

First UCEDD Long-Term Trainees Graduate



SUSAN LURMY/VANDERBILT

Megan Griffin



COURTESY OF ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES

Meghan Burke

“It is with great pride and sadness that we congratulate and bid farewell to UCEDD long-term trainees Dr. Megan Griffin and Dr. Meghan Burke,” said Elise McMillan, VKC UCEDD co-director. “As our UCEDD’s first long-term trainees, they have exhibited great commitment to our Center’s mission and have shared their skillful knowledge and efforts, which have enabled so many of our programs to develop and grow. We wish them well in their future endeavors and look forward to watching their careers blossom.”

Griffin will join the Special Education faculty at the University of New Mexico. Her dissertation, *Participation in Transition Planning Among High School Students with Autism Spectrum Disorders*, concluded that attendance in transition meetings was positively related to expressive communication, and was negatively related to parent involvement at school. Participation was positively related to self-advocacy ability; however, older students were less likely to participate actively, as were African-American

students. Both student attendance and participation were positively related to the percentage of time students spent in general education and the frequency of discussions they have at home about transition.

Burke will begin a postdoctoral position at the University of Illinois-Chicago. Her dissertation, *Correlates of Family-School Partnerships in Special Education*, focused on a national dataset of 1,004 parents of students with disabilities. Respondents completed a 163-item, web-based questionnaire. Stronger family-school partnerships related to: increased satisfaction with services, frequent parent-school communication, and parents who were more extroverted.

Both Burke and Griffin received national awards in recognition of their contributions as trainees. ■

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