (October, 2020). Breaking Down Barriers to Health Care for Adults with IDD through Medical School Education at Einstein College of Medicine. Conference Presentation: Rose F Kennedy Children's Evaluation & Rehabilitation Center (RFK CERC). Grand Rounds (Virtual)

Silver E. (October, 2020). School Referral Patterns for Emergency Psychiatric Evaluations and the Effect of School Mental Health Services. Conference Presentation: American Academy of Child and Adolescent Psychiatry Annual Meeting. (Virtual)

Stein R. (2021). Teaching Mental Health to Primary Care Clinicians: Applying Adult Learning Theory to the Assessment and Treatment of Anxiety Disorders. Conference Presentation: Annual Meeting of the Society for Behavioral and Developmental Pediatrics. (Virtual)

Conferences con't

Stein R. (March, 2021). Treasure Hunt: Clues to Finding the Right Job. Conference Presentation: Annual Meeting of the Maternal Child Health Bureaus Developmental and Behavioral Fellowship Programs. (Virtual)

Stein R. (October, 2020). The Role of the Autism Diagnostic Observation Schedule in the Diagnosis of Autism by Developmental/Behavioral Pediatricians. Conference Presentation: The Society for Developmental and Behavioral Pediatrics. (Virtual)

Purugganan O. (2019, December). Presentation: on Intellectual Disabilities. Pediatrics Grand Rounds. Vassar Medical Center. Poughkeepsie, NY.

Stein R. (2021). Using the Coach Approach: A Novel Peer Mentorship Program for Pediatric Faculty. Conference Presentation: Pediatric Academic Societies for the Annual Meeting. (Virtual)

Stein R. (2020). Using the Coach Approach: a Novel Peer Mentorship Program for Physicians. Conference Presentation: 2020 Group on Faculty Affairs (GFA) Professional Development Conference of AAMC. (Virtual)

Stein Ruth, Benenson B, Muñoz E. (2021). Organizing Committee. Conference Presentation: Annual Maternal and Child Health Bureau (MCHB) Meeting of Fellowship Programs in Developmental-Behavioral Pediatrics (DBP). (Virtual)

Terilli C. (April, 2021). Neuro-developmental Treatment Association Research Committee: "So you Want to Do Research. Conference Presentation: Neuro-developmental Treatment Association National Conference. (Virtual)

Terilli C. (June, 2021). Rose F Kennedy Children's Evaluation & Rehabilitation Center (RFK CERC) Project SCOPE Session 8 - Prenatal Substance Exposure and Sensory-Motor Concerns. Conference Presentation: Rose F Kennedy Children's Evaluation & Rehabilitation Center (RFK CERC) Project SCOPE. (Virtual)

Terilli C, Soba D, Ridgway E, Kornhaber S, Barresi I, Jimenez T. (June, 2021). Family Voices - Pandemic Lessons in Telehealth: Caregiver and Provider Tip Guide. Conference Presentation: Family Voices Leadership 2021. (Virtual)

Valicenti-McDermott M, Barresi I, Rosenthal M, Seijo R. (April, 2021). Screening for Hearing Impairment in School-Age Children with Developmental Disabilities. Conference Presentation: Pediatric Academic Societies Annual Meeting. (Virtual)

Valicenti-McDermott M, Rivelis E, Cardin Marie-Joane, Bernstein C, Seijo R, Schechtman M. (June, 2021). Education of Children with Developmental Disabilities During COVID-19 Pandemic: Parental Choices. Conference Presentation: Association of University Centers on Disabilities (AUCD). (Virtual)

Poster Presentations (13)

Barresi I, Rivelis E, McQuaid M, Seijo R, Franco M, Siegel J, Rodriguez D, Bonuck K. (October, 2020). Webinars to Assist with Transition Planning for Youth/Young Adults with Intellectual, Developmental and Learning Disabilities During the Covid-19 Pandemic. Poster Presentation: The International and Interdisciplinary Health Care Transition Research Consortium (HCTRC). (Virtual)

Barresi I, Rivelis E, McQuaid M, Seijo R, Siegel J, Bonuck K, Rodriguez D, Franco M. (November, 2020). Transition Planning Webinars for Youth/Young Adults with Intellectual, Developmental, and Learning Disabilities During the COVID-19 Pandemic. Poster Presentation: Association of University Centers on Disabilities (AUCD). (Virtual)

