

	Title	Description	Presenter(s)	Suggested Audience*
1	<p>Social Stories: Rethink, Reboot, Reimagine</p>	<p><i>*Social Stories</i> are one of the most popular evidence-based instructional strategies for learners with autism in the world, currently experiencing a renaissance of new formats and ideas. The approach is also frequently misused and misunderstood. This presentation uses lecture, demonstration, discussion, and one-minute team activities to help participants identify what is - and is not - a genuine Social Story, with plenty of time devoted to case examples, new developments, and a glimpse of Social Stories tomorrow. Parents and professionals who are unfamiliar with Social Stories will leave with the skills they need to become savvy consumers of the approach. Accomplished Social Story Authors will walk away with new ideas and fresh inspiration.</p> <p><i>* Definition: A Social Story accurately describes a context, skill, achievement, or concept according to 10 defining criteria. These criteria guide Story research, development, and implementation to ensure an overall patient and supportive quality, and a format, 'voice', content, and learning experience that is descriptive, meaningful, respectful, and physically, socially, and emotionally safe for the Story audience (a child, adolescent, or adult).</i></p> <p><u>Learner Objectives:</u></p> <p>Participants will be able to:</p> <ol style="list-style-type: none"> 1. Identify what is, and what is not, a genuine Social Story 2. Describe how Dr. Peter Vermeulen's work on social 	<p>Carol Gray began her career as a teacher for four children with autism at Jenison Public Schools, in Jenison, Michigan. Currently, she works as a consultant to children, adolescents, and adults with autism, providing support via workshops and presentations, information, referral, resources, and direct services for individuals with autism, their families, and professionals who work on their behalf. Carol is best known for the development of Social Stories, a well-respected evidence-based practice used worldwide with people with autism of all ages. She is an internationally sought-after keynote and seminar speaker and has completed over 1,200 presentations.</p> <p>Carol is also the founder of a very effective social philosophy that 1) 'abandons all assumptions', 2) regards both the typical and autism perspective as 'equally valid', and 3) recognizes the 'social impairment in autism' as shared (noting the well-intentioned but nonetheless misguided mistakes of parents and professionals). She has completed ground-breaking work on some of the toughest topics in autism by reviewing the research, outlining new theories, and developing practical instructional strategies, most notably Gray's Guide to Bullying (2004) and Gray's Guide to Loss, Learning, and Students with ASD (2003). Carol serves on many advisory boards, including the active and working Advisory Board on Disabilities for Delta Air Lines, where she represents passengers with autism.</p> <p>Carol has received many awards for her work, including Social Thinking's Lifetime Achievement Award (San Francisco, 2015); Learning Spring School's Spectrum Award for her global efforts in education and improving the lives of people with autism (New York City, 2012), the Autism</p>	<p>Suggested for but not limited to:</p> <ul style="list-style-type: none"> • Families/Parents/Caregiver • Educators • Service Providers • Social Workers • Counselors • Psychologists

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		<p>context is changing how each Story is developed</p> <ol style="list-style-type: none"> 3. Provide three examples of little-known Social Story formats that save Authors time and enhance Story meaning 4. Discuss new Social Story terms like Coloring Story and Story Rating. 	<p>Society of America Education Book of the Year, The New Social Story Book: Revised and Expanded 10th Anniversary Edition (2009), and the Barbara Lipinski Award (Lansing, Michigan, 2005) for her international contribution to the education and welfare of people with autism.</p> <p>PUBLICATIONS Carol has written several articles and chapters in addition to the resources that are listed below. Many of them are available as a free download in The Morning News/Jenison Autism Journal section of her website CarolGraySocialStories.com.</p> <p><i>Disclosures: The New Social Story Book: Book titles: Revised and Expanded 15th Anniversary Edition, The Last Bedtime Story, Comic Strip Conversations, My Social Story Book. Online Membership: Carol's Club</i></p>	
2	<p>The Out-of-Sync Teen: Growing Up with Sensory Processing Disorder</p>	<p>Children with autism often resist participating in family and school activities or respond in unusual ways to ordinary sensations of touch and movement, sights and sounds. Due to Sensory Processing Disorder (SPD), they don't behave as we expect – not because they won't, but because they can't. And then, they grow up. Putting on imaginary “sensory spectacles” can give parents, teachers, and professionals a new perspective to coping with out-of-sync behavior.</p> <p>Learner Objectives:</p>	<p>Carol Stock Kranowitz, M.A. During her 25-five year career as an early education teacher, Carol Stock Kranowitz introduced Sensory Processing Disorder to parents and educators around the world through her book, "The Out-of-Sync Child." Carol speaks nationally and internationally about SPD's effect on children's learning and behavior and how families, teachers, therapists and other professionals can support children as they grow — at home, at school, and out and about. A graduate of Barnard College, Carol earned her master's degree in Education and Human Development from The George Washington University. She lives in Maryland, is a classical cellist, and dotes on five grandchildren.</p> <p><i>Disclosures: Royalties for my books in the "Sync" series</i></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 • Self-Advocates <p>Level: • Intermediate (parents and professionals with general</p>

