

Agenda at a Glance

OCTOBER 11, 2023



Research Findings for Improving the Employment of People with Intellectual and Developmental Disabilities

- 1:00-1:30 pm ■ Welcome -- Dr. Dawn Carlson, National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR), & Dr. Paul Wehman, VCU-RRTC
- 1:30 - 2:15 pm ■ Evaluation of a Demand Side Approach to Connect Medium to Large Corporations to Workers with IDD: A Mixed Method Study -- Jennifer McDonough, VCU-RRTC; Dean Whitbeck, Lewis Ginter Botanical Gardens; Joseph Williams & Brandon Jenkins, Altria
- 2:15 - 2:30 pm ■ Question & Answer Session
- 2:30 - 3:15 pm ■ Evaluation of a Technology Early Career Preparatory Intervention (TECH-Prep) for African American Youth with IDD: A Random Control Trial Study -- Dr. Tim Tansey & Dr. Fong Chan, University of Wisconsin-Madison
- 3:15 - 3:30 pm ■ Question & Answer Session
- 3:30 - 4:00 pm ■ Systematic Review of Employment Evidenced-Based Practices and Policies: Identifying Research Based Knowledge to Facilitate CIE for People with IDD, Dr. Lauren Avellone, VCU-RRTC
- 4:00 - 4:30 pm ■ Day 1 Closing Remarks -- Dr. Julie Christensen, Association for People Supporting Employment First.
- OCTOBER 12, 2023
- 1:00-1:45 pm ■ Effects of Parent Mentoring on the Competitive Integrated Employment Outcomes of Young Adults with IDD: A Mixed Method Study -- Dr. Ben Schwartzman & Emily Lanchak, Vanderbilt University
- 1:45 - 2:00 pm ■ Question & Answer Session
- 2:00 - 2:15 pm ■ Advisory Committee Video -- Katie Thompson, VCU-RRTC
- 2:15 - 2:45 pm ■ The Impact of Competency-based Training and TA on the Competitive Integrated Employment Outcomes of Individuals with IDD: A Mixed Method Study -- Dr. Katherine Inge, VCU-RRTC
- 2:45 - 3:00 pm ■ Question & Answer Session -- Dr. Whitney Ham, VCU-RRTC
- 3:00 - 3:30 pm ■ Cognitive Support Technology for Postsecondary Students with Autism Spectrum Disorder: A Randomized Control Trial at the Intervention Efficacy Stage of Research -- Dr. Phil Rumrill, Kent State University
- 3:30 - 3:45 pm ■ Question & Answer Session
- 3:45 - 4:30 pm ■ Looking Ahead to Future Research--Comments & Suggestions on How to Advance the Agenda -- Dr. Paul Wehman & Dr. Wendy Parent-Johnson, VCU-RRTC; Dr. Derek Nord, University of Indiana; & Dr. David Wittenburg, Mathematica.

Detailed Agenda

OCTOBER 11, 2023



Research Findings for Improving the Employment of People with Intellectual and Developmental Disabilities

1:00-1:30 pm ■ **Welcome** -- Dr. Dawn Carlson, National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) & Dr. Paul Wehman, Virginia Commonwealth University, Rehabilitation Research & Training Center

1:30 - 2:15 pm ■ **Evaluation of a Demand Side Approach to Connect Medium to Large Corporations to Workers with IDD: A Mixed Method Study**

Through the work of the RRTC on Employment for Individuals with IDD, VCU has had the opportunity to work with multiple large corporations to explore their process and experiences of hiring individuals with IDD. During this session, participants will learn more about the overall study, implications from Covid, partnerships with large businesses, and the role of the community rehabilitation agency and business in the hiring and support of new employees with disabilities. Frontline managers and employees of the participating businesses will share their experiences and knowledge gained through the process.

Jennifer McDonough, Virginia Commonwealth University, Rehabilitation Research & Training Center; Dean Whitbeck, Workforce Development Manager, Lewis Ginter Botanical Gardens, Joseph Williams, Senior Manager of Regulatory Engagement, Altria; & Brandon Jenkins, Apprentice, Altria

2:15 - 2:30 pm ■ **Question & Answer Session**

2:30 - 3:15 pm ■ **Evaluation of a Technology Early Career Preparatory Intervention (TECH-Prep) for African American Youth with IDD: A Random Control Trial Study**

This session will provide an overview of the design, implementation, barriers, and resulting strategies to recruit youth of color with intellectual and developmental disabilities to participate in a program intended to increase interest in careers in technology. Initial findings from this study will be shared as well as recommendations for future studies.