Battino R, Jimenez T, Siminerio S. (2021). Social Cognitive Intervention via Telehealth: The Challenges, Benefits and Future Implications. Poster Presentation: Association of University Centers on Disabilities (AUCD). (Virtual)

Ridgway E, Terilli C. (April, 2021). Neuro-developmental Treatment Association - The Neurodevelopmental Treatment Contemporary Model: Finding Fidelity. Poster Presentation: Neuro-developmental Treatment Association National Conference. (Virtual)

Rodriguez D, McGrath K. (November, 2020). Experiences of Immigrant Families during COVID-19. Poster Presentation: Association of University Centers on Disabilities (AUCD). (Virtual)

Rodriguez D, Pandes-Carter L, McGrath K. (November, 2020). Appreciating our Differences: Cultural Diversity. Poster Presentation: Association of University Centers on Disabilities (AUCD). (Virtual)

Rosenthal M. (March, 2021). Audiology During Trying Times: Poster Presentation: Early Hearing Detection and Intervention Conference (EHDI). (Virtual)

Stein R. (May, 2021). Do Guidelines Make a Difference? Developmental Screening Practices of Pediatric Hematology/Oncologists (PHO). Poster Presentation: Annual Meeting of the Pediatric Academic Societies. (Virtual)

Stein R, Breheney M. (May, 2020). Do Guidelines Make a Difference? Developmental Screening Practices of Pediatric Subspecialists. Poster Presentation: Annual Meeting of the Pediatric Academic Societies. (Virtual)

Stein R, Breheney M. (May, 2020). Do Guidelines Make a Difference? Developmental Screening Practices of Pediatric Cardiologists (PC). Poster Presentation: Annual Meeting of the Pediatric Academic Societies. (Virtual)

Poster Presentation con't

Stein R, Mann M. (May, 2020). Household Food Insecurity and Kindergarten Children's Utilization of Routine Dental Care. Poster Presentation: Annual Meeting of the Pediatric Academic Societies. (Virtual)

Stein R, Shulman L, Battino R, Fried T, O'Neil M. (December, 2020). The CARS-2 in a Developmental Pediatric Consultation: Potential for Streamlining Early ASD Diagnosis. Poster Presentation: Association of University Centers on Disabilities National Conference. (Virtual)

Valicenti-McDermott M, Cardin Marie-Joane, Rivelis E, Bernstein C. (June, 2021). Use and Compliance of a Computer-Assistant Learning Program (Lexia) for Children with Learning Disabilities in Reading in an Ethnically Diverse Community. Poster Presentation: Association of University Centers on Disabilities (AUCD). (Virtual)

NEWSLETTERS (3)

Bonuck K, Passmore R, Mckenzie S, Franco M. (2021). Newsletter: CYSHCN Clips. CYSHCN Clips is the biweekly newsletter of our New York State Department of Health funded Children and Youth with Special Health Care Needs (CYSHCN) project. It is distributed to the state's 58 local health departments and 2 other state UCEDDs. <https://us7.campaign-archive.com/home/?u=9a25ceb298f8af5821317e34f&id=fd69eb785e>

Cardin Marie-J. (2020). Kid & Teen Scene. Kid Teen Scene magazine is created by patients who attend the Fisher Landau Center for Treatment of Learning Disabilities. To obtain a copy email: mcardin@montefiore.org

Siasoco V. (August, 2020). Epicenter of the Epicenter. <https://reader.mediawiremobile.com/epmagazine/issues/206322/viewer?page=24>

PAMPHLETS, BROCHURES, OR FACT SHEETS (1)

Ocasio S, Morton A, Calix M. (2021). GABI Infographic. A pamphlet with a brief description of how the GABI program serves parents and their children. To obtain a copy email: sarocasio@montefiore.org

REPORTS (3)

Conci S, Ridgway E, Darr N, Donnelly M, Tankersley J. (March, 2021). Research Article Summaries. Summary of research related to the NDTA Contemporary Practice Model of intervention from 2014-2020. To obtain a copy email: elizabeth.ridgway@einsteinmed.org

Mckenzie S, Passmore R, Siegel J, Bonuck K. (2021). 2020 RFK UCEDD Annual Report including Exemplary Services, Clinical Training, Research, Community Education. https://einsteinmed.edu/uploadedFiles/Centers/CER_C/rfk-ucedd-annual-report.pdf

