

**Kennedy Krieger Institute**  
**Maryland Center for Developmental Disabilities**  
**2025 Annual Learning Series**  
**Training Program Course Catalog**

**Course #: 001**

**Epidemiology of Psychiatric Disorders and Mental Health Crises in Youth With Autism and Mental Health Interventions for Children and Adolescents With Autism.**

**Presenters:** Luke Kalb, PhD and William Silver, DO

**Date:** Monday, May 12, 2025; **Location:** Online Event/Live Interactive Webinar

**Time:** 9 a.m. – 12:15 p.m. EDT

**CE Credits/Category:** 3.0 Cat. 1 CE

**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 autism spectrum disorder (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. These include both typical and unique presentations of psychiatric disorders. Also included will be a discussion of how clinicians can apply a systematic approach to the evaluation and treatment of these psychiatric conditions in their clinical practice.

**Instructional Level:** Intermediate

**Learning Objectives:** This workshop is designed to help participants:

1. Describe the prevalence and characteristics of psychiatric disorders and behavioral challenges 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 autism 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 autism across development and discuss evidence-based assessment and treatment of these psychiatric conditions in clinical practice.

**Who should attend?**

- Professionals and anyone interested in the topic. 3.0 Continuing Education Credits (Category 1) will be granted to licensed social workers and psychologists for attending the session in full and completing all requirements. A Certificate of Attendance will be made available for all other disciplines.

**Course #: 002**

**Navigating Social Security Administration (SSA) Disability Benefits: What Providers and Beneficiaries Need to Know.**

**Presenters:** David Mervis, Esq.

**Date:** Wednesday, May 21, 2025; **Location:** Online Event/Live Interactive Webinar

**Time:** 9 a.m. – 12:15 p.m. EDT

**CE Credits/Category:** 3.0 Cat. 1 CE

**Course Description:**

Understanding the different disability benefits programs administered by the Social Security Administration (SSA) and their eligibility requirements can be challenging for people with disabilities, their families and providers supporting them. The first part of the session will provide an overview of the various types of disability benefits available from the SSA and their eligibility requirements. The second part of the session will explore the benefits application process and offer strategies and tips for a successful application, with a focus on how providers can help. The third part of the session will allow participants to work through some common scenarios facing individuals and families applying for and receiving disability benefits. It will also help them understand how different situations affect eligibility and benefits.

**Instructional Level:** Intermediate

**Learning Objectives:** This workshop is designed to help participants:

1. Discuss the different types of disability benefits programs administered by the SSA and how the SSA determines if someone is eligible for benefits.
2. Apply strategies and tips for a successful application for benefits, with a focus on how providers can help.
3. Recognize common scenarios that may affect initial and continued eligibility for disability benefits.

**Who should attend?**

- Professionals and anyone interested in the topic. 3.0 Continuing Education Credits (Category 1) will be granted to licensed social workers and psychologists for attending the session in full and completing all requirements. A Certificate of Attendance will be made available for all other disciplines.
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**Course #: 003**

**Affordable Housing for People With Disabilities: Moving Towards Innovation and Access**

**Presenters:** Chelsea Hayman, MS, and Wayne Reed III

**Date:** Thursday, May 29, 2025; **Location:** Online Event/Live Interactive Webinar

**Time:** 9 a.m. – 12:15 p.m. EDT

**CE Credits/Category: 3.0 Cat. 1 CE**

**Course Description:**

According to data gathered by the Technical Assistance Collaborative (TAC), there are no U.S. 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 73% of low-income households in the state are extremely cost-burdened renters. How did we get here? This workshop chronicles the history of housing 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.

**Instructional Level:** Intermediate

**Learning Objectives:** This workshop is designed to help participants:

1. Describe 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 each community.

**Who should attend?**

- Professionals and anyone interested in the topic. 3.0 Continuing Education Credits (Category 1) will be granted to licensed social workers and psychologists for attending the session in full and completing all requirements. A Certificate of Attendance will be made available for all other disciplines.