Dr. Tim Tansey & Dr. Fong Chan, University of Wisconsin-Madison

3:15 - 3:30 pm ■ **Question & Answer Session**

3:30 - 4:00 pm ■ **Systematic Review of Employment Evidenced-Based Practices and Policies: Identifying Research Based Knowledge to Facilitate CIE for People with IDD**

Individuals with intellectual and developmental disabilities (IDD) perpetually experience poor rates of participation in competitive integrated employment. This presentation will discuss the aggregate findings from three specific research efforts aimed at identifying key information about evidenced-based practices and policy that impact rates of employment. An advisory committee of working age individuals with IDD was consulted with at various stages to guide research efforts. Based on committee input, the following efforts were completed; a). over 15 scoping reviews



of the scientific literature related to employment for individuals with IDD, b). a national Delphi Study examining the extent to which different stakeholders (i.e., adults with IDD, family, employment service providers, researchers, and educators) find five evidence-based and promising interventions (i.e., supported employment, customized employment, apprenticeships, postsecondary education, and internships) socially valid for securing competitive integrated employment, and c). data analysis of 14c certificates and Pre-Employment Transition Service provision for transition-age youth with IDD. The results and implications of these aggregated efforts will be discussed.

Dr. Lauren Avellone, Virginia Commonwealth University, Rehabilitation Research & Training Center

4:00 - 4:30 pm ■ **Day 1 Closing Remarks**

Dr. Julie Christensen, Association for People Supporting Employment First

OCTOBER 12, 2023

1:00-1:45 pm ■ **Effects of Parent Mentoring on the Competitive Integrated Employment Outcomes of Young Adults with IDD: A Mixed Method Study**

In this session, we will summarize our work on the Tennessee Employment Pathways Project over the past four years. This project set out to develop an innovative mentorship intervention to support families of adults with intellectual and developmental disabilities in their pursuit of paid employment. We will describe each of the three phases involved in the development and piloting of this intervention. In phase one, our team elicited input and insight from 60 parents and other family members of adults with IDD regarding their experiences pursuing paid employment and the types of supports that could help make this process easier for families. In phase 2, based on this input, we developed a family support package of resources and materials (the “Roadmap to Employment”) combined with a parent-to-parent mentoring intervention which we piloted with four dyads of parents. Each parent of an unemployed adult seeking employment was paired with a parent of an adult who had already been successful in connecting to paid employment. We will share what we learned from following these four dyads for one year as they pursued paid employment opportunities.

In phase three, the experiences of the four pilot dyads led to the development and launch of our randomized controlled trial (RCT) where we expanded our mentoring intervention to families statewide. Participating family members included parents, siblings, and grandparents. At the start of the project, all families, regardless of intervention condition, received the Roadmap to Employment and participated in a 4-session “Short Course” on best practices in connecting adults with IDD to paid employment. After completion of the Short Course, families were randomized to either: a) being paired with a mentor family in the intervention condition (n=30) and receiving check-ins from the Vanderbilt team for one year or b) only receiving check-ins from the Vanderbilt team in the comparison condition (n=30). Our goal was to determine whether mentorship from another family would help families be more successful in connecting their family members with IDD to paid employment. We will share insights from families and their experiences participating in the project, preliminary results from our first two cohorts of families who have completed their one-year involvement, and lessons that our team learned along the way that we hope to address in future iterations of the mentorship intervention.

Dr. Ben Schwartzman & Emily Lanchak, Vanderbilt University

1:45 - 2:00 pm ■ **Question & Answer Session**



2:00 - 2:15 pm ■ **Advisory Committee Video** -- Katie Thompson, Virginia Commonwealth University, Rehabilitation Research & Training Center

2:15 - 2:45 pm ■ **The Impact of Competency-based Training and TA on the Competitive Integrated Employment Outcomes of Individuals with IDD: A Mixed Method Study**

There is a growing recognition in the vocational rehabilitation (VR) field for the need to incorporate evidence-based research into practice. However, there is little empirical research that provides guidance as to this process for VR practitioners, specifically employment specialists. Currently, the questions as to how training impacts the knowledge, attitudes, and skills when employment specialists receive training are unanswered. This presentation will present the findings from a study that has evaluated the training outcomes for employment specialists who have participated in an online course that is approved by the Association of Community Rehabilitation Educators (ACRE) for the Basic Certificate in Employment Services.