Terilli C, Soba D, Kornhaber S, Barresi I, Jimenez T, Ridgway E. (June, 2021). Tips for Success in Telehealth for Occupational, Physical, and Speech and Language Therapy. This product is a guide to setting up a new telehealth relationship for caregivers/users and providers. To obtain a copy email: cterilli@montefiore.org

OTHER (11)

Fitzgerald J, Passmore R, Pachter M, Siegel J, Bonuck K. (2021). COVID Video Series: Interview #1 "Why I Got Vaccinated: Special Olympics Athlete Kathleen Maggie." Special Olympics Athlete, Kathleen Maggie, explains why she decided to get vaccinated against COVID-19. <https://youtu.be/fphGBVwFwb0>

Fitzgerald J, Passmore R, Pachter M, Siegel J, Bonuck K. (2021). COVID Video Series: Interview #2 "Why I Got Vaccinated: Self-Advocate Lisa Diana." Self-Advocate Lisa Diana explains why she decided to get vaccinated. <https://youtu.be/T9nmhdUdfx4>

Fitzgerald J, Passmore R, Pachter M, Siegel J, Bonuck K. (2021). COVID Video Series: Interview #3 "Why I Got Vaccinated: Special Olympics Coach and Parent Terry Maggi." Special Olympics Coach and Parent Terry Maggi, explains the feeling of relief after receiving the COVID-19 vaccine. <https://youtu.be/OsZ144Ouzn0>

Fitzgerald J, Passmore R, Pachter M, Siegel J, Bonuck K. (2021). COVID Video Series: Interview #4 "Why I Got Vaccinated: Vanessa Gonzalez a Parent." Vanessa Gonzalez, who is parenting children with disabilities, talks about her experience receiving the COVID-19 vaccine. <https://youtu.be/5LEK8WoKwwl>

Fitzgerald J, Passmore R, Pachter M, Siegel J, Bonuck K. (2021). COVID Video Series: Interview #5 "Why I Got Vaccinated: Rocio Zumaya (Parent - Spanish Language)." <https://youtu.be/JrSkFCQjngkOVID-19> vaccine. <https://youtu.be/5LEK8WoKwwl>

Other (11) con't

Fitzgerald J, Passmore R, Pachter M, Siegel J, Bonuck K. (2021). COVID Video Series: Interview #6 "Why I Got Vaccinated: Self-Advocate Aillen Aponte. <https://youtu.be/kXMB5LyNfnE>

Fitzgerald J, Passmore R, Pachter M, Siegel J, Bonuck K. (2021). COVID Video Series: Interview #7 "Why I Got Vaccinated: Why I Got Vaccinated: Bin Feng (Parent - Chinese Language). <https://youtu.be/buzsV74n3Cs>

Passmore R, Fitzgerald J. (2021). Vax Facts Project Logo. VaxFactsDDNY Logos/Zoom Backgrounds for team members. https://www.canva.com/design/DAEe8navT1o/P2G07NoZJj6gdzQeXMHsXg/view?utm_content=DAEe8navT1o&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink#2

Siasoco V, Siegel J, Cantres L, Lanzetta D, Schwartz E. (2020). Healthcare Passport for Patients with Developmental Disabilities. Form to be used as a health passport for adults with IDD when seeking emergency room care. To obtain a copy email: vsiasoco@montefiore.org

Siegel J, Muiz E, Siasoco V, Franco M, Lanzetta D, Cantres L, Schwartz E. (2020). IDD: A Neurodevelopmental Approach Across the Life Span. This was a class lecture for MS2 students as part of the Albert Einstein College of Medicine, Nervous System and Human Behavior Course. To obtain a copy email: josiegel@montefiore.org

PEER-REVIEWED PUBLICATIONS IN SCHOLARLY JOURNALS PUBLISHED/IN PRESS (22)

Alves-Francisco A, Foxe J, Molholm S. (April, 2021). Assessing the Integrity of Auditory Processing and Sensory Memory in Adults with Cystinosis (CTNS gene mutations). Publication: Orphanet Journal of Rare Diseases. <https://ojrd.biomedcentral.com/articles/10.1186/s13023-021-01818-0>