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		<ol style="list-style-type: none"> 1. Identify six types of SPD and how they can affect children’s daily lives 2. Recognize co-existing problems with vision, hearing, motor coordination, emotions and relationships 3. Glean some ideas for preventing sensory overload, providing desirable sensory input, and averting meltdowns 		<p>knowledge of autism and basic evidence based strategies)</p>
<p>3</p>	<p>ASK THE AUTISTIC WEREWOLF: Autism Insight</p>	<p>My presentation will briefly introduce myself as a person living on the autism spectrum. I will share briefly all accomplishments have made me a successful autistic man.</p> <p>I have lived on the autism spectrum for the past 59 years. I have made many mistakes growing in autistic wisdom as a result. My presentation will allow audience members to ask any question they want. Audiences can access my autism wisdom in ways that enhance their professional, parental or other roles in the lives of autistic children, adolescents and adults.</p> <ol style="list-style-type: none"> 1. LEARN from unconventional Autistic Werewolf themed insights, experiences and life objectives of a successful man living on autism's spectrum for 59 years. 2. KNOW how to better understand, respond to and mitigate autistic meltdowns 	<p>Wolf F. Dunaway Today I am a very successful autistic man who started life 59 years ago as a troubled very antisocial autistic child (werewolf like). I made many mistakes on my unique path to success. I'm giving audiences the opportunity to ask me questions in hope, they will avoid the many painful pitfalls I encountered growing up autistic, angry, violent and alone. After 41 years in an autistic wilderness I climbed back into the civilized world of college, work, home ownership and more. Today I am an IT Specialist with the Federal Government earning a 6 figure income. I'm not bragging I share this in hopes autistic people don't limit their possibilities!</p>	<p>For all audiences</p>

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		<p>while using the triggers to teach more effective autism self-management skills.</p> <p>3. KNOW how to better help people on autism's spectrum, meet challenges of adulthood, like independent living, job skills, college, DORS and MUCH MORE!</p>		
4	<p>Autistic Sensory Spectrum Life in an Overstimulating World</p>	<p>This presentation is about autistic sensory differences, stimming, and sensory regulation.</p> <p>Autistic sensory differences can vary greatly from one autistic individual to the next. What bothers one autistic person may be pleasurable to the next. In this presentation I share some of my own tips and tricks for navigating a world that isn't always sensory friendly.</p> <p>Learner Objectives: Learn about sensory processing differences and regulation, including auditory processing differences from an autistic perspective.</p> <ul style="list-style-type: none"> • I Need to Move - Stimming and movement for sensory regulation – the importance of allowing natural autistic movement • My Favorite Sensory Life Hacks - Tools and tips for managing & avoiding sensory overstimulation, from a sensory sensitive autistic adult • Harmful Behaviors – re-directing destructive behaviors. Some stims and behaviors are bad for our health. How can we work to re-direct? 	<p>Christa Holmans - The Neurodivergent Rebel</p> <p>Neurodivergent Rebel - Rebellng against a culture that values assimilation over individuality.</p> <p>Christa Holmans enjoys pursuing her diverse passions. She has embodied many of these over the years. From aerial acrobatics & circus arts to dog training & business consulting, just to name a few.</p> <p>Founder of Neurodivergent Consulting and the internationally recognized Neurodivergent Rebel blog.</p> <p>She can be found advocating on Twitter as @NeuroRebel, destroying stigma & spreading positivity.</p> <p>Christa currently enjoys living in an RV full time with her best friend & partner in crime, David (along with 4 dogs), in a 40 foot long diesel pusher bus.</p>	<p><i>For all audiences</i></p>

