

Maryland Center for Developmental Disabilities 2021 Summer Learning Series Training Program Course Catalog

Registration is now Open. Click each course title to register!

Course#: 001

Transition Planning for Students with Disabilities and Supported Decision-making as an Alternative to Guardianship

Presenters: [Mallory Legg, Esq](#) and [Megan Rusciano, Esq](#)

Date: Tuesday, June 1, 2021; **Location:** Online Event/ Live Interactive Webinar

Time: 9 a.m. to 12:15 p.m.

CEUs/Category: 3.0 Cat. 1 CEUs

Course Description:

The first part of the session will provide an overview of transition planning, including applicable federal and state laws and regulations. The presenters will discuss elements and goals of transition planning, including examples of quality and poor transition planning. They will also provide an overview of transition planning resources, including state and nonprofit resources. The second part of the session will provide an overview of supported decision-making as an alternative to guardianship. Supported decision-making is gaining national and international recognition as a best practice and legal tool that can preserve the civil rights of people with disabilities and eliminate the need for a guardian in certain situations. The presenters will discuss competency and the grounds for pursuing guardianship of the person, and guardianship of the property. They will also discuss other alternatives to guardianship, including advance directives, advance directives for mental health, surrogate decision makers, representative payees, and powers of attorney. Resources and referrals on alternatives to guardianship will be provided.

Instructional Level: Introductory

Learning Objectives: This workshop is designed to help participants:

1. Discuss laws relevant to transition and elements of effective transition planning.
2. Explain the recent MSDE technical assistance bulletins developed around transition planning.
3. Create the transition planning section of an IEP and list resources for transition planning.
4. Identify resources and referral sources for family and community members regarding guardianship, and recognize when there are issues related to capability.
5. Select less-restrictive alternatives and provide resources for implementation.

Target Populations:

- Psychologists
- Social workers
- Counselors
- Educators
- Parents and Caregiver
- Nurses, Clinical and Medical Staff
- Direct Support Professionals and other Community Service Providers
- Speech/Physical/Occupational therapists
- Students/Trainees



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Course#: 002

Social Media, Online Learning and Networking for Individuals with Intellectual and Developmental Disabilities: Risks and Safety Strategies

Presenter: [Dr. Mary Jo Krile, PhD](#)

Date: Thursday, June 3, 2021; **Location:** Online Event/Live Interactive Webinar

Time: 9 a.m. to 12:15 p.m.

CEUs/Category: 3.0 Cat. 1 CEUs

Course Description:

While social media and internet use are ubiquitous, the onset of the COVID-19 pandemic dramatically increased society's reliance on these platforms. As individuals quickly turned to these platforms to learn, work, connect with others, and find information, individuals with intellectual and/or developmental disabilities (I/DD) experienced difficulty and exclusion. The largest contributing factors to these experiences were those of the lack of instructional strategies for teaching individuals with I/DD online platform use and concerns for cyber safety. This webinar presentation will consist of interactive case studies that provide: (a) information pertaining to the benefits and risks of individuals with I/DD using online platforms; (b) strategies for teaching individuals with I/DD online platform use and cyber safety skills; and (c) information and strategies pertaining to netiquette.

Instructional Level: Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Identify the benefits and risks of individuals with I/DD using online platforms.
2. Discuss strategies to use when teaching online platform use and cyber safety skills to individuals with I/DD.
3. Describe the concept of netiquette, how it applies to individuals with I/DD, and how to assist individuals with I/DD with building these skills.

Target Populations:

- Psychologists
- Social workers
- Counselors
- Educators
- Faith leaders
- Parents and Caregivers
- Nurses
- Clinical and Medical Staff
- Direct Support Professionals and other Community Service Providers
- Speech/Physical/Occupational therapists
- Students/Trainees



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Course#: 003

Engaging Communities in Research Implementation and Dissemination: Challenges and Opportunities

Presenter: [Dr. Kiely Law, MD, MPH](#) and [Cheryl Cohen, MS](#)

Date: Thursday, June 3, 2021; **Location:** Online Event/ Live Interactive Webinar

Time: 4 p.m. to 5 p.m.

