

Title	Description	Presenter(s)	Suggested Audience*
10	<p>SOLVING SOCIAL AND BEHAVIOR PROBLEMS IN AUTISM: Using Visual Strategies for Communication Success</p> <p>Our goal is to use student visual learning strengths to help them achieve success in their life opportunities. This program will identify a variety of common behavior and social challenges for these students and highlight effective ways to use a range of low tech pictures to high tech visual tools, to help students participate successfully in social and life situations. Visual strategies work for a range of ages and skill levels. This program defines the need, discusses training, and demonstrates practical ideas for school, home.</p> <p>Learner Objectives:</p> <ol style="list-style-type: none"> 1. Recognize situations where communication breakdowns can affect the student's understanding, behavior and participation. 2. Informally identify causes of behavior and social problems 3. Use specific visual supports that improve student ability to participate successfully in school and life opportunities 	<p>Linda Hodgdon M.Ed., CCC-SLP <i>Afternoon Keynote Presenter</i></p> <p>Linda Hodgdon is a Speech-Language Pathologist who is internationally known as a pioneer in developing the use of visual strategies to support communication for students with Autism Spectrum Disorders and related learning needs. A powerful and entertaining presenter, Linda shares practical information that inspires program participants to accomplish new goals with students immediately.</p> <p>Linda is the author of <i>Visual Strategies for Improving Communication</i> and <i>Solving Behavior Problems in Autism</i>. Considered essential resources for professionals and parents, these are two of the most recommended books in the field. She provides support for Speech-Language Pathologists, educators and parents of students with special learning needs with her online blog and video training materials.</p> <p><i>Linda Hodgdon is the owner of lots of technology which makes her a very popular babysitting grandmother.</i></p>	<p><i>For all audiences</i></p>
11	<p>DREAM BIG: Intentional Planning for a Positive and Purposeful Life</p> <p>We will walk participants through this intentional plan for dreaming big step by step, highlighting the process and the strategies for creating a vision for your child that initiates positive momentum towards a full and purposeful life.</p>	<p>Katherine Holman, Ph.D., CCC-SLP Department of Special Education, Towson University</p> <p>Erica Solliday, M.S. Resource Teacher, Baltimore County Public Schools</p> <p>Cathy Walton, M.S. Resource Teacher, Baltimore County Public Schools</p>	<p>Suggested for but not limited to:</p> <ul style="list-style-type: none"> • Families/Parents/Caregiver • Newly Diagnosed • Early childhood professionals

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Important community and planning resources as well as other families' experiences will be shared to highlight the possibilities that can be obtained when one dares to dream big.

Learner Objectives:

1. Workshop participants will learn a process for developing a vision for their child.
2. Workshop participants will gain access to important community resources, planning and organizational strategies.
3. Workshop participants will be inspired to dream big when thinking and planning for their child's future through a possibility and "why not" mindset.

Becky Zimmerman, M.S. Infants and Toddlers, Baltimore County

Katherine Holman 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.

Erica Solliday is a Resource Teacher in the office of Birth to Five at Baltimore County Public Schools. She is certified in Early Childhood Special Education. Erica has worked for Baltimore county since 2007 and has been both a classroom teacher and in her current position as resource teacher. As a resource teacher she trains and coaches birth to five teachers on best and offers technical assistance in the classroom. Prior to coming to BCPS, Erica worked at the Center for Autism and Related Disorders at Kennedy Krieger Institute in the Achievements program.

Cathy Walton is a Birth to Five 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 in December 2016, 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. She has also led a variety of technical assistance and professional development trainings throughout the states of Maryland and Pennsylvania for parents, professionals and students.

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			<p>Becky Zimmerman is a certified Early Childhood Special Educator. In addition to her current work supporting the delivery of both in-home caregiver coaching and group instruction through the Infants and Toddlers Program, Becky previously taught children aged 2-5 years in Baltimore County Public Schools and the Center for Autism and Related Disorders at Kennedy Krieger Institute.</p>	
12	<p>SUCCESSFUL AUTISTIC ADULTS ARE THE WORK OF A LIFETIME!</p>	<p>My presentation is an unflinching look at what it takes to raise an autistic child to have the best chance to find THEIR uniquely successful autistic adult outcome. I am a man who has lived 60 years as a person on the spectrum. I've gone from living on SSI disability to making over 6 figures in the paid workforce. I was able to be successful, in large part, because the points below were etched into my soul till they were a part of me.</p> <ul style="list-style-type: none"> • Preparing the autistic child for a successful outcome in adulthood begins at diagnosis. (You can't raise the autistic child as if they were neurotypical because; our needs and learning curve aren't the same!) • If your autistic child's path to success is not riddled with trips down blind alleys and EPIC failures you do nothing but fool yourself, your autistic child and your family. 	<p>Wolf F. Dunaway</p> <p>An autistic adult who spent a lifetime learning how to be a success. (I'm still learning by the way!)</p> <p><i>"I am a man who has lived 60 years as a person on the spectrum. I've gone from living on SSI disability to making over 6 figures in the paid workforce. I travel the country and world sharing my unique autistic werewolf inspired way of understanding life on the spectrum. Every person living on the autism spectrum comes from a unique and different experience. I do believe autism reveals some common insights that can be explained in ways that foster a greater understanding than is currently accepted."</i></p>	<p><i>For all audiences</i></p>