Alves-Francisco A, Foxe J, Molholm S. (July, 2020). Atypical Response Inhibition and Error Processing in 22q11.2 Deletion Syndrome and Schizophrenia: Towards Neuromarkers of Disease Progression and Risk. Publication: NeuroImage Clinical. <https://pubmed.ncbi.nlm.nih.gov/32731196/>

Bonuck K, McGrath K, Gao Q. (August, 2020). National Parent Survey 2017: Worries, Hopes, and Child Well-being. Publication: Journal of Community Psychology. <https://onlinelibrary.wiley.com/doi/abs/10.1002/jcop.22434>

Brezel E, Bonuck K (2021). Parents Beliefs Regarding Shared Reading with Infants. This paper reports on parents' beliefs about reading and literacy with very young children. This paper was supported by a grant from the CDC-AUCD, to help produce developmental monitoring books that parents can read with children. Publication: Developmental Disabilities Network Journal. <https://digitalcommons.usu.edu/ddnj/vol2/iss1/5/>

Cuppini C, Ursino M, Magosso E, Crosse J. M, Foxe J, Molholm S. (December, 2020). Cross-sensory Inhibition or Unisensory Facilitation: A Potential Neural Architecture of Modality Switch Effects. Publication: Journal of Mathematical Psychology. <https://doi.org/10.1016/j.jmp.2020.102438>

De Santic P, Malcolm B. R., Alves-Francisco A, Mabie C. P., Mowrey W. B., Joshi S, Molholm S, Foxe J. (May, 2020). Mobile Brain/Body Imaging of cognitive-motor impairment in multiple sclerosis: Deriving EEG-based neuro-markers during a dual-task walking study. Publication: Clinical Neurophysiology. <https://doi.org/10.1016/j.clinph.2020.01.024>

Fagiolini M, Patrizi A, LeBlanc J, Jin Lee-Way, Maezawa I, Sinnott S, Gray S. J, **Molholm S, Foxe J**, Johnston M. V, Naidu S, Blue M, Hossain A, Kadam S, Zhao X, Chang Q, Zhou Z, Zoghbi H. (October, 2020). Intellectual and Developmental Disabilities Research Centers: A Multidisciplinary Approach to Understand the Pathogenesis of Methyl-CpG Binding Protein 2-related Disorders. Publication: Neuroscience. <https://doi.org/10.1016/j.neuroscience.2020.04.037>

Foxe J, Del-Bene V, Ross L, Ridgway E, Alves-Francisco A, Molholm S. (July, 2020). Multisensory Audiovisual Processing in Children With a Sensory Processing Disorder (II): Speech Integration Under Noisy Environmental Conditions. Publication: Frontiers in Integrative Neuroscience. <https://www.frontiersin.org/articles/10.3389/fnint.2020.00039/full>

Hatch H, O'Neil M, Marion R, Secombe J, Shulman L. (June, 2021). Caregiver-Reported Characteristics of Children Diagnosed with Pathogenic Variants in KDM5C. Publication: American Journal of Medical Genetics. <https://doi.org/10.1002/ajmg.a.62381>

Peer-Reviewed Publications in Scholarly Journals Published/In Press con't

Iadarola S, Siegel J, Gao Q, McGrath K, Bonuck K. (March, 2021). COVID-19 Vaccine Perceptions in New York State's Intellectual and Developmental Disabilities Community. Publication: Disability and Health Journal. <https://www.medrxiv.org/content/10.1101/2021.03.19.21253425v1.full>

Johnson E, Ervin D. A, Fray D, Keller S, Margolis B, Rader R, Siasoco V, Wells D, Wetzel F, Wong A. (2021). Covid-19 Support Guidelines for Individuals with Intellectual and Developmental Disabilities. Publication: International Journal on Disability and Human Development. <https://www.scopus.com/record/display.uri?eid=2-s2.0-85113403883&origin=inward&txGid=3e527bb4d904b2bcedd7fb3958867767>

Malcolm B, Foxe J, Joshi S, Verghese J, Mahoney J, Molholm S, Sanctis P. (October, 2020). Aging-Related Changes in Cortical Mechanisms Supporting Postural Control During the Base of Support and Optic Flow Manipulation. Publication: European Journal of Neuroscience. <https://pubmed.ncbi.nlm.nih.gov/33047390/>