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<p>5</p>	<p>Finding Your Place of Belonging (Part 1)</p>	<p>Social skills expert and autistic self-advocate Daniel Wendler shares his principles for finding genuine belonging. You'll learn effective strategies for developing social skills, finding the motivation to go outside your comfort zone, and building relationships that can last a lifetime. And you'll be equipped to deepen connections in your own life and help others find their place of belonging.</p> <p>Learner Objectives:</p> <ol style="list-style-type: none"> 1. Understand how the right mindset enables autistic individuals to achieve social success, and how to equip others and themselves to develop that mindset. 2. Use effective strategies to help themselves or autistic individuals they support to cultivate genuine, unforced motivation to engage in social interaction and social skills development 3. Teach or learn social skills in a way that encourages real understanding rather than rote memorization. 	<p>Daniel Wendler M.A. never fit in, no matter how hard he tried. His quirky personality and awkward behavior meant that his childhood was full of rejection, bullying, and loneliness. But Daniel never stopped yearning for a place to belong, and when he was diagnosed with Asperger's Syndrome he began to teach himself social skills from the ground up, the way you would learn a foreign language.</p> <p>When he used these skills to reach out to other “outsiders,” Daniel discovered that he was not alone in his search for connection, and that the best way to find a place to belong was to create that place for someone else.</p> <p>Today, he works to help others make that same discovery. He is the author of the website ImproveYourSocialSkills.com, two books on social skills ("Improve Your Social Skills" and "Level Up Your Social Life" both available on Amazon), a two time TEDx speaker, and a graduate student in his final year of a doctorate in clinical psychology. Daniel is thrilled to be a part of Honestly Autism Day and looks forward to sharing a simple truth with everyone: It's never too late to find a place to belong, and all of us have the power to change a life simply by being a friend.</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 • Self-Advocates <p>Age Group(s) Addressed:</p> <ul style="list-style-type: none"> • Childhood • Adolescence/Teen • Adulthood <p><i>My presentation addresses learners who require minimal supports.</i></p>
<p>6</p>	<p>Mindfulness and Movement to Balance the Sensory System</p>	<p>During this workshop you will learn about the way our bodies take in information from the surrounding environment as well as how they communicate information about our inner environment. You will also learn what it feels like when these</p>	<p>Sarah Gigante, PT, DPT, ERYT-200 Vito Gigante, MS, OTR/L, RYT-200</p> <p>Vito Gigante has been an occupational therapist since 2004, working with children and their families in their homes and in the school system (both public and private).</p>	<p><i>For all audiences</i></p>

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systems are unbalanced and how that may affect our functioning. Finally, we will take you through some strategies for Regulation using Breath, Movement and Relaxation Techniques that bring balance, grounding and improve overall well-being. The best part is you don't need any equipment and you can do the activities anywhere and anytime you feel like it. It's about giving ourselves and/or the neuro-diverse individuals we care for a gift that they can use to improve their lives forever.

Learner Objectives:

1. Describe our sensory systems that help us attune to our inner and outer world
2. Describe how it may feel when our sensory system is unbalanced
3. Use various yoga based activities (breath, postures, relaxation) to help bring our sensory system back in balance

He has found that using yoga with children helps them to self-regulate, improving their ability to be a positive member of their classroom and at home. Vito runs weekly parent and child yoga classes for children from 18 months to 3 years as part of the Early Intervention Program in Erie County. His classes have been featured on 2 separate news programs in Buffalo, NY. He is the father of two amazing little girls. Vito, along with his wife Sarah are co-founders of Flowering Light Yoga, LLC, a Buffalo based company that uses yoga as a therapeutic tool both in individual and group sessions. They hope to make therapeutic yoga a mandated service on children's individual education plans (IEPs) to improve access to this wonderful therapy. Vito and his wife Sarah are Lead Trainers for Radiant Child Yoga, teaching adults to teach yoga to children of all abilities and to improve their own lives in the process.