Dr. Katherine Inge, Virginia Commonwealth University, Rehabilitation Research & Training Center

2:45 - 3:00 pm ■ **Question & Answer Session** -- Dr. Whitney Ham, Virginia Commonwealth University, Rehabilitation Research & Training Center

3:00 - 3:30 pm ■ **Cognitive Support Technology for Postsecondary Students with Autism Spectrum Disorder: A Randomized Control Trial at the Intervention Efficacy Stage of Research**

Young people with autism spectrum disorder (ASD) represent an emerging disability population due to the increased incidence and prevalence of this neurodevelopmental condition over the past 30 years. Growing numbers of young people with ASD are pursuing postsecondary education after high school, but low college retention and degree persistence rates for these students suggest that their needs for academic and other supports are not being met by our colleges and universities. Two frequently cited concerns among postsecondary students with ASD involve navigating the cognitive requirements of full participation in college life and preparing for their careers after graduation. This presentation describes the activities and interim outcomes of a randomized clinical trial to test a cognitive support technology (CST) and career preparatory intervention that is being implemented with a sample of college students with ASD. Results indicate that students with ASD who receive the full intervention outperform control participants at six and twelve-month follow-ups on academic performance, acceptance of disability, quality of life, comfort and familiarity with CST devices and strategies, career preparatory activities, career optimism, and participation in employment. Implications for future research and service delivery will be discussed.

Dr. Phil Rumrill, Kent State University

3:30 - 3:45 pm ■ **Question & Answer Session**

3:45 - 4:30 pm ■ **Looking Ahead to Future Research: Comments & Suggestions on How to Advance the Agenda**

Dr. Paul Wehman & Dr. Wendy Parent-Johnson, Virginia Commonwealth University, Rehabilitation Research & Training Center; Dr. Derek Nord, University of Indiana; & Dr. David Wittenburg, Mathematica

Presenters BIOS



Research Findings for Improving the Employment of People with Intellectual and Developmental Disabilities

Lauren Avellone, Ph.D., BCBA, LBA

Dr. Avellone is a Research Associate at the Rehabilitation Research and Training Center at Virginia Commonwealth University. She is also a Board Certified Behavior Analyst. The majority of her clinical and professional career has been spent providing behavioral analytic services to youth and young adults with autism spectrum disorder and completing research related to transition outcomes. Her primary efforts focus on improving postsecondary education and employment outcomes for young adults with disabilities.

Dawn Carlson, Ph.D.

Dr. Carlson obtained a Ph.D. in 1989 after his graduate studies in sociology at UC San Diego and UC Berkeley. He served as senior statistician at UC San Francisco's Disability Statistics Center and statistical consultant at the World Health Organization. He joined NIDRR in 1999. Dr. Carlson oversees a diverse grant portfolio that includes health and function, employment and community living grants for persons with intellectual and developmental disabilities. He was a member of the President's Committee for Persons with Intellectual Disabilities and received The President's Volunteer Service Award for his community service to persons with intellectual disabilities from minority backgrounds.

Fong Chan, Ph.D.

Dr. Chan, Ph.D., University of Wisconsin-Madison is the Norman L. and Barbara M. Berven Professor of Rehabilitation Psychology (Emeritus) in the Department of Rehabilitation Psychology and Special Education, University of Wisconsin-Madison. The focus of his research is on psychosocial aspects of disability, positive psychology, health promotion, vocational rehabilitation/transition services, demand-side employment, diversity and inclusion, and research methods. Dr. Chan has published 400 peer-reviewed articles (Google scholar, h-index 62, exceptional) and six textbooks. He was the film director and producer for five educational videos funded by the federal government.

Julie Christensen, Ph.D., MSW

Dr. Christensen is the Executive Director and Director of Policy & Advocacy at the Association of People Supporting Employment First (APSE). Prior to joining APSE, Dr. Christensen served as the Director of Iowa's University Center for Excellence in Developmental Disabilities (UCEDD) at the University of Iowa, where she was also research faculty in the Carver College of Medicine, Department of Psychiatry. Dr. Christensen's previous experience includes her role as the Director of Employment Programs at the Strong Center for Developmental Disabilities at the University of Rochester (a New York UCEDD), where she served as the Principal Investigator and Project Director for the New York State Partnerships in Employment Systems Change project, Co-Director of the New York Employment First State Leadership Mentor Program, and as the New York State Coordinator for Project SEARCH. Dr. Christensen received her undergraduate degrees in advertising and music from Syracuse University, and a Masters in Social Work from Roberts Wesleyan College and her Ph.D. in Health Practice Research at the University of Rochester.

