

Kennedy Krieger Institute

Maryland Center for Developmental Disabilities 2022 Summer Learning Series Training Program Course Catalog

Registration is now Open. [Click each course title to register!](#)

Course#: 001

Addressing Disability Bias and Providing Reasonable Accommodations for People with Disabilities in Health Care Settings

Presenter: [Megan Rusciano](#)

Date: Tuesday, June 21, 2022; **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, people with disabilities have experienced discrimination in accessing health care. In this presentation, participants will learn about reasonable accommodations that people with disabilities may need. They will also learn tips and strategies for ensuring effective communication with people with disabilities. The presentation will also explore ways that unconscious bias in health care settings may impact a person with intellectual and/or developmental disabilities' experience in all areas of life, including their ability to retain their decision-making authority.

Instructional Level: Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Identify reasonable accommodations that can ensure people with intellectual and/or developmental disabilities' equal access to health care.
2. Discuss strategies for ensuring effective communication with patients with intellectual and developmental disabilities.
3. Describe ways that unconscious bias in a health care setting may impact a person with intellectual and/or developmental disabilities' life and how to address them.

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

Affordable Housing for People with Disabilities: Moving from Discrimination to Innovation and Equity

Presenter: Chelsea Hayman, MS

Date: Wednesday, June 22, 2022; **Location:** Online Event/Live Interactive Webinar

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

CEUs/Category: 3.0 Cat. 1 CEUs

Course Description:

According to data gathered by the Technical Assistance Collaborative (TAC), there are no United States housing markets where an individual dependent on Supplemental Security Income (SSI) can afford a safe and acceptable home without a source of rental assistance. In Maryland, 11% of our population has a disability and 76% of low-income households in the state are cost-burdened renters. How did we get here? This workshop chronicles the history of segregation in neighborhoods and the advent of the Fair Housing Act, with a focus on how these events have transformed affordable housing and independent living options available for people with disabilities

Instructional Level: Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Identify how the history of federal housing programs has influenced the landscape of our communities in the modern era.
2. Discuss types of housing programs, including special subsidies and vouchers for people with disabilities.
3. Determine potential policy and programming interventions that sustain affordable units in a given community.

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

Race and the Autism Service Pathway: How Race and Racism Impact Autism Assessment, Diagnosis, and Treatment

Presenters: [Gazi F. Azad, Ph.D.](#), and [Aksheya Sridhar, M.A](#)

Date: Thursday, June 23, 2022; **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 this session will outline the autism service pathway – from assessment to treatment – and the impact of racism on this process. Next, the presenter will provide an overview of the different concerns that parents from different racial backgrounds share about their children with ASD. The presenter will discuss concerns reported by Black, Hispanic, White, and Asian families and how this relates to symptom severity in children. Then, the presenter will discuss how race may impact treatment services. Finally, the presenters will outline specific and practical recommendations for autism practitioners, as well as provide training and educational resources related to anti-racist clinical practice.

Instructional Level: Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Explain how racism impacts access to accurate, timely, and quality autism assessment, diagnosis, and treatments.
2. Discuss primary concerns reported by parents from different racial backgrounds during the ASD diagnosis process.
3. Report on how parental concerns relate to children's symptoms as observed by professionals.
4. Outline actionable steps that ASD practitioners/professionals can take to develop skills and knowledge related to anti-racist clinical practice.

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

Understanding the Intersection of Racism and Suicide Risk: A Context for Suicide Prevention Efforts

Presenter: [Janel Cabbage, LCPC](#)

Date: Tuesday, June 28, 2022; **Location:** Online Event/ Live Interactive Webinar

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

CEUs/Category: 3.0 Cat. 1 CEUs

Course Description:

Structural, interpersonal, and internalized racism are contributors to suicide risk, but are absent from literature and research within the field of suicide prevention. Racism has long been ignored as a critical contributing factor to suicidal ideation, attempts, and deaths. Interpersonal racism can be postulated as a risk factor for suicide through the framework of Joiner's Interpersonal Theory of Suicide as well as other theories of suicide. Critiques of the suicidology field and future directions will be shared to broaden the participant's understanding of suicide and its prevention in the context of racism.

Instructional Level: Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Identify at least two theories of suicide and suicide risk.
2. Explain how structural, interpersonal, and internalized racism contribute to suicide risk.
3. Differentiate between structural, interpersonal, and internalized racism.

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

Understanding Your Child's IEP and Discipline of Students with Disabilities

Presenters: [Alyssa Navarrete Thorn, Esq.](#), and [Mallory Legg, Esq.](#)

Date: Wednesday, June 29, 2022; **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 attendees with an overview of the Maryland Individualized Education Program (IEP). The presenters will walk attendees through the document, explaining what information is contained in each section and offering insight in to the legal aspects of each IEP section. The second part of the session will focus on the special disciplinary protections afforded to students with disabilities. Information will also be provided about disparities that exist in the use of disciplinary procedures for students with disabilities and students of color.