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		<ul style="list-style-type: none"> No AUTISTIC WEREWOLF walks willing and serene into the maelstrom that is Neurotypical society or its workplace bathed in Economic Darwinism's blood! You must help Autistic Werewolves find motivation to embrace this painful world. 		
13	PROMOTING A SENSE OF BELONGING WITHIN OUR SCHOOLS	<p>Building a culture of respect and safety is essential for all, but particularly for students with ASD and their families. This session discusses strategies for developing and maintaining environments where students, families, teachers, staff and administrators project and receive a sense of being welcomed and valued, and experience feelings of belonging and order as they work and progress together.</p>	<p>Betsy Neville Special Education Department Chair Towson University</p> <p>Beverly German Learning Network Executive Director Towson University</p> <p>Prior to coming to TU in 2008, Betsy Neville worked in BCPS for 32 years as an SLP, middle school student services coordinator, and Office of Special Education coordinator of related services, autism and alt-MSA.</p> <p>Bev German served as a BCPS teacher, elementary and middle school assistant principal and principal for over 30 years before coming to Towson University in 2000. Since her grandson entered school and was identified with ASD, she has been an integral part of his educational planning and daily instructional support.</p>	<p>Suggested for but not limited to:</p> <ul style="list-style-type: none"> Educators Families/Parents/Caregiver Related Service Providers (Occupational Therapists, Physical Therapists, Speech Therapists...) Social Workers Counselors Psychologists School Administrators Other school based professionals, e.g. paraprofessionals, bus driver, etc. <p>Age Group(s) Addressed:</p> <ul style="list-style-type: none"> Early Childhood Childhood Adolescence/Teen