CEUs/Category: 3.0 Cat. 1 CEUs

Course Description:

Community and its members play a role in the conduct of research, including autism research, and in the dissemination of evidence-based information and interventions within communities and service systems. Community partnership in research is necessary for the translation of evidence-based research findings into practice and for reducing health disparities. This workshop will discuss the importance of autism research and challenges in research implementation and dissemination, and will provide practical strategies for effective engagement of communities, individuals, and families across different groups and cultures in research and information sharing.

Instructional Level: Introductory

Learning Objectives: This workshop is designed to help participants:

1. Understand the importance of autism research and common concerns in research implementation and dissemination.
2. Utilize practical research considerations when designing and implementing research.
3. Learn effective strategies for engaging communities, individuals, and families in research and information sharing.

Target Populations:

- Psychologists
- Social workers
- Counselors
- Educators
- Parents and Caregivers
- Nurses
- Clinical and Medical Staff
- Support Staff and other Community Service Providers
- Speech/Physical/Occupational therapists
- Students/Trainees



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Course#: 004

A "Good Life" for the Whole Family: Supporting People in the Context of their Family

Presenters: [Jenny Turner, MSW, LCSW](#)

Date: Wednesday, June 9, 2021; **Location:** Online Event/ Live Interactive Webinar

Time: 9 a.m. to 12:15 p.m.

CEUs/Category: 3.0 Cat. 1 CEUs

Course Description:

All people exist within the context of their family and community, with reciprocal roles that adjust across the life span and the family life cycle. Person- and family-centered supports cannot be mutually exclusive; rather, supports must consider the whole person and the whole family. This session will explore how using the Charting the LifeCourse framework can help individuals to achieve self-determination, interdependence, integration, productivity, integration and inclusion in all facets of community life AND how families can be supported in ways that maximize their capacity, strengths, and unique abilities to best nurture, love, and support all individual members to achieve their life goals.

Instructional Level: Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Describe the impact of family and community context in supporting individuals with intellectual and developmental disabilities.
2. Identify strategies for supporting individuals and families to understand and maximize the reciprocal roles of all family members.
3. Utilize the Charting the LifeCourse framework and tools to support individuals and families in planning, problem-solving, and decision making.

Target Populations:

- Psychologists
- Social workers
- Counselors
- Educators
- Faith Leaders
- Parents and Caregivers
- Nurses
- Clinical and Medical Staff
- Direct Support Professionals and other Community Service Providers
- Speech/Physical/Occupational therapists
- Students/Trainees



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Course#: 005

Healing Through Natural Mentoring Relationships: Strategies for Promoting Mental Health and Social Well-being of Marginalized and At-Risk Youth

Presenters: [Dr. Christi Culpepper, PhD](#) and [Dr. Mirian Ofonedu, PhD, LCSW-C](#)

Date: Friday, June 11, 2021; **Location:** Online Event/Live Interactive Webinar

Time: 9 a.m. to 12:15 p.m.

CEUs/Category: 3.0 Cat. 1 CEUs

Course Description:

Natural mentoring relationships, those that develop without the auspices of a formal mentoring program and incorporated into typical provision of services, is an important mental and social health intervention for supporting marginalized youth and those deemed as at-risk due to their socioeconomic status, academic performance, or behavior in school. It facilitates the youth's positive connectedness to others and to their communities. Natural mentors (such as coaches, teachers and school nurses, pastors, neighbors, counselors, peers, etc.) provide social, emotional, informational, and other supports to marginalized and at-risk youth. However, at times, providers, parents, and other community members who are in the position to help these youth to establish and to develop natural mentoring relationships have difficulty effectively facilitating these relationships. This session will help to increase participants' knowledge of the cultural and social context of natural mentoring relationships. Participants will learn effective ways to help create, support, and sustain natural mentoring relationships for marginalized and at-risk youth, and increase their efforts to support and promote the optimal social and health outcomes of this population.

Instructional Level: Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Identify ways to create and sustain mentoring relationships for at-risk youth.
2. Examine the social and cultural context of supportive natural mentoring relationships for at-risk youth in communities, educational settings, and health care settings.
3. Discuss best practices and the importance of incorporating cultural practices in mentoring at-risk youth from different cultural backgrounds.