Whitney Ham, Ph.D., BCBA, LBA

Dr. Ham is a Training and Technical Assistance provider for the RRTC at Virginia Commonwealth University. She is also a Board Certified Behavior Analyst and a Certified Rehabilitation Counselor. The majority of her professional and clinical career has been spent engaged in research in supporting adults with developmental disabilities to access competitive



integrated employment and also in building the capacity of youth and adult service providers to implement evidence-based practices. Her research interests involve identifying strategies to facilitate employment for individuals with intensive support needs and in building the capacity of stakeholders to support individuals with behavioral challenges. She graduated with her master's degree in Rehabilitation Counseling and a PhD in Special Education and Disability Policy from Virginia Commonwealth University.

Kathrine Inge, Ph.D.

Dr. Inge holds degrees in occupational therapy, special education, and educational leadership. She has been the PI or Project Director for numerous employment demonstration projects. Dr. Inge has designed and implemented research studies to include national focus groups and surveys on competitive integrated employment including a recent survey on CE, and two Random Control Trial (RCT) studies on knowledge translation. Most recently, she has led a research study on knowledge translation for training rehabilitation professionals. Dr. Inge has been with VCU-RRTC since 1982 and has co-authored books, book chapters, journal articles, newsletters, and produced numerous other training materials on employment for individuals with disabilities. She has been the Director of Instructional Technology at VCU and has served as PI or Project Director for projects on employment including a DRRP on Customized Employment.

Brandon Jenkins

Brandon graduated from Bon Secours St. Mary's Hospital Project SEARCH in 2013 and then found employment at the hospital as a Customer Service Aide in the Patient Access Services Outpatient Registration. After 9 years at St. Mary's, Brandon decided to make a change in his career. He is now an Apprentice at Altria in the Human Resources Department. In his role, he removes and shreds documents of all former Altria employees who have left the company, conducts monthly audits to ensure that all interview guides are received for all employment offers, and assists leaders with pulling monthly and quarterly reports to help with organizational metrics. In his free time, Brandon enjoys giving back to the community through an organization called RAIN where he shows support, gives advice, and plays games with young adults with autism. He is also a member of the Autism Society of Central Virginia where he meets adults with Autism in a social group both virtually and in person. Brandon is also working on getting out of his home to attend social events and see what life has in store for him.

Emily Lanchak, M.Ed.

Ms. Lanchak is a Research Program Coordinator within the Department of Special Education at Vanderbilt University. Her work centers on increasing employment outcomes for individuals with intellectual and developmental disabilities (IDD) and supporting their families. After working as a special education teacher in Nashville, she knows the gifts and talents persons with IDD bring to an employer. She has a passion for partnering with families of youth and adults with disabilities as they navigate life's different pathways. Her other projects aim to improve the way Tennesseans find disability resources and programs. She holds a BA in secondary education and M.Ed. in special education from Vanderbilt University.

Jennifer McDonough, M.S., CRC

Ms. McDonough has been a faculty member at Virginia Commonwealth University (VCU) and working in the field of employment for people with disabilities for over 25 years. Ms. McDonough is the Director of Training at VCU-RRTC. She is also the Co-principal Investigator for the RRTC on Employment for Individuals with IDD. Additionally, Ms. McDonough provides technical assistance and disseminates resources nationally to individuals with disabilities interested in employment. Ms. McDonough serves as the Virginia Project SEARCH Statewide Coordinator where she provides training and technical assistance to 20 sites. Throughout her career with VCU-RRTC, Ms. McDonough has worked directly with individuals with disabilities assisting them in locating employment and determining accommodation needs.



Derek Nord, Ph.D.

Dr. Nord is a Professor at Indiana University's School of Education and Director of the Indiana Institute on Disability and Community. Dr. Nord has led or co-led over \$25 million in grants and contracts, and he has an extensive research, teaching, and publications background in related to policy and services related to community living, social inclusion, poverty and disability, school-to-adult transition, and employment of people with disabilities. He is widely published, presents nationally and internationally regularly, and is on several state and national boards. Nord is an editor of numerous journals, including Journal of Vocational Rehabilitation, Inclusion, and Developmental Disabilities Network Journal. Dr. Nord regularly engages with state and federal policy makers about education and other disability services.