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14	THINKING AND LANGUAGE FOR ANXIETY, AUTISM, AND EVERYONE	<p>The ability to notice and redirect our own thinking is a powerful skill, and we can teach it! In this presentation I review three evidence-based interventions for individuals with autism related to thinking and language -- from early developmental milestones to present-moment awareness. All interventions focus on teaching psychological flexibility, a skillset associated with reduced anxiety and suffering.</p> <p>Learner Objectives:</p> <ol style="list-style-type: none"> 1. Attendees will identify 3 assessments/interventions related to thinking and language for individuals on the autism spectrum 2. Attendees will identify necessary prerequisites and which types of learners can access each intervention 3. Attendees will understand how the three interventions build on one another and why these skill sets are critical in increasing psychological flexibility and reducing anxiety and suffering 	<p>Lauren Eaton, M.A., BCBA, LBA Itineris</p> <p>Lauren Eaton is the Program Director for Itineris, an employment-first organization serving adults on the spectrum. She is adjunct faculty at Simmons College and provides supervision to graduate students pursuing their BCBA. Lauren received her Master's from UMBC and completed her practicum at the Kennedy Krieger Institute, the Department of Psychiatry and Behavioral Sciences at Johns Hopkins School of Medicine, and the Ivymount School.</p>	<p>Suggested for but not limited to:</p> <ul style="list-style-type: none"> • Educators • Families/Parents/Caregiver • Social Workers • Counselors • Psychologists <p>Levels:</p> <ul style="list-style-type: none"> • Intermediate • Advanced <p>Age Group(s) Addressed:</p> <ul style="list-style-type: none"> • Early Childhood • Adolescence/Teen • Adulthood <p><i>This presentation addresses learners who require significant and minimal supports.</i></p>
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15	<p>EMPLOYMENT PREPARATION: Teaching Your Child to Tell Their Story</p>	<p>If you're thinking about pre-employment skills once your child graduates from high school, you're starting too late! Identify opportunities to build foundational skills for employment readiness in high school and middle school. Help your child recognize who they are and what they can accomplish.</p> <p>Learner Objectives:</p> <ol style="list-style-type: none"> 1. Identify three skills essential for employment readiness, and strategies to practice at home and at school. 2. Learn about resources (including online) to assess interests and skills. 3. Identify volunteer and other activities in which your child can participate. 4. Teach your child to frame their strengths and positive attributes when telling their story to prospective employers. 	<p>Janet Price Regional Director of Community Education and Transition College Living Experience</p> <p>Darchelle M. Garner Career Development Instructor, College Living Experience</p> <p>Janet Price is the Regional Director of Community Education and Transition at College Living Experience in Rockville, Maryland, and co-author of the award-winning book <u><i>Take Control of Asperger's Syndrome</i></u>.</p> <p>Darchelle M. Garner is a career development instructor at College Living Experience in Rockville, Maryland, where she prepares young adults with developmental differences for job acquisition and career success.</p>	<p>Suggested for but not limited to:</p> <ul style="list-style-type: none"> • Families/Parents/Caregiver • Related Service Providers (Occupational Therapists, Physical Therapists, Speech Therapists...) • Social Workers • Counselors • Psychologists <p>Levels:</p> <ul style="list-style-type: none"> • Basic • Intermediate <p>Age Group(s) Addressed:</p> <ul style="list-style-type: none"> • Adolescence/Teen • Transition <p><i>This presentation addresses learners who require minimal supports.</i></p>
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16	SENSORY STRATEGIES FOR HOME AND SCHOOL	<p>Individuals with autism demonstrate challenges with sensory motor skills, limiting participation. Social communication also is linked to sensory-motor skills. This presentation will identify and define sensory motor challenges, introduce everyday sensory motor strategies that parents and teachers can use, and discuss application of strategies to improve participation.</p> <p>Videos of a pilot program working with parents and children as well as a presentation of feedback from teachers following an in-service education program providing them with strategies to use in the classroom will be presented.</p> <p>Learner Objectives:</p> <ol style="list-style-type: none"> 1. Participants will identify 2 behaviors that may indicate sensory processing challenges in individuals with autism. 2. Participants will list 3 resources for sensory motor activities to address challenging behaviors for individuals with autism. 	<p>Lisa Crabtree, PhD, OTR/L, FAOTA</p> <p>Lisa Crabtree is an Associate Professor at Towson University with 40 years of experience with individuals with autism in schools, clinics and homes. Research includes community participation across the lifespan.</p>	<p>Suggested for but not limited to:</p> <ul style="list-style-type: none"> • Families/Parents/Caregiver • Educators • Related Service Providers (Occupational Therapists, Physical Therapists, Speech Therapists...) • Social Workers • Counselors • Psychologists <p>Level:</p> <ul style="list-style-type: none"> • Basic • Intermediate <p><i>This presentation addresses learners who require significant and minimal supports.</i></p>
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		3. Participants will discuss 2 sensory motor strategies to use with individuals with autism to address challenging behaviors.		
17	HONESTLY IEP: A Parent Panel	Join us as we listen to parents share their honest stories and perspectives on overcoming the challenges inherent in the IEP process.	<p>Panel Facilitator: Mary Beth Marsden</p> <p>In addition to being an autism mom, Mary Beth Marsden is a local Emmy Award winning journalist who has lived and worked in Baltimore for 30 years. She was the longtime evening news anchor for WMAR TV and hosted a news show on WBAL Radio. Mary Beth also founded Real Look Autism. On her website, she produces “solution based” videos of children with autism spectrum disorders. She also co-authored <u>Chicken Soup for the Soul: Raising Kids on the Spectrum</u>. Currently she hosts a health and wellness show for GBMC called “Greater Living” on Facebook Live. She is also an artist and has had several art shows in the Baltimore area.</p>	<i>For all parents and professionals involved in the IEP process.</i>
18	PARENT TRANSITION EMPOWERMENT OVERVIEW	<p>Parents and self-advocates will receive an overview of the adult service system. Topics covered will include state departments, policies, expectations, and challenges. There will be time for Q & A as well. As a result of attending, participants can expect to feel empowered to advocate and navigate.</p> <p>Learner Objectives:</p>	<p>Zosia Zaks, M.Ed., C.R.C.</p> <p>Zosia Zaks is a Certified Rehabilitation Counselor with almost 20 years of experience working with autistic adults. Currently he manages the Hussman Center for Adults with Autism at Towson University and teaches courses on autism in the College of Health Professions.</p>	<p>Suggested for but not limited to:</p> <ul style="list-style-type: none"> • Families/Parents/Caregiver • Related Service Providers (Occupational Therapists, Physical Therapists, Speech Therapists...) • Social Workers • Self Advocates

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		<ol style="list-style-type: none">1. List major departments, agencies, and programs in the adult service system such as DDA and DORS and explain what each one does2. Describe the most relevant laws and policies that govern the adult system, which is very different than the educational system society has developed for children3. Know how and when to apply for benefits and services4. Explore strategies and techniques for coping with system challenges		This presentation addresses learners who require significant and minimal supports
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