

BREAKOUT SESSION #2 – (choose 1)

	Title	Presenter(s)	Description	Target Audience*	Format
11	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: <ul style="list-style-type: none"> • Educators / Para Educators • Service Providers Level: <ul style="list-style-type: none"> • Basic • Intermediate • Advanced Age Group(s) Addressed: <i>All</i>	Video presentations Audience Participation/Discussion
12	Social Skills and Music Therapy	Melissa Ward, MT-BC is a board certified music therapist who owns a private music therapy practice, Augmenting Ability. She has been working with individuals with special needs for over 10 years. Krystal Clarke, MT-BC , is also a board certified music therapist who has spent the last few years	This presentation will explore exactly what music therapy is and how it can be used to address social skills needs. This interactive presentation will include examples appropriate to all ages and ability levels. Presenters will also discuss funding options for social skills music therapy.	Who: <ul style="list-style-type: none"> • Educators • Parents/Caregiver • Related Service Providers • Social Workers • Counselors/Psychologists Level: <ul style="list-style-type: none"> • Basic • Intermediate Age Group(s) Addressed: <i>All</i>	Interactive Experiential opportunities Discussion

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		working with children in various settings.			
13	<p>Play with a Purpose: Making the most out of play time with your child or student</p>	<p>Catherine Walton is a Birth to 5 Resource Teacher for Baltimore County Public Schools. She is certified in Early Childhood Special Education and is licensed through 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</p>	<p>This presentation will teach parents and professionals how to determine the current play level of their child/student and guide them in how to build upon and expand on their skills to enhance play. We will describe play levels, talk about choosing and using appropriate toys, brainstorm how to play with toys in fun and meaningful ways, and develop play routines to structure play activities.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Parents/Caregivers • Educators / Para Educators • Related Service Providers <p>Level:</p> <ul style="list-style-type: none"> • Beginning • Intermediate <p>Age Group(s) Addressed: <i>Early Childhood</i></p>	Interactive Presentation

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		<p>the last 10 years as an Early Childhood Resource Teacher for Baltimore County Public Schools.</p> <p>Danny Chaney works as a para professional for Baltimore County Public Schools in the preschool programs. He spends the bulk of his day engaged in meaningful play with children. He has been working in special education for 5 years and has a degree in Human Services and Child & Family Welfare.</p>			
14	<p>Coping: One Man's Journey to Diagnosis as an Untreated Adult</p>	<p>Tremayne Moore holds degrees in accounting and information systems from Florida A&M and Florida State University. Creative and analytical, Moore encourages writing as a method to cope with life.</p>	<p>In the 1980s, 1 in 10,000 children were diagnosed with autism. Today, that number is 1 in 68. The disparagement in the statistics accounts for at least one phenomena: undiagnosed or misdiagnosed cases. This workshop explores living pre- and post-diagnosis for the spectrum adult. The audience will learn:</p> <ol style="list-style-type: none"> 1. How to manage an adult autism diagnosis from the perspective of an adult male recently diagnosed on the spectrum. 2. How to communicate their need for help to their family and friends. 	<p>Who:</p> <ul style="list-style-type: none"> • Self Advocates Diagnosed as Adults • Social workers • Parents/Caregivers/Family members <p>Age Group(s) Addressed: <i>Adulthood</i></p> <p>Other Information: <i>Presentation from an adult self-advocate based on life experiences</i></p>	Lecture with Q&A

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			3. How to organize their lives to make it easier to function as a family in the face of disability.		
15	Everyone Take Charge: Fostering Effective Partnerships between Parents and Professionals	<p>Layne Wells, M.Ed., BCBA, LBA, is a certified Special Education Teacher and a Board Certified Behavior Analyst at The Shafer Center for Early Intervention in Owings Mills, MD. She began working in the field as a Special Educator after graduating from the University of Maryland with a Master's degree in Education. She spent four years teaching Elementary students with autism in Montgomery County. Layne went on to work as an instructor for the Princeton Child Development Institute. When her family moved back to Maryland Layne began teaching at The Shafer Center for Early Intervention. She worked as a behavior consultant and staff supervisor after earning her BCBA, and now has the pleasure of working with the staff and students at The Shafer Center as the Director of Education.</p>	<p>Although very important to the success of a child's educational plan, the parent-professional partnership is often given much less attention than it needs to thrive. In this talk we explain the complexities of these relationships, the impact they have on student progress, and methods for creating and maintaining home-school partnerships.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Educators • Families/Parents/Caregiver • Related Service Providers <p>Levels:</p> <ul style="list-style-type: none"> • Basic • Intermediate • Advanced <p>Age Group(s) Addressed: <i>Newly Diagnosed, Early Childhood, Childhood, Adolescence, Teen</i></p>	<p>Lecture with opportunities for questions and discussion</p>

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		<p>Anne Stull, M.A., LPA, BCBA is a Board Certified and Licensed Behavior Analyst. She received her master's degree in psychology with a clinical concentration in applied behavior analysis from the University of North Carolina Wilmington. She has worked with individuals with developmental disabilities for the past 18 years and as a BCBA for the past 9 years. She is currently an ABA Program Supervisor at The Shafer Center.</p>			
16	<p>Work for Adults with Autism: Exploring Challenges and Strategies</p>	<p>Charlotte E. Exner, PhD, OT/L, FAOTA, is Executive Director of the Hussman Center for Adults with Autism. She brings clinical, teaching, administrative, and research experience to the goal of advancing work opportunities for adults with autism.</p> <p>Zosia Zaks, M. Ed., C.R.C, is Manager of Programs & Education at Towson University's Hussman Center, where he teaches courses on autism and leads 2 programs</p>	<p>Despite the desire to work, many adults with autism experience challenges associated with finding and sustaining satisfying work. This presentation will identify key areas of challenge and emerging strategies in preparing for work and in working. Group discussion will focus on key combinations of strategies needed to enhance success.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Educators • Parents/Caregivers • Related Service Providers • Social workers • Counselors/Psychologists • School Administrators • Adults with autism <p>Level: Intermediate</p> <p>Age Group(s) Addressed: <i>Teens and Adults</i></p> <p>Other Information: <i>Presentation addresses learners who require minimal supports.</i></p>	<p>This session will include a presentation with visual supports about key content areas, with a presentation by each of the three speakers. Both small group and large group discussions will follow as audience members engage with the presenters to discuss potential strategies for enhancing work success for adults with autism.</p>