Mana M, Stein R, Silver E (February, 2021). Kindergarten Children's Academic Skills: Association with Public Library Use, Shared Book Reading and Poverty. This study compared the effectiveness of two oral reading practices on second graders' reading growth: shared book reading and round-robin reading. Publication: Reading Psychology 2021. <https://doi.org/10.1080/02702711.2021.1888361>

McGrath K, Mann M, Bonuck K. (December, 2020). Exploratory Spatial Analysis of Autism Rates in New York School Districts: Role of Sociodemographic and Language Differences. Publication: Journal of Neurodevelopmental Disorders. <https://rdcu.be/cEpih>

Molholm S. (September, 2020). Timing of the Diagnosis of Autism in African American Children. Publication: Pediatrics. <https://pubmed.ncbi.nlm.nih.gov/32839243/>

Passmore R, Dunn M, Garbers S, Garth J, Gold M, (November, 2020). Needs Assessment of Integrative Health Services at School-Based Health Centers. This needs assessment aimed to hear about adolescents' experience with and interest in accessing integrative health services (IHS) at their school-based health centers (SBHCs) so that future education and service offerings could be better informed. Publication: Alternative Therapies in Health and Medicine. <http://alternative-therapies.com/abstract/6335.html>

Shulman L, Valicenti-McDermott M. (October, 2020). Psychiatric and Medical Profiles of Autistic Adults in the SPARK Cohort. Publication: Journal of Autism and Developmental Disorder. <https://pubmed.ncbi.nlm.nih.gov/32096123/>

Silver E. (September, 2020). Acute Chest Syndrome in the Setting of SARS-COV-2 Infections-A Case Series at an Urban Medical Center in the Bronx. Publication: Pediatrics Blood Cancer. <https://pubmed.ncbi.nlm.nih.gov/32893954/>

Silver E, Stein R. (June, 2021). Do Referral Factors Predict a Probable Autism Spectrum Disorder Diagnosis? A DBPNet Study. Publication: Academic Pediatrics. [https://www.academicpedsjnl.net/article/S1876-2859\(21\)00277-1/fulltext](https://www.academicpedsjnl.net/article/S1876-2859(21)00277-1/fulltext)

Smirnov k, Stroganova T, Sysoeva O, Molholm S. (May, 2021). Reviewing Evidence for the Relationship of EEG Abnormalities and RTT Phenotype Paralleled by Insights from Animal Studies. Publication: International Journal of Molecular Science. <https://pubmed.ncbi.nlm.nih.gov/34069993/>

Rodriguez D, McGrath K. (March, 2021). Perspectives of Immigrant Families and Persons with Disabilities during COVID-19. Publication: Developmental Disabilities Network Journal. <https://digitalcommons.usu.edu/ddnj/vol1/iss2/9/>

Wang T, Hoekzema K, Vecchio D, Wu H, SPARK Consortium. (October, 2020). Large-Scale Targeted Sequencing Identifies Risk Genes for Neurodevelopmental Disorders. Publication: Nature Communications. <https://pubmed.ncbi.nlm.nih.gov/33004838/>



PRESS COMMUNICATIONS (12)

Ayoob Keith-T. (January, 2021) "6 Silent Signs You Could Be Eating Too Much Protein" Protein is easily one of the most important nutrients to get into your daily diet, but it's possible to get too much of a good thing, especially if you're on a high-protein diet like Atkins or Paleo.

<https://www.thehealthy.com/nutrition/too-much-protein/>

Ayoob Keith-T. (January, 2021). "15 Things You Need to Know Before Starting the Keto Diet" Eating keto style is about more than just gorging on bacon and butter. Here are expert answers to your most pressing keto diet questions.

<https://www.thehealthy.com/weight-loss/start-keto-diet/>

Ayoob Keith-T. (July, 2020). "16 Healthy On-The-Go Snacks Nutritionists Always Keep in Their Bags" Compilation of everyday snack foods nutritionists eat and recommend.