Target Populations:

- Psychologists
- Social workers
- Counselors
- Educators
- Faith Leaders
- Parents and Caregivers
- Nurses
- Clinical and Medical Staff
- Support Staff and other Community Service Providers
- Speech/Physical/Occupational therapists
- Students/Trainees



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Course#: 006

Sexual Health and Intellectual and Developmental Disabilities 101: A Workshop for Providers

Presenter: [Dr. Mirian Ofonedu, PhD, LCSW-C](#)

Date: Thursday, June 17, 2021; **Location:** Online Event/Live Interactive Webinar

Time: 9 a.m. to 12:15 p.m.

CEUs/Category: 3.0 Cat. 1 CEUs

Course Description:

For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled (WHO, 2006). People with intellectual and developmental disabilities (I/DD) are often left out of the conversation about sexuality, almost as if they are incapable of having thoughts, feelings, and needs. In reality they, too, are sexual beings that need information and skills for making healthy decisions about sexuality. This workshop will help providers who work with people with developmental disabilities and their families become more comfortable talking about this topic with people with developmental disabilities and their parents/caregivers, and how to help people I/DD have safe and satisfying relationships.

Instructional Level: Introductory

Learning Objectives: This workshop is designed to help participants:

1. Describe specific issues about sexuality for people with developmental disabilities.
2. Discuss own values and attitudes regarding sexuality and people with developmental disabilities.
3. Utilize effective strategies in communicating about sexuality with people with developmental disabilities and their parents/caregivers.
4. Demonstrate understanding and knowledge about this topic while communicating with people with I/DD and their families.

Target Populations:

- Social Workers
- Psychologists
- Nurses
- Medical and Clinical Staff
- Educators Paraprofessionals
- School Counselors
- Direct Support Providers and other Community Providers
- Faith and other Organizational Leaders
- Students/Trainees



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Course#: 007

Best Practices and Adaptations for Providing Telehealth Services for Children with Autism Spectrum Disorder and Intellectual and Developmental Disabilities

Presenter: [Stephanie Miodus, MA, MEd](#)

Date: Tuesday, June 22, 2021; **Location:** Online Event

Time: 9 a.m. to 12:15 p.m.

CEUs/Category: 3.0 Cat. 1 CEUs

Course Description:

Telehealth has risen in popularity and is expected to continue growing as a service delivery option to increase access to mental health services. General guidelines and recommendations for providing telehealth services exist, but special considerations and adaptations are needed when working with children with autism spectrum disorder (ASD) and intellectual and developmental disabilities (I/DD). This workshop will help providers and their families increase their knowledge of best practices and adaptations for telehealth services, which they can apply when supporting children with ASD and I/DD.

Instructional Level: Introductory

Learning Objectives: This tour is designed to help participants:

1. Identify benefits and challenges of providing telehealth services to children with ASD and I/DD.
2. Discuss effective strategies and best practices for supporting children with ASD and I/DD and their families when delivering services over telehealth.
3. Apply adaptations for individual and group service delivery over telehealth when working with children with ASD and I/DD.

Target Populations:

- Counselors
- Educators
- Parents and Caregivers
- Psychologists
- Social workers
- Nurses
- Medical and Clinical Staff
- Support Staff and other Community Service Providers
- Speech/Physical/Occupational therapists
- Students/Trainees



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Course#: 008

[Disability and Aging: Understanding the Health Landscape and Opportunities for People with Disability](#)

Presenter: [Dr. Bonnielin Swenor, PhD, MPH](#)

Date: Thursday, June 24, 2021; **Location:** Online Event/Live Interactive Webinar

Time: 9 a.m. to 12:15 p.m.

CEUs/Category: 3.0 Cat. 1 CEUs

Course Description:

Historically, there has been a disconnect between aging and disability research. Disability research often lacks a life course perspective, and aging research most often examines disability as a health outcome. This workshop aims to draw connections between these two areas by describing research, data, and strategies focused on aging well with a disability.

Instructional Level: Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Describe the life course perspective of disability, and research on aging with a disability.
2. Discuss the role of societal, environmental, and personal factors on aging for people with disabilities.
3. Identify strategies to maximize healthy aging for people with disabilities.