Instructional Level: Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Identify the various sections of a Maryland IEP document.
2. Explain what information should be contained in each section of the IEP.
3. Discuss special education law and the rights of students with disabilities.
4. Explain the special disciplinary protections afforded to students with disabilities.
5. Identify the disproportionate use of exclusionary discipline of students with disabilities and students of color.
6. Discuss special protections for students with disabilities in Maryland (e.g. pre-kindergarten to second grade suspension ban).

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

Epidemiology of Psychiatric Disorders and Mental Health Crises in Youth with Autism Spectrum Disorders and Mental Health Interventions for Children and Adolescents with Autism Spectrum Disorder

Presenters: [Dr. Luther Kalb, Ph.D.](#), and [Dr. Roma Vasa, MD](#),

Date: Thursday, June 30, 2022; **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 up-to-date research on the epidemiology of psychiatric disorders and behavioral health conditions among youth with ASD. A particular focus will be mental health crises, including very recent research on crisis measurement, prevalence and risk factors for crises, and psychiatric management of crises. The second part of the session will take a closer look at the different psychiatric conditions that manifest in children with ASD. This includes both typical and unique presentations of psychiatric disorders. How clinicians can use a systematic approach to the evaluation and treatment of these psychiatric conditions in their clinical practice will be discussed.

Instructional Level: Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Describe the prevalence and characteristics of psychiatric disorders and behavioral problems among youth in the general population as well as in clinical settings.
2. Recognize the theory and definition behind crisis instruments, including ways to directly and indirectly measure this phenomenon.
3. List the characteristics of, as well as the factors related to, mental health crises in youth with ASD and discuss the systems of care involved in mental health crises.
4. Describe the various types of psychiatric disorders that can occur in individuals with ASD across development.
5. Discuss evidence-based assessment and treatment of these psychiatric conditions in clinical practice.

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#: 007

Join us for a Virtual Tour of the Maryland's Accessible Telecommunications and Assistive Technology Programs

Presenters: [Lori Markland, MFA](#), [Tarita Turner](#), and Denise Barton Schuler, MS

Date: Thursday, July 7, 2022; **Location:** Online Event

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 devices and telecommunication 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 virtual tour of both the Maryland Assistive Technology (AT) Library and the Maryland Accessible Telecommunications program will offer participants the opportunity to see and learn about some of the newest ATs on the market, and how AT can best help them, their friends and families, and individuals with disabilities remove barriers associated with task and communication 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

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 members
- Physical therapists
- Speech/language therapists
- Students
- Technology service providers
- Other community members and providers.



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Course#: 008

Supporting Parents with Intellectual and Developmental Disabilities and Their Children

Presenters: [Bernadette Irwin M.A.](#), [Sue Jones M.A.](#), and Susan Yuan Ph.D.

Date: Tuesday, July 12, 2022; **Location:** Online Event/Live Interactive Webinar

Time: 11 a.m. to 12:30 p.m.

Cost: Free but registration is required and space is limited

Course Description:

The United Nations Convention on the Rights of Persons with Disabilities emphasized the need to eliminate discrimination against persons with disabilities in all matters relating to marriage, family, parenthood, and relationships. This includes providing adequate supports and appropriate assistance to persons with disabilities in the performance of their child-rearing responsibilities (CRPD, article 23). Although the need to support parents with intellectual and developmental disabilities (IDD) has been widely recognized, there remains a gap in both practice and policy goals to achieve the desired outcomes. Programs that demonstrate positive practices in supporting parents with IDD (e.g., the former Growing Together program at PACT) lack sustainable funding sources. This session aims to increase participants' knowledge on need to support parents with IDD and their children and discuss programs and resources available for supporting this population.

Instructional Level: Introductory

Learning Objectives: This workshop is designed to help participants:

1. Increase their awareness on the impact of supporting parents with IDD and their children.
2. Address negative perceptions by professionals on parenting by persons with intellectual disabilities.
3. Describe barriers to effective parenting and facilitations needed to empower effective parenting in this population.
4. Discuss programs and resources available for supporting parents with IDD and their children.

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

Accessible and Affordable Transportation for People with Disabilities: Opportunities for Engagement

Presenters: Gabriel H. Rubinstein, Esq. and Audrey Sellers, BA

Date: Wednesday, July 13, 2022; **Location:** Online Event/Live Interactive Webinar

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

CEUs/Category: 3.0 Cat. 1 CEUs

Course Description:

Accessible and affordable transportation is critical for people with disabilities to ensure access to health care, jobs, and other meaningful community participation. In the U.S., over 25 percent of adults with disabilities do not have their own vehicle, and adults with disabilities are twice as likely as those without disabilities to have inadequate transportation. This workshop will discuss the importance of accessible and affordable transportation in Maryland for people with disabilities, a brief history of public transportation relating to people with disabilities, and how to access Maryland's accessible transportation.