Phil Rumrill, Ph.D., CRC

Dr. Rumrill is a Professor of Counselor Education and the Director of Research in the Human Development Institute at the University of Kentucky. He holds a master's degree in Counseling from Keene State College in New Hampshire and a doctorate in Rehabilitation from the University of Arkansas. Dr. Rumrill is well known as one of the leading disability and employment researchers in the United States. He has authored or co-authored more than 450 professional publications, including 16 commercially published books (e.g., Foundations of the Vocational Rehabilitation Process, Emerging Disabilities and Rehabilitation Counseling, Case Management and Rehabilitation Counseling, Research in Rehabilitation Counseling). Dr. Rumrill has extensive experience administering funded research projects. He has had leadership roles on 46 grants with total budgets of more than \$55 million. Dr. Rumrill has received numerous awards and honors for his work, including distinguished career awards from the American Rehabilitation Counseling Association (ARCA) and the National Council on Rehabilitation Education. He has won 9 Best Research Article Awards from ARCA and the International Organization of Social Science and Behavioral Research.

Wendy Parent-Johnson, Ph.D.

Dr. Parent-Johnson is the new Executive Director of the Rehabilitation Research and Training Center and Professor in the Department of Counseling and Special Education at Virginia Commonwealth University. Previously she was the Executive Director of the Sonoran Center for Excellence in Disabilities at the University of Arizona. She has a Master's Degree in Rehabilitation Counseling and a Doctorate in Education with an emphasis on Transition for Individuals with Severe Disabilities, both from Virginia Commonwealth University. Dr. Parent-Johnson has extensive experience in the areas of supported and customized employment, transition from school to work, Employment First policy and practice, and healthcare transition from pediatric to adult medical care. She co-developed the Circle of Indigenous Empowerment in partnership with Tribal Nations and communities in Arizona and Oyate' Circle in South Dakota focused on creating a central hub of information, resources, and trainings designed to enhance employment and quality of life for Tribal members with disabilities. She is well-known for her state, national, and international work focused on improving employment outcomes for people with disabilities, most recently providing training, mentorship, and support for disability employment advocates in Uganda. The emphasis of Dr. Parent-Johnson's work has been on model development, capacity building, and implementation strategies that contribute to data-informed decision-making impacting policy, practice, and systems change. Dr. Parent-Johnson has conducted presentations and trainings; produced journal articles, book chapters, and other written products; and developed practical tools reflecting her innovative scholarly work and contributions to the field. She is Editor of the Journal of Rehabilitation and a member of the Editorial Boards of the Journal of Vocational Rehabilitation and Developmental Disabilities Network Journal.



Ben Schwartzman, Ph.D.

Dr. Schwartzman is a Research Assistant Professor in the Department of Special Education at Vanderbilt University and is the Principal Investigator for the Tennessee Employment Pathways Project. In addition to this project, Dr. Schwartzman has worked on several projects related to helping transition-aged individuals with IDD and their families navigate the process of connecting to paid employment. Prior to his work at Vanderbilt, Dr. Schwartzman led a community college transition program for young adults with IDD and received his Ph.D. from UCLA where he specialized in interventions for youth and young adults with autism.

Tim Tansey, Ph.D.

Dr. Tansey received his Ph.D. in Rehabilitation Psychology from the University of Wisconsin–Madison. He is a professor in the Rehabilitation Counselor Education program at the University of Wisconsin-Madison. Dr. Tansey has over 20 years experience as a rehabilitation counselor, educator, or rehabilitation researcher. He has published over 100 peer-reviewed articles in the areas of applying novel technology in vocational rehabilitation and rehabilitation counselor education, evidence-based practices in vocational rehabilitation, self-regulation, and self-determination. Dr. Tansey has extensive experience in adapting technology and utilizing social media for knowledge translation and dissemination activities. Dr. Tansey is the principal investigator on the Vocational Rehabilitation Technical Assistance Center for Quality Employment, a project sponsored by the U.S. Department of Education. He is currently the principal investigator, co-principal investigator, or co-investigator on several other federally-funded research or national technical assistance center grants from the U.S. Department of Education, U.S. Department of Labor, U.S. Department of Health and Human Services (Social Security Administration and the National Institute on Disability, Independent Living and Rehabilitation Research). These current projects seek to ascertain evidence-based practices in the vocational rehabilitation of youth with disabilities, identify employer practices in the recruitment, hiring, retention, and promotion of persons with disabilities, and provide technical assistance to state vocational rehabilitation toward increasing competitive, integrated employment of persons with disabilities living in areas of extreme poverty. Dr. Tansey has developed doctoral level training focused on online and hybrid pedagogy as well as established numerous online, hybrid, and technology-enhanced courses. He serves on the co-editor of the Rehabilitation Counseling Bulletin and is on the editorial boards for numerous other journals.