Target Populations:

- Counselors
- Educators
- Faith leaders
- Parents and Caregivers
- Psychologists
- Social workers
- Nurses
- Clinical and Medical Staff
- Direct Support Professionals and other Community Service Providers
- Speech/Physical/Occupational therapists
- Students/Trainees



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Course#: 009

Suicidal Behaviors in People with Intellectual and/or Developmental Disabilities: Strategies for Success Care

Presenter: [Dr. Mirian Ofonedu, PhD, LCSW-C](#)

Date: Tuesday, June 29, 2021; **Location:** Online Event/Live Interactive Webinar

Time: 9 a.m. to 12:15 p.m.

CEUs/Category: 3.0 Cat. 1 CEUs

Cost: **Free but registration is required and space is limited**

This training is sponsored by the Maryland Suicide Prevention and Early Intervention Network (MD-SPIN) in collaboration with the Maryland Center for Developmental Disabilities at Kennedy Krieger Institute. MD-SPIN is led by the Maryland Department of Health, Behavioral Health Administration.

Course Description:

People with intellectual and/or developmental disabilities (I/DD) are at increased risk for undetected suicidal thoughts and behaviors and for developing suicidal thoughts and behaviors, which usually creates high anxiety for professionals, parents and caregivers caring and working with them. This training aims to increase professionals', parents' and caregivers' knowledge and skills to recognize risk and protective factors, warning signs, and suicidal behaviors in people with I/DD, and to facilitate early referral of those at risk for suicide.

Instructional Level: Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Discuss what is known about suicide in the IDD population.
2. Discuss and address the false assumptions that limited cognitive abilities serve as a protective.
3. Recognize risk and protective factors and their existence on multiple levels, and why suicide prevention in the IDD population involves everyone and should be targeted at all levels.
4. Discuss the need to routinely screen for suicidality in this population and available screening measures.
5. Apply practical strategies for successful care outcomes.

Target Populations:

- Counselors
- Educators
- Faith leaders
- Parents and Caregivers
- Psychologists
- Social workers
- Nurses
- Clinical and Medical Staff
- Direct Support Professionals and other Community Service Providers
- Speech/Physical/Occupational therapists
- Students and anyone in contact with people with I/DD



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Course#: 010

What is Sexual Health? Understanding Healthy Relationships, Sexual Self-Advocacy and Making Informed Choices: A Workshop for People with Disabilities, Ages 18 Years and Up

Presenter: Bayadir Mohamed-Osman **and** Mat Rice

Date: Wednesday, July 7, 2021; **Location:** Online Event/Live Interactive Webinar

Time: 4 p.m. to 6 p.m.

Course Description:

People with intellectual and developmental disabilities are often left out of the conversation about sexuality, almost as if they are incapable of having thoughts, feelings and needs. In reality they, too, are sexual beings who need information and skills for making healthy decisions about sexuality. This workshop is designed to help participants understand what is sexual health, learn how to have healthy relationships, know their rights and the meaning of sexual self-advocacy, and make informed choices.

Instructional Level: Introductory

Learning Objectives: This workshop is designed to help participants:

1. Understand what sexual health is and learn how to have healthy relationships.
2. Know their rights and the meaning of sexual self-advocacy.
3. Make informed choices.

Target Populations:

- Individuals with disabilities, ages 18 years and up



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Course#: 011

[Assistive Technology \(AT\) and Disability: Join Us to Learn About the Maryland Technology Assistance Program \(MD TAP\) and How Best to Use AT to Support People with Disabilities](#)

Presenter: [Lori Markland, MFA](#), Denise Barton Schuler, MS, and [Lauren Tooley, MS, CCC-SLP](#)

Date: Thursday, July 8, 2021; **Location:** Online Event/Live Interactive Webinar

Time: 9 a.m. to 11 a.m.