Instructional Level: Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Summarize the protections in place for individuals with disabilities in regards to transportation, and how to obtain transportation services and other resources.
2. Discuss information and assistance to resolve gaps in individual transportation needs.
3. Analyze current issues in transportation access for Marylanders with disabilities and opportunities for engagement.

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#: 010

Fetal Alcohol Spectrum Disorders (FASDs): Clinical Features and Educational Implications

Presenters: [Carolyn Caldwell, PhD](#) and [Maureen Van Stone, Esq., MS](#)

Date: Thursday, July 14, 2022; **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 workshop will provide an overview on FASDs including the current terminology, clinical characteristics, and structural changes in the brain. A case example will be reviewed highlighting the physical characteristics as well as the cognitive and behavioral phenotype. Finally, implications for effective identification and programming in the educational environment will be discussed.

Instructional Level: Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Define FASDs including the physical, cognitive, and behavioral characteristics.
2. Describe the neuroanatomic/neurophysiologic underpinnings of FASDs.
3. Identify the educational implications, including identification, instructional strategies and modifications, and transition planning.

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#: 011

Creating Intentional Inclusion for Children with Disabilities: Social Inclusion Leadership and Planning

Presenter: [Marnie Norris, B.A.](#)

Date: Monday, July 18, 2022; **Location:** Online Event/Live Interactive Webinar

Time: 12 p.m. to 1 p.m.

Cost: Free but registration is required and space is limited

Course Description:

Over the past two decades, the need for inclusion and equity for students with disabilities in a school setting has become increasingly visible. While much attention has been placed on physical and curriculum adaptations to support the needs of all learners, little emphasis has been placed on social inclusion –a key pillar for every aspect of a child’s development. This pillar is the heart of Social/Emotional Learning, the foundation for the development of critical life skills, and delivers lessons in compassion and empathy in students without disabilities that last a lifetime. This webinar will walk participants through the process of developing a social inclusion mindset that extends out to every member of the school community: educators, para-educators, parents, and students.

Instructional Level: Beginning, Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Define social inclusion as a community.
2. Analyze the impact of exclusion on students with developmental disabilities and families.
3. Identify barriers to inclusion in your school community.
4. Develop a social inclusion plan that creates true equity for all students.

Target Populations:

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



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Course#: 012

Creating Intentional Inclusion for Children with Disabilities: Designing Inclusive Play Spaces for All Children

Presenters: [Tiffany Harris](#), and [Diane Scanlan-Ross, B.A.](#)

Date: Monday, July 25, 2022; **Location:** Online Event/Live Interactive Webinar

Time: 12 p.m. to 1 p.m.

Cost: Free but registration is required and space is limited

Course Description:

The equity, diversity, and inclusion conversation over the past few years has shone a light on implicit bias and how it shows up in our systems and structures. Despite the Americans with Disabilities Act's 32-year mandate to make public spaces accessible to all, our public playgrounds continue to exclude children with disabilities. Redesigning play spaces to be truly equitable requires an intentional approach to inclusion that supports the needs of children with developmental and physical disabilities and without. This webinar will highlight inclusive play space design, community stakeholder building, and social inclusion programming that maximizes the playground's impact.

Instructional Level: Beginning, Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Analyze the impact of inclusive design on children and caregivers.
2. Determine the best practices in design.
3. Identify community development to support inclusion and partnerships.
4. Analyze the social inclusion programming structure and benefits to maximize impact.

Target Populations:

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



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Course#: 013

Creating Intentional Inclusion for Children with Disabilities: Facilitating Social Inclusion through Play Delivers Transformative Social/Emotional Learning for All Children

Presenter: [Marnie Norris, B.A.](#)

Date: Monday, August 1, 2022; **Location:** Online Event/Live Interactive Webinar

Time: 12 p.m. to 1 p.m.

Cost: Free but registration is required and space is limited

Course Description:

As children, school staff and parents create a new, post-pandemic normal on school campuses, it is more important than ever to understand how students with and without disabilities relate to one another. Conflict, bullying, and bias have historically kept these two populations isolated from each other. And social emotional learning programs, which are effective in building an equitable school culture, are designed for one or the other population. Join this webinar to learn how the most natural vehicle for social/emotional learning play, can bridge the divide

Instructional Level: Beginning, Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Determine the structure of successful social/emotional learning models
2. Explain social inclusion principles.
3. Determine the benefits of a play-based approach.
4. Analyze strategies that facilitate social interaction for children with differences in sensory processing/communication/cognitive development/physical development.

Target Populations:

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



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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. Courses 002 and 003 reflect program content and are intended to meet the Maryland license requirement to enhance competence in the provision of psychological services to culturally diverse populations. 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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