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		<p>focused on employment readiness.</p> <p>Lisa Crabtree, PhD, OTR/L, FAOTA, has practiced for 40 years as an occupational therapist in school systems and community settings and is Associate Professor in the Occupational Therapy and Occupational Science Department at Towson University.</p>			
17	<p>Build Your Teaching Toolbox with Interactive Web Tools</p>	<p>Andrea Parrish is the Graduate Program Director in Special Education at Towson University. She holds degrees in special education, a certificate in administration, and is a doctoral student in instructional technology.</p>	<p>In this session, participants will be exposed to 12 web tools that can be used to differentiate and modify instruction for students in multiple content areas and environments.</p>	<p>Who: Educators</p> <p>Level:</p> <ul style="list-style-type: none"> • Basic • Intermediate • Advanced <p>Age Group(s) Addressed: <i>Childhood, Adolescence, Teen</i></p> <p>Other Information: <i>In order to participate fully, it is recommended that audience members bring a device which runs flash.</i></p>	<p>Workshop with hands-on activities using technology; participants are asked to bring their own technology.</p>
18	<p>Story Keepers: Brothers and Sisters Share What Their</p>	<p>Eve Band, Ph.D. is a licensed psychologist in Owings Mills, Maryland. She has worked with children and adults with Autism</p>	<p>We are fortunate to have a wonderful group of siblings who will share their perspective about life with a brother or sister on the autism spectrum. Join us to</p>	<p>Who: All</p>	<p>Panel Discussion</p>

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	<p>Lives are Like as Siblings of Individuals with ASD</p>	<p>Spectrum Disorders for over twenty years, initially training with the TEACCH Autism program at the University of North Carolina at Chapel Hill. Dr. Band maintains a broad pediatric psychology private practice that includes psychological testing, therapy and consultation for children, adolescents and young adults. Approximately half her practice is dedicated to individuals with Autism Spectrum Disorders, including social skills therapy groups for children, adolescents and young adults.</p>	<p>listen to this panel of siblings, who will share their stories and answer your questions.</p>		
19	<p>Structured Teaching for students with Autism - Real-world ideas for implementation in the classroom or home</p>	<p>Stephanie Franklin has her Bachelors in Deaf Studies and her Masters in Leadership in Teaching. She is the Assistant Principal at The Benedictine School, a non-public school providing day and residential services to students with Autism and Intellectual Disabilities. Janki is a BCBA working at The Benedictine School. She has extensive experience working with students on the Autism</p>	<p>Structured teaching is proven to be successful in teaching all students, but especially students with ASD. Students who have difficulty with auditory processing, challenges with transitioning, and limits to their ability to organize the information around them benefit from a structured environment and approach. Structured teaching is a process. It doesn't provide us what to teach but it shows us how to teach and shows students how to learn.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Educators / Para Educators • Parents/Caregiver • Related Service Providers • Social Workers • Counselors/Psychologists <p>Level:</p> <ul style="list-style-type: none"> • Basic • Intermediate <p>Age Group(s) Addressed: <i>Newly Diagnosed, Childhood, Adolescence, Teen, Transition, Adulthood</i></p>	<p>PowerPoint Discussion Question-Answer Hands-On Practice</p>

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		<p>Spectrum, both in home and school settings.</p> <p>Janki Richard, Ed.M., BCBA, LBA, is a Board Certified Behavior Analyst who works at The Benedictine School. Janki has worked as a Behavior Analyst for the past 12 years to assist children and adults with special needs to minimize maladaptive behaviors and expand functional and prosocial behavior repertoires. Janki holds a Master's Degree in Human Development and Psychology from Harvard University.</p>			
20	<p>Let's Build Possibilitopia! Opening Doors for People with Autism and all Humankind: <i>Treasuring What is Unique about Each of Us</i></p>	<p>Sara Egorin-Hooper, M.Ed., has provided services for students with special needs in Baltimore County Public Schools (BCPS) for 43 years. It has been her life's work to focus on the many strengths, gifts and capabilities that all people possess. Sara feels that we are ALL students and teachers to each other.</p> <p>Jacqueline Hardwick graduated from Albright College with her Bachelors of Art in English,</p>	<p>Join us while we envision building <i>Possibilitopia</i>- a place where everything is possible and inhabited by <i>Possibilitarians</i> who celebrate uniqueness or differences and look for the giftedness inside each of us. Learn how to embrace with passion and zeal, this culture in your classrooms and entire school community!</p>	ALL	Multi-sensory interactive presentation

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	<p>Elementary Education, and Special Education. Jacqueline started teaching in 2008, in Baltimore County Public Schools. She is currently finishing her master's degree, specializing in working with students with autism at Towson University and works in the BCPS Office of Special Education as a Resource Teacher. In this role, she supports students and staff in high schools with compliance and teaching and learning.</p>			
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