Cost: Free but registration is required and space is limited

Course Description:

Technologies play an essential role in our everyday life, and for individuals with disabilities, they help increase their independence and capacity to engage fully in daily activities, and in academic and vocational programs. With technological advances, many assistive technology (AT) devices and services are now available to assist individuals with disabilities in overcoming the challenges that largely result from difficulties in acquiring the requisite skills needed to perform a particular task. This workshop will offer participants the opportunity to see and learn about some of the newest AT on the market, and how Augmentative and Alternative Communication (AAC) strategies may assist with improving communication and help children and adults with disabilities to enjoy many of the same activities as their peers and remove barriers associated with task performance. Participants will also learn about AT services, financial loan programs and the loan application process, and how to advocate for AT use at home, school and agencies, and in the community.

Instructional Level: Introductory

Learning Objectives: This workshop is designed to help participants:

1. See and learn about some of the newest AT on the market from AT specialists.
2. Learn from a speech-language pathology expert on how Augmentative and Alternative Communication (AAC) strategies may assist with improving communication and help children and adults with disabilities to enjoy many of the same activities as their peers.
3. Learn about AT services, financial loan programs and the loan application process.
4. Learn about available AT program resources and how to best advocate for their use at home, school and agencies, and in the community.

Target Populations:

- Community living providers
- Educators and other school support staff
- Employment providers
- Health, Allied health or rehabilitation professionals
- Nurses and other medical staff
- Individuals with disabilities
- Occupational therapists
- Parents, Caregivers
- Family member
- Physical therapists
- Speech/language therapists
- Students
- Technology service providers
- Other community members and providers



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Course#: 012

School and Community-Based Interventions for Transitioning Youth with Disabilities: Strategies for Positive Outcome Attainment

Presenter: Charles Durgin, MS, MEd and [Stacey Herman, MEd](#)

Date: Thursday, July 15, 2021; **Location:** Online Event/Live Interactive Webinar

Time: 9 a.m. to 12:15 p.m.

CEUs/Category: 3.0 Cat. 1 CEUs

Course Description:

Many parties play a critical role in supporting the success of transitioning youth with disabilities who are moving from school into the adult world. This includes the student, family, funding agencies, and adult service providers, in addition to multidisciplinary practitioners working in school and community settings (educators, clinicians, advocates, case managers, etc.). This workshop will discuss how to mobilize best practice models of intervention and support that are culturally responsive in order to bridge these two worlds. Participants will learn practical strategies that will allow them to efficiently achieve meaningful, high-value, post-high-school outcomes for transitioning youth with disabilities.

Instructional Level: Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Identify key predictive variables that enhance student outcomes and decrease risk factors.
2. Apply best practices associated with supporting the psychological and social needs of transitioning youth with disabilities that build a foundation for life-long wellness.
3. Describe service systems and financial resources that support transitioning youth while in high school, and after graduation.
4. Discuss the difference between eligibility and entitlement funding to help facilitate a seamless transition into appropriate services.
5. Access available resources for supporting transitioning youth with disabilities.

Target Populations:

- Psychologists
- Social workers
- Counselors
- Educators
- Parents and Caregivers
- Nurses
- Clinical and Medical Staff
- Direct Support Professionals and other Community Service Providers
- Speech/Physical/Occupational therapists
- Students/Trainees



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Course#: 013

Employing Anti-Ableist Strategies to Reduce Healthcare Inequities Experienced by People with Disabilities

Presenter: [Dr. Kara Ayers, PhD](#) and [Maureen van Stone, Esq., MS](#)

Date: Tuesday, July 20, 2021; **Location:** Online Event/Live Interactive Webinar

Time: 9 a.m. to 12:15 p.m.

CEUs/Category: 3.0 Cat. 1 CEUs

Course Description:

This session will provide an overview of medical discrimination and healthcare inequities experienced by people with disabilities. Goals and objectives for the Center for Dignity in Healthcare for People with Disabilities will be presented, along with the Center's five areas of focus: prenatal diagnosis of disability, suicidality among people with disabilities, aging and end-of-life care with a disability, discrimination in organ transplantation, and COVID-19 response related to the disability community. Seemingly diverse, these areas of focus share the same emphasis on addressing the bias and stigma about disability that results in poor health outcomes for the disabled community. Notably, healthcare inequities are preventable and involve more than inequality related to health outcomes. This session will explore the connections, both direct and indirect, between ableism and healthcare inequities. Attendees will learn anti-ableism strategies to improve outcomes, empower people with disabilities, and promote systemic change.