<https://www.thehealthy.com/weight-loss/healthy-snacks-nutritionists-eat/>

Ayoob Keith-T. (February, 2021) "17 Healthy Foods That Are Actually Dangerous to Overeat" The problem with cow milk alternatives. <https://www.thehealthy.com/weight-loss/healthy-foods-never-overeat/>

Ayoob Keith-T. (March, 2021). "35 Ways Nutritionists Sneak More Protein Into Their Diet" Here's how to get more protein easily. <https://www.thehealthy.com/nutrition/how-to-eat-more-protein/>

Ayoob Keith-T. (April, 2021). "50 Ways to Have a Healthier Fall" Take a hot bath, sip a warm drink, then take a lovely nap—doctor's orders! <https://www.thehealthy.com/habits/have-a-healthier-fall/>

Ayoob Keith-T. (June, 2021) "Dinner, Coming Right Up: How To Choose The Meal Delivery Service That's Right For You" You've likely seen the ads for meal delivery—healthy, convenient, and most of all tasty entrees—brought to your door.

<https://www.massagemag.com/dinner-coming-right-up-how-to-choose-the-meal-delivery-service-thats-right-for-you-129478/>

Ayoob Keith-T. (June, 2021) "Healthline Names Greek Diet World's Healthiest and Presents the Top Greek Foods for a Healthier Lifestyle" American medical advising media platform Healthline has placed Greek Cuisine at the top of its annual list of healthiest cuisines in the world once.

<https://greekcitytimes.com/2021/05/30/healthline-greek-diet-worlds-healthiest>

Ayoob Keith-T. (October, 2020) "Why Many People Mistakenly Fear MSG Side Effects" Knowing more about monosodium glutamate (MSG) and its alleged side effects.

<https://msgdish.com/why-many-people-mistakenly-fear-msg-side-effects/>

Ayoob Keith-T. (March, 2021) "Women: Don't Diet. Improve Nutrition Instead To Feel Better Experts Say." The concept of focusing on losing weight — whether for health or body positivity reasons — implies that you have failed at one of life's most basic functions, eating food.

<https://famadillo.com/diet-lose-weight-nutrition/>

Ayoob Keith-T. (February, 2021) "Worried About Your Cholesterol Levels? Try Incorporating These 38 Foods Into Your Diet" Here's everything you need to know about cholesterol and the best foods to lower them.

<https://parade.com/1158566/christinperry/foods-that-lower-cholesterol/>

Muiz E. (November, 2020) "8 Things that Can Happen When You Don't Treat ADHD" From social to work issues, find out how untreated ADHD can affect your life. <https://www.thehealthy.com/adhd/untreated-ad>

WEB-BASED PRODUCTS (18)

Ayoob Keith-T. (January, 2021). Blog: "9 Habits to Supercharge Weight Loss the Right Way" A better alternative is to make losing weight easy by gradually adopting small, sustainable habits.

<https://blog.myfitnesspal.com/habits-to-supercharge-weight-loss-the-right-way/>

Ayoob Keith-T. (June, 2021). Blog: "10 Simple Changes That Lead to Weight Loss" Small, simple lifestyle changes, aka micro-goals, can boost your likelihood of losing weight and keeping it off for good.

<https://blog.myfitnesspal.com/10-simple-changes-that-lead-to-weight-loss/>

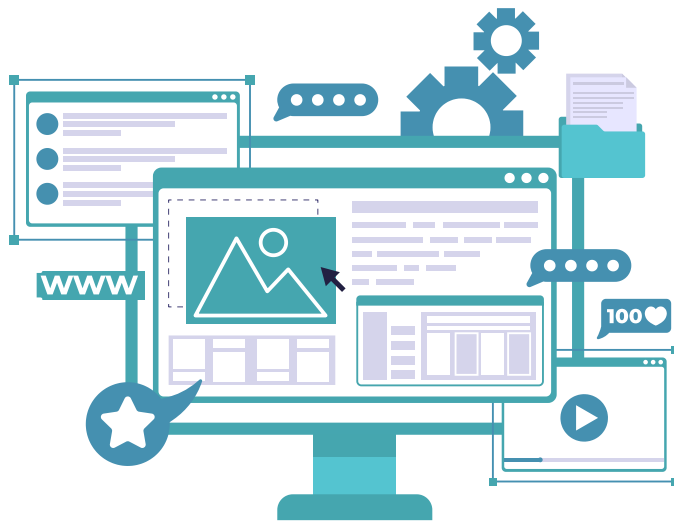
Ayoob Keith-T. (January, 2021). Blog: "Why a Food Scale is Your Weight-Loss Secret Weapon" Food scale is a tried-and-true weight-loss tool that can help you reach your goals. <https://blog.myfitnesspal.com/why-a-food-scale-is-your-weight-loss-secret->

<https://blog.myfitnesspal.com/why-a-food-scale-is-your-weight-loss-secret->

Bonuck K. (September, 2020). Blog: Parents, Politics, and Population Health. This Doctor's Tablet blog describes the relevance of the political climate to parent hopes and worries.