Katie Thompson, M.Ed.

Ms. Thompson is a Faculty Training and Technology Associate with Virginia Commonwealth University Rehabilitation Research and Training Center (VCU-RRTC) and serves in a leadership role with VCU's Autism Center for Education (VCU-ACE). She holds a Master's Degree in Adult Education: Training and Development from Virginia Commonwealth University and a Bachelor of Arts in Speech Communication with a concentration in Organizational Communication from James Madison University. Katie's role fuses expertise in instructional design and technology with over 19 years of experience working in the field of disability services. In her current role, she develops and implements course content and training in the area of competitive integrated employment for individuals with disabilities as well as autism evidence-based practices for Virginia public school educators and staff. Additionally, Katie facilitates the Advisory Committee on Employment for the RRTC on Intellectual and Developmental Disabilities (IDD) made up of self-advocates who provide their experiential perspective as they review and provide feedback on all stages of research and knowledge translation activities from the grant.



Paul Wehman, Ph.D.

Dr. Wehman has been a tenured faculty member with Virginia Commonwealth University since 1980. Originally with the VCU School of Education, he moved to a joint appointment with SOE and the School of Physical Medicine and Rehabilitation and has now returned to an exclusive faculty appointment with SOE. His highly interdisciplinary background and pioneering work in the beginning of supported employment has facilitated millions of persons with neurodevelopmental disabilities, brain injury and spinal cord injury all over the world to gain and retain competitive employment. As Director of the Rehabilitation Research and Training Center and Director of the VCU Autism Center for Excellence, he has written extensively on issues related to transition from school to adulthood and special education as it relates to young adulthood and employment and is founding Editor-in-Chief of the Journal of Vocational Rehabilitation. Dr. Wehman has been the recipient of numerous awards and he's been the Principal Investigator on more than \$80 million worth of federal grants since joining VCU.

Dean Whitbeck

Mr. Whitbeck is an educator with over twenty-five years of experience working with students and adults of all abilities. As the Workforce Development Manager at Lewis Ginter Botanical Gardens, Dean facilitates partnerships with K-12, colleges, and community organizations in order to build a diverse pipeline of talent for LGBG's internship and employment opportunities.

Joseph Williams, MBA

Mr. Williams serves as Senior Manager of Regulatory Engagement at Altria. In his role, Joe engages with public health and the scientific community to advance harm reduction. Since joining Altria in 2017, he has held various roles within corporate communications and consumer insights focused on navigating and understanding the external environment. In addition to his day-to-day role, Joe spearheaded a grassroots effort to create Altria's Neurodiversity Hiring Program in partnership with the VCU Rehabilitation Research and Training Center. Joe received his MBA from UNC Kenan-Flagler Business School and BA from the University of North Carolina at Chapel Hill.

David Wittenburg, Ph.D.

Dr. Wittenburg is a Senior Fellow at Mathematica. With over 20 years of experience, he has conducted rigorous evaluations for federal agencies and reviewed youth outcomes using Social Security Administrative (SSA) administrative data. David has a keen interest in issues around the transition into adulthood and has led designs and evaluations of interventions involving transition-age youth, including developing a meta-review of strategies for an initiative to support lessons learned from SSA demonstration projects. David's recent work has focused on examining youth outcomes following a continuing disability review, with a specific focus on the age-18 redetermination. A focal point of his work is understanding local variations in factors that influence both SSI participation and subsequent outcomes, as well as developing interventions to overcome potential barriers and improve service delivery for transition age youth. As a recognized expert in disability policy, David has presented his findings in congressional testimonies and has authored numerous journal articles and book chapters on disability-related issues. He is committed to improving the lives of people with disabilities, as demonstrated through his work on disability-related issues and his role as co-president of the Board for Court Appointed Special Advocates in Mercer-Burlington County.