Instructional Level: Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Identify areas and experiences in healthcare with a high frequency of inequitable treatment of individuals with disabilities.
2. Recognize strategies aimed to address healthcare inequities and improve outcomes.
3. Prioritize next steps to further develop cultural humility related to disability.

Target Populations:

- Psychologists
- Social workers
- Counselors
- Educators
- Parents and Caregivers
- Nurses
- Clinical and Medical Staff
- Direct Support Professionals and other Community Service Providers
- Speech/Physical/Occupational therapists
- Students/Trainees



Course#: 014

Diverse Pathways to Inclusion and Support for College Students with Autism and Intellectual Disabilities

Presenter: [Dr. Brian Freedman, PhD](#)

Date: Thursday, July 22, 2021; **Location:** Online Event/Live Interactive Webinar

Time: 9 a.m. to 12:15 p.m.

CEUs/Category: 3.0 Cat. 1 CEUs

Course Description:

Students on the Autism Spectrum are attending college in increasing numbers. Unfortunately, colleges and universities often have difficulty recognizing the unique needs, and unique talents, that students with autism bring to campus. As we learn more about the needs of college students with autism and those supports that are most effective, we can advocate for and build better interventions in college campus communities. In this presentation, we will discuss common challenges described by college students with autism, interventions that are showing increasing evidence in high school and college that promote their success, and methods for empowering students to advocate for themselves in this new setting.

Instructional Level: Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Discuss common challenges described by college students with autism and intellectual disabilities.
2. Discuss interventions that are showing increasing evidence in high school and college that promote their success.
3. Identify methods for empowering students to advocate for themselves in the college setting.

Target Populations:

- Psychologists
- Social workers
- Counselors
- Educators
- Faith leaders
- Parents and Caregivers
- Nurses
- Clinical and Medical Staff
- Direct Support Professionals and other Community Service Providers
- Speech/Physical/Occupational therapists
- Students/Trainees



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Course#: 015

Parent Workshop: Being the Best Advocate for Your Child at School and in the Community

Presenter: [Dr. Mirian Ofonedu, PhD, LCSW-C](#)

Date: Thursday, July 29, 2021; **Location:** Online Event/Live Interactive Webinar

Time: 3 p.m. to 4:30 p.m.

Cost: **Free but registration is required**

Course Description:

Parents and families play an important role in how well children do in school and in the community. They are the first agents at identifying children's strengths and concerns, opening doors to support and services, and ensuring that those doors remain open to meet their children's needs.

The Maryland Center for Developmental Disabilities (MCDD) at Kennedy Krieger Institute invites parents and caregivers of school-age children to participate in this free parent workshop!

Instructional Level: Introductory

Learning Objectives: This workshop is designed to help participants:

1. Learn strategies on how to effectively work with school staff to meet your child's support needs.
2. Understand children's social, emotional, and behavioral health, and when to be concerned.
3. Recognize the approaches for understanding the need for early evaluation and intervention.
4. Learn about available intervention resources at school and in your community.

Target Populations:

- Parents
- Caregivers
- Guardians

Note:

Maryland Center for Developmental Disabilities at Kennedy Krieger Institute is authorized by the Board of Social Work Examiners in Maryland to sponsor social work continuing education programs and maintains full responsibility for this program. This training qualifies for Category I continuing education units. Kennedy Krieger Institute is approved by the American Psychological Association to sponsor continuing education for psychologists. Kennedy Krieger Institute maintains responsibility for this program and its content. 3.0 Continuing Education Credits (Category 1) will be granted to social workers and licensed psychologists. A Certificate of Attendance will be made available for all other disciplines. No conflicts have been identified (this includes commercial support and research grants/funding). The registration fees include: \$55 for half-day workshop registrations for professionals, \$15 for half-day workshop registrations for parents/caregivers/individuals with disabilities, and \$10 for students/trainees workshop registrations.



For more information about our Summer Learning Series or to request an accommodation or assistance for individuals with disabilities, please contact us by phone at 443-923-9555 or email at Training.MCDD@KennedyKrieger.org or visit MCDD.KennedyKrieger.org; requests should be made as soon as possible but at least seven days prior to the scheduled meeting.



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