<https://blogs.einsteinmed.org/parents-politics-and-population-health/>

Web-Based Products can't



Bonuck K, Passmore R, McKenzie S, Franco M. (2021). Resource Guide: Children and Youth with Special Healthcare Needs Project Interactive, user-friendly resource guide for families and professionals. <https://airtable.com/shrgydATNgy5KnbwT>

Dealing With Virtual Learning. (April, 2021). To obtain a copy email: jramos1@montefiore.org. <https://drive.google.com/file/d/1N1lzcZzUhHdM-0pRSO1-3WXCABBVOPMO/view?usp=sharing>

Fitzgerald J, Pachter M, Passmore R, Bonuck K, Siegel J. (2021). VaxFactsDDNY Project Social Media Accounts LinkedIn. Providing science-based information on COVID to the NYS Developmental Disabilities community. Funded by NYS Developmental Disabilities Planning Council (DDPC). <https://www.linkedin.com/groups/9020902/>

Fitzgerald J., Pachter M, Passmore R, Siegel J, Bonuck K. (2021). VaxFactsDDNY Webpage. The VaxFactsDDNY project provides updated information on the safety and effectiveness of COVID-19 vaccines from trusted sources to help New York's Developmental Disabilities community make informed decisions about getting vaccinated. <https://einsteinmed.edu/centers/children-evaluation-rehabilitation/vaxfactsddny/>

Fitzgerald J, Passmore R, Pachter M, Siegel J, Bonuck K. (2021). COVID Video Series: Why I Got Vaccinated. Parents of children with disabilities and self-advocates explain why they decided to get the COVID vaccination. <https://www.youtube.com/playlist?list=PLnL07IACyoi8Gclq1icoLsKNsFDpXPTVk>

GABI: Where You and Your Children Can Grow Together. (2020). A brief description of how the GABI program serves parents and their children. https://www.youtube.com/watch?v=1anYH1-UZ_Y&feature=youtu.be

Pachter M, Passmore R, Siegel J, Bonuck K, Fitzgerald J. (2021). VaxFactsDDNY Project Social Media Accounts Facebook. Providing science-based information on COVID to the NYS Developmental Disabilities community. Funded by NYS Developmental Disabilities Planning Council (DDPC). <https://www.facebook.com/groups/vaxfactsddnypublic/?ref=share>

Pachter M, Passmore R, Siegel J, Bonuck K. VaxFactsDDNY Resource Bank. (2021). A curated list of articles, tools, and research related to COVID-19 Vaccine Efficiency, safety, and hesitancy for professionals in the IDD community. <https://airtable.com/shr7n9lXppe15JvXG/tblPeyVXT9w7g98Aj>

Passmore R., Fitzgerald J. (2021). CYSHCN Project Webpage. Regional Support Centers (RSCs) for the Children and Youth with Special Health Care Needs (CYSHCN) Program (CYSHCN Project) webpage. https://www.health.ny.gov/community/special_needs/rsc/

Transition Planning in Uncertain Times. (2020). 3-part webinar series for youth/young adults and their families featured post-secondary opportunities, including furthering education, employment, and independent living. Webinar #1 Transitioning for Young Adults Webinar #2 Higher Education Programs Webinar #3 Day Programs and Community Opportunities. https://www.youtube.com/playlist?list=PLnL07IACyoi_dRuIJuKZyPtC5_J-uDNWV

FACULTY & STAFF

The UCEDD continues to be co-led by Karen Bonuck, PhD (Co-Director), and Joanne Siegel, LCSW (Co-Director).

Karen Bonuck, PhD - is a Professor (tenured) in the Departments of Family and Social Medicine, and Pediatrics, at Einstein College of Medicine. Dr. Bonuck has received funding from the National Institutes of Health, Maternal and Child Health Bureau and foundations. She is the author of nearly 100 peer-review manuscripts, with research that spans clinical trials of early childhood feeding, and sleep in the Bronx and other underserved populations, as well as cohort studies, and mixed-methods. She joined the RFK UCEDD in 2016 as Co-Director to promote research and evaluation.