**Course #: 004**

**From Assessment to Treatment: Working With Individuals With Intellectual and/or Developmental Disabilities and Their Families**

**Presenters:** Mirian Ofonedu, PhD, LCSW-C **and** Dr. Kate Vertucci, PhD

**Date:** Monday, June 16, 2025; **Location:** Online Event/Live Interactive Webinar

**Time:** 9 a.m. – 12:15 p.m. EDT

**CE Credits/Category: 3.0 Cat. 1 CE**

**Course Description:**

People with IDD, as with the general population, have many support needs, but often do not have the resources they need. They also face many barriers, including providers lack of training in how to help them navigate a variety of settings, such as healthcare and community settings. This session will provide those supporting and working with people with IDD and their families with the knowledge, skills and best practices to create treatment and support plans. The goal is to create plans that are responsive and tailored to the unique needs of both the individual and their family, while building strong partnerships with families and supporting providers for successful and sustainable outcomes.

**Instructional Level:** Intermediate

**Learning Objectives:** This workshop is designed to help participants:

1. Describe what constitutes intellectual and/or developmental disabilities (IDD), common types of IDD, and the impact of IDD on people with IDD and their families.
2. Apply best practices for supporting the unique needs, strengths and challenges of people with IDD.
3. Use a family-centered approach to collaborate with families throughout the assessment, intervention and support process.

**Who should attend?**

- Professionals and anyone interested in the topic. 3.0 Continuing Education Credits (Category 1) will be granted to licensed social workers and psychologists for attending the session in full and completing all requirements. A Certificate of Attendance will be made available for all other disciplines.

**Course #: 005**

**Supported Decision-Making as an Alternative to Guardianship**

**Presenter:** Megan Rusciano, Esq

**Date:** Wednesday, June 25, 2025; **Location:** Online Event/ Live Interactive Webinar

**Time:** 9 a.m. – 12:15 p.m. EDT

**CE Credits/Category: 3.0 Cat. 1 CE**

**Course Description:**

This session will provide an overview of supported decision-making as an alternative to guardianship, including a discussion of Maryland's supported decision-making legislation. Supported decision-making has gained 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 presentation will discuss standards 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 and supported decision-making will be provided.

**Instructional Level:** Intermediate

**Learning Objectives:** This workshop is designed to help participants:

1. Identify resources and referral sources for family and community members regarding guardianship.
2. Recognize how to support and accommodate people with disabilities to increase their self-determination.
3. Select appropriate less restrictive alternatives to guardianship

**Who should attend?**

- Professionals and anyone interested in the topic. 3.0 Continuing Education Credits (Category 1) will be granted to licensed social workers and psychologists for attending the session in full and completing all requirements. A Certificate of Attendance will be made available for all other disciplines.

**Course #: 006**

**Discipline of Students With Disabilities and Updated Federal Guidance on School Discipline**

**Presenters:** Maureen van Stone, Esq., MS. **and** Mallory Legg, Esq

**Date:** Monday, July 21, 2025; **Location:** Online Event/Live Interactive Webinar

**Time:** 9 a.m. – 12:15 p.m. EDT

**CE Credits/Category:** 3.0 Cat. 1 CE

**Course Description:**

The first part of the session will provide attendees with an overview of discipline for students with disabilities under federal law and regulations. The presenters will describe the federal procedural protections under the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. The second part of the session will focus on updated federal guidance on the discipline of students with disabilities, including how to avoid discrimination. 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 procedural protections afforded to children with disabilities under federal law and regulations.
2. Identify what is required for a manifestation determination.
3. Discuss special protections for students with disabilities in Maryland (e.g., a suspension ban for students in prekindergarten through second grade).
4. Explain the harmful effects of disproportionate discipline, especially exclusionary discipline as it relates to students with disabilities and students of color.
5. Discuss the nondiscrimination requirements under Section 504 of the Rehabilitation Act of 1973, and what discrimination is.
6. Discuss evidence-based approaches that better support the needs of students with disabilities.

**Who should attend?**

- Professionals and anyone interested in the topic. 3.0 Continuing Education Credits (Category 1) will be granted to licensed social workers and psychologists for attending the session in full and completing all requirements. A Certificate of Attendance will be made available for all other disciplines.
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**Course #: 007**

**Practicing Humility and Building Stronger Connections Across Backgrounds:  
Applying the Family-as-Host Model for Responsive and Respectful Engagement**

**Presenters:** Dr. Mirian Ofonedu, PhD, LCSW-C

**Date:** Wednesday, July 23, 2025; **Location:** Online Event/Live Interactive Webinar

**Time:** 9 a.m. – 12:15 p.m. