

	Title	Presenter(s)	Description	Target Audience*	Format
1	Commonalities: Meaning Making in Interactions with Neurodiverse Individuals	Chris Ulmer, Keynote Speaker See his full bio on our website. www.baltimoreautismsociety.org	During this breakout session you will learn to identify the subtle cues that, while often differ from social norms, indicate a neurodiverse individual’s desire to communicate and connect. Explore ways to not only make notice of these attempts, but to utilize them as opportunities to strengthen your relationship with your neurodiverse students and clients. Whether your student scripts, asks questions that they already know the answer too, or simply makes observations about the world around them, these behaviors indicate a will to connect with others, but a lack of understanding of how to do it. An attentive eye and understanding mind will deepen your interactions, elevate your teaching practices, and refine your work.	Who: • Educators / Para Educators • Service Providers Level: • Basic • Intermediate • Advanced Age Group(s) Addressed: <i>All</i>	Video presentations Audience Participation/Discussion
2	Make & Take: Hooray for Play! Language Development through Play in Early Childhood	Baltimore County Public Schools’ Assistive Technology Team	Warning: it might be loud, it might be chaotic, it might be messy, but we are learning to communicate here! Join us as we share fun ideas and resources designed to increase initiation, engagement and language through play and games. During this session we will explore the types of play, the relationship between play and language development,	Who: • Educators / Para Educators • Parents/Caregivers • Related Service Providers Level: • Basic • Intermediate Age Group(s) Addressed: <i>Early Childhood</i>	Make & Take

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			<p>and resources for participating in game play. Participants will have the opportunity to create an early childhood game to take home that will also support core vocabulary development.</p>		
<p>3</p>	<p>Research to Practice: What You Need to Know about Creating or Choosing an Effective and Engaging Early Intervention Program</p>	<p>Katherine Holman, Ph.D., CCC-SLP, is an assistant professor in the Department of Special Education at Towson University and a certified speech-language pathologist. She is the director of the Teacher as Leader in Autism Spectrum Disorder (ASD) Master's program and is a co-editor and author of the book, "School Success for Kids with Autism". The focus of her clinical and research has been on developing effective interventions to improve social connections and communication in children with autism and strategies for empowering families.</p> <p>Catherine Walton M.Ed., SLP-A, is a Birth to 5 Resource Teacher for Baltimore County Public Schools. She is certified in Early Childhood Special Education and is licensed through</p>	<p>Do you want to ensure that you are providing the highest quality and effective early intervention? Do you want to know what the essential elements are of any effective early intervention program? Join us for a fun (<i>YES Fun-do what you love, love what you do</i>) and thorough review of the essential elements that must be included in any early intervention classroom or program. Based on the latest neuroscience research, you might be surprised to find that both mindfulness and JOY are two critical components that top that list. Participants will walk away from this session armed with either a "Self-Reflection" or a "Program/Classroom Evaluation" tool to guide them in their quest to understand, implement and demonstrate best practices in early intervention.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Parents/Caregivers • Professionals <p>Level:</p> <ul style="list-style-type: none"> • Beginning • Intermediate <p>Age Group(s) Addressed: <i>Early Childhood</i></p>	<p>Mindfulness Practice, Power Point presentation with interactive discussion</p>

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		<p>the State of Maryland as a Speech Pathologist Assistant. Prior to coming to BCPS Cathy worked at the Center for Autism and Related Disorders (CARD) at Kennedy Krieger Institute where she was a group leader and oversaw the Early Achievements Program and Expansion PreK Program.</p> <p>Erica Solliday M.Ed., earned her master’s degree in Early Childhood Special Education from Johns Hopkins University. She started her career in the autism field as the program coordinator for the Achievements program at Kennedy Krieger Institute's Center for Autism and Related Disorders. Erica went on to become a classroom teacher at the Forbush School’s autism preschool. She has worked for the last 10 years as an Early Childhood Resource Teacher for Baltimore County Public Schools.</p>			
4	<p>Honoring Classroom Heroes: Maximizing the</p>	<p>Ketia C. Stokes, M.Ed. is a committed special educator in Baltimore City Public Schools.</p>	<p>This presentation will highlight the successful strategies used by the presenter to capitalize on the strengths of the support staff in her self-contained</p>	<p>Who:</p> <ul style="list-style-type: none"> • Educators / Para Educators • Administrators 	<p>Power point presentation with interactive discussion.</p>

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BREAKOUT SESSION #1 – (choose 1)

	Talents of the Classroom Staff	She was the Baltimore City Teacher of the Year in 2013.	classroom for middle and high school students. Ketia will share how she is able to maximize learning through various strategies that motivate and inspire the classroom staff in turn creating an atmosphere where everyone feels valued and a part of the success of her students.	Level: <ul style="list-style-type: none"> • Basic • Intermediate • Advanced Age Group(s) Addressed: <i>Elementary, Middle & High</i>	
5	Teaching Children with ASD Social Initiation Skills Using Point-of-View Video Modeling	Jennifer L. Kouo, Ph.D. , is a Visiting Assistant Professor at Towson University’s Department of Special Education. An alumna of University of Maryland and Johns Hopkins, she is dedicated to working with individuals with ASD.	Point-of-view video modeling, which films the completion of a targeted skill from a first-person perspective, has the potential to address deficits in social communication and interaction. The current study investigated how point-of-view video modeling may teach social initiations to students, and provides a number of implications for families and practitioners.	Who: <ul style="list-style-type: none"> • Educators • Parents/Caregiver • Related Service Providers Levels: <ul style="list-style-type: none"> • Basic • Intermediate • Advanced Age Group(s) Addressed: <i>While the research to be presented will focus on kindergarten students, point-of-view video modeling is applicable for individuals of any age.</i>	Lecture-based format, followed by a hands-on workshop. The workshop will involve participants potentially creating their own point-of-view video model with their own cell phone, iPad, tablet, or other electronic device. Questions will be welcomed throughout the presentation.
6	Beyond Academics: Preparing Students with Autism Spectrum Disorder for College	Janet Price is the Regional Director of Community Education and Transition for College Living Experience. She has an extensive background in special needs advocacy and has co-authored two books, one of which is <i>"Take Control of Asperger's Syndrome: The Official Strategy Guide for</i>	Participants will learn strategies for students to promote college readiness. These include executive function, self-advocacy, independent living skills, and social skills. Participants will learn how supports at the college level differ significantly from high school and how to prepare for a successful transition.	Who: <ul style="list-style-type: none"> • Parents/Caregivers • Educators • Related Service Providers • Social workers • Counselors/Psychologists Level: Intermediate	Lecture format with an activity for participants. Participants will learn how to backwards-plan for independent living skills activities of their choice, with guidance and facilitation by speakers

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		<p><i>Teens with Asperger's and Nonverbal Learning Disorder"</i> (Prufrock Press, 2010), winner of the TAGT Legacy Book Award.</p> <p>Ric Kienzle is the Director of the Rockville, Maryland center for College Living Experience. In addition, he has 15 years of experience with residential programs throughout the country.</p>			
7	<p>Promoting Healthy Lifestyle Behaviors in Children with Special Mental Health Needs</p>	<p>The University of Maryland, School of Medicine, Child & Adolescent Psychiatry Division</p> <p>Tammy Clough is a Certified Parent Support Partner with 35 years of experience working with disabled youth. She also has lived experience raising a daughter with mental health needs.</p> <p>Danielle Strobeck is the mother of a son diagnosed with autism at age 4. She is a Certified Parent Support Partner and has provided peer support to MD families for over 3 years.</p>	<p>Unhealthy weight gain is a problem commonly encountered in children with Autism often due to low activity level, rigid eating habits and medication side effects. The focus of this presentation is on obesity prevention strategies tailored to children with unique needs that can be utilized at home and school.</p>	<p>Who: Parents/Caregivers</p> <p>Level:</p> <ul style="list-style-type: none"> • Basic • Intermediate <p>Age Group(s) Addressed: <i>All</i></p> <p>Other Information: <i>Nutrition & Physical Activity</i></p>	<p>Power point presentation combined with group discussion and didactic activities.</p>

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		<p>Kristin Bussell is a licensed nurse practitioner certified in Child/Adolescent Psychiatric Mental Health. She has worked extensively with children/ families providing health education/counseling with an emphasis on nutrition and physical activity.</p>			
8	<p>The Treatment of Anxiety in Youth with Autism Spectrum Disorder, without Intellectual Disability</p>	<p>Amy Keefer, Ph.D., ABPP, is an Instructor at Johns Hopkins University School of Medicine and the supervising clinical psychologist at Kennedy Krieger Institute’s Center for Autism and Related Disorders.</p>	<p>Anxiety affects 40% or more of individuals with ASD. Recent studies suggest that cognitive-behavioral therapy (CBT) is an effective treatment for anxiety in youth with ASD without co-occurring intellectual disability. This presentation reviews the types of strategies utilized in CBT and how they can be modified to accommodate the needs of youth with ASD.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Educators • Parents/Caregivers • Related Service Providers • Social Workers • Counselors/Psychologists • School Administrators <p>Level:</p> <ul style="list-style-type: none"> • Intermediate • Advanced <p>Age Group(s) Addressed: <i>Childhood, Adolescence, & Teen</i></p> <p>Other Information: <i>addresses individuals without intellectual disability</i></p>	<p>Lecture with clinical vignettes</p>
9	<p>Beyond Compliance: Making Your Programs</p>	<p>Chris Lyons is a self- advocate who enjoys speaking about autism inclusion programming. As a student at Stevenson University,</p>	<p>I will begin by explaining a little bit about myself both what is visible from the outside and what truly lies inside of me. Specifically, I will discuss topics</p>	<p>Who:</p> <ul style="list-style-type: none"> • Educators / Para Educators • Parents/Caregivers • Related Service Providers • Social Workers 	<p>Presentation</p>

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	<p>Accessible to All</p>	<p>Chris has implemented several autism-related programs including an RA training program and support group. His past presentations include:</p> <ul style="list-style-type: none"> • Stevenson University Resident Assistant Training - August 2016 • Stevenson University Campus Wide Leadership Conference September 2016 • CAACURH Regional Conference - Philadelphia - November 2016 	<p>such as grade school, my specialized 40 student high school focused on students with disabilities, my college experience having attended two very different colleges, and some points from my life outside of school. Throughout this presentation I will explain some of the challenges and successes I face living with autism as well as several different topics regarding working with and accommodating multiple types of disabilities. Finally, I will share knowledge gained through my personal experiences regarding inclusion at Stevenson University and the community at large.</p>	<ul style="list-style-type: none"> • Counselors/Psychologists • School Administrators • Self Advocates <p>Other Information: <i>Presentation from an adult self-advocate based on life experiences</i></p>	
<p>10</p>	<p>Systems for Success: Strategies that Work for Maintaining Sanity on the Spectrum</p>	<p>Bergina Isbell, MD is a Board Certified Mayo Clinic trained Psychiatrist and founder of Led Life, LLC where the vision is to help others “grow in grace.” Prior to starting Led Life, she served as a Community Psychiatrist with the non-profit Unity Health Care where she provided mental health care and both individual and group therapy for several Federally Qualified Community Health Centers, several homeless shelters,</p>	<p>Join me for an opportunity to learn about successful parents and educators who have developed systems for themselves and their children on the autism spectrum.</p> <p>Attendees will:</p> <ul style="list-style-type: none"> • View and discuss several interviews of parents of children on the spectrum as they share systems that help their children, families, and parents in terms of advocacy, obtaining care, and self-care. 	<p>Who:</p> <ul style="list-style-type: none"> • Educators • Parents/Caregiver • Related Service Providers • Social Workers • Counselors/Psychologists • School Administrators <p>Level:</p> <ul style="list-style-type: none"> • Basic • Intermediate <p>Age Group(s) Addressed: <i>Newly Diagnosed, Childhood, Adolescence, and Teen</i></p>	<p>Video interview presentation with discussion and Q&A</p>

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	<p>and those incarcerated at the Department of Corrections in Washington, DC. She is a graduate of Johns Hopkins Schools of Arts and Sciences and Public Health, as well as Eastern Virginia Medical School.</p>	<ul style="list-style-type: none">• View and discuss interviews of educators who share their systems, as either family members or working in close partnership with families, for helping with development• Leave the session with new or updated systems and strategies they can use for success in the home and classroom.		
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