Website: www.floweringlightyoga.com

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Sarah Gigante a Doctor of pediatric Physical Therapy and a registered yoga alliance teacher. For 15 years she has worked with children and their families in the hospital setting, at home and in schools. She has been using yoga one on one and in group settings with children she treats and has seen wonderful progress with their motor control, self-calming and self-confidence. Dr. Gigante has provided pediatric Physical Therapy and yoga for hundreds of children over the course of her career. She also teaches continuing education workshops for therapists and special education teachers on pediatric yoga and mindfulness in the classroom for general education and special education teachers and self-care for caregivers for family members of those living with mental illness. She is the mother of two wonderful girls and human companion to two wonderful dogs. Dr. Gigante, along with her husband Vito, are co-founders of Flowering Light Yoga, LLC, a Buffalo, NY based company that uses yoga as a

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			<p>therapeutic tool both in individual and group sessions. They hope to make therapeutic yoga a mandated service on children’s individual education plans (IEPs) to improve access to this wonderful therapy. Sarah and her husband Vito are Lead Trainers for Radiant Child Yoga, teaching adults to teach yoga to children of all abilities and to improve their own lives in the process. Website: www.floweringlightyoga.com Email: floweringlightyoga@gmail.com</p>	
7	<p>Story Keepers: Brothers and Sisters Share Their Insight</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 listen to this panel of siblings, who will share their stories and answer your questions.</p>	<p>Eve Band, Ph.D. (facilitator) is a licensed psychologist in Owings Mills, Maryland. She has worked with children and adults with Autism 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><i>For all audiences</i></p>
8	<p>Language Fun in the “LAB”</p>	<p>Looking for new ideas? The PRC AAC Language Lab is an online fantastic resource for parents, teachers and therapists who want real-life solutions supporting language development. Come join us as we take you on a journey through the “lab”. We will visit language stages, interactive books and materials, language lessons for teachers and therapists, Can-Do Activities for families and introduce you to the “Let’s Talk AAC” blog. Participants will receive a year’s subscription to the AAC Language Lab and will leave with an activity ready to use</p>	<p>Baltimore County Public Schools’ Assistive Technology Team</p>	<p><i>For all parents and professionals that work with young children.</i></p>

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		<p>supporting core vocabulary. This is a resource you will use every day!</p>		
<p>9</p>	<p>Creating a Contingency Plan for Safety in the Community and at Home</p>	<p>As children with ASD grow up and become young adults, sometimes due to challenging behaviors and lack of verbal communication, it can be difficult to keep them, yourself and others safe at home or in the community. This session will meet you where you are and offer strategies and real time suggestions that caregivers can utilize to support their child's safety and well-being at home and in the community. Participants will work together with the presenters to create a safety plan that can be individualized to their child or individual in their care.</p> <p>Learner Objectives:</p> <ol style="list-style-type: none"> 1. Participants will learn how to create a safety plan that can be used to prevent and successfully respond to challenging situations that arise in the community and at home 2. Participants will be able to identify potential triggers and apply compassionate responses to deescalate behavior in times of crisis. 3. Participants will create a contingency plan of support that they can activate in times of need. 	<p>Beth Plumb, BCBA, LBA, provides school- and home-based services for infants, toddlers, school-aged children and young adults. She focuses on maximizing individual skill development through application of applied behavior analysis. Her strengths include identifying practical and effective behavior supports to reduce challenging behaviors, collaborating with families and staff members, and individualizing instruction in group and one-on-one settings through data-based decision making. Beth has experience working in both non-public and public school settings, as well as providing professional development for school staff. She currently teaches in the special education program at Towson University. Beth is a licensed behavior analyst and certified special educator.</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, <i>School Success for Kids with Autism</i>. 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><i>For all audiences</i></p> <p><i>This presentation addresses learners who require significant supports.</i></p>

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