UCEDD Faculty & STAFF

Vincent Siasoco, MD, MBA is Director of Model Services/Training - He is a Family Physician whose career focuses on the provision of quality care to patients across the age span with I/DD. He is an Assistant Professor in the Departments of Family and Social Medicine, and of Pediatrics at Einstein College of Medicine. He established and is a faculty advisor of the College's student chapter of the American Academy of Developmental Medicine and Dentistry (AADMD). He is the Director of Primary Care at RFK CERC., Medical Director at ADAPT Community Network and a Board member of the AADMD. He is a Clinical Director for Special Olympics..He is the Co-Chair of the Cerebral Palsy Associations of NYS Medical Director's Council and Co-Chair of their annual CP Associations of NYS MD Council Clinical Conference.

Phyllis Angelico - is the Administrative Secretary for the UCEDD (and LEND) programs. Ms. Angelico supports the UCEDD as the lead administrator.

Jeannie Ramos, MBA - Administrative Manager for the UCEDD and LEND programs. She is also the NIRS Database Coordinator and Administrator for Training Operations.

Joanne F. Siegel, LCSW - is Principle Associate in the Department of Pediatrics and also the UCEDD's Director of Community, Legislative, and Advocacy Affairs. She is known for her pioneering work in self-advocacy (SA), including guidance and technical assistance to the Bronx Community Self-Advocacy Group (the longest running SA group in NYS). This year Ms. Siegel piloted the introduction of IDD within the Einstein Medical School Curriculum and included self-advocates as partners in this venture, with support as part of the National Curriculum Initiative in Developmental Medicine funded through AADMD, Special Olympics and ACL.

Kathleen McGrath, LMSW - is the Research Coordinator for the UCEDD (and LEND) programs and a Doctor of Social Welfare student.

Marcelle Pachter, DDS [Spain] - LEND Family Faculty- is the Family Liaison bilingual (English/Spanish) for the CYSHCN Project and Family Faculty Discipline Coordinator at LEND (Leadership Education in Neurodevelopmental and Related Disabilities)

Diana Rodriguez, LMSW - is Diversity Coordinator for the UCEDD and LEND activities. She is a bilingual English-Spanish social worker for RFK CERC.

Kay Binns-Simpson, MBA - has over 12 years of diversified grants management experience spanning pre-award, post award, audit & grant close-out duties for an annual grant portfolio of over \$22 million in federal, state and city government funding.

Qi Gao, PhD - at Einstein's Division of Biostatistics, continues to provide analytic support to our UCEDD research projects.

FACULTY & STAFF

In-Kind

Mayra Alvarez, PhD - Director of Allied Health Training- Assistant Professor Pediatrics

Ailen Aponte, LMSW - LEND Self-Advocate Faculty

Monica McQuaid, PhD - Director of the Adult Literacy Program - Assistant Prof. Pediatrics

Sophie Molholm, PhD - Associate Director of IDDRC- Professor Neuroscience

Anne Murphy, PhD - Director of Early Childhood Mental Health - Associate Prof. Pediatrics

Elizabeth Ridgway, DOTR - Supervising Occupational Therapist - Assistant Professor Pediatrics

Erin Rivelis, PhD - Child and Adolescent Unit Director - Assistant Professor Pediatrics

Lisa Shulman, MD - RFK CERC Interim Director, Director of the Division Developmental Medicine, LEND Director - Professor Pediatrics

We would like to thank the Association of University Centers on Disabilities for its support and technical assistance in our RFK UCEDD activities.



ROSE F. KENNEDY



UNIVERSITY CENTER
FOR EXCELLENCE IN
DEVELOPMENTAL
DISABILITIES



Montefiore



ROSE F. KENNEDY

**UNIVERSITY CENTER
FOR EXCELLENCE IN
DEVELOPMENTAL
DISABILITIES**

The Children's Evaluation and Rehabilitation Center provides services at the Van Etten Building #5 in the Jacobi Medical Center complex.

**The Van Etten Building
1225 Morris Park Avenue
Bronx, New York 10461
718.430.8500**

The Rose F. Kennedy UCEDD is supported by the U.S. Department of Health and Human Services, Administration on Community Living (Grant Number:90DDUC0035; 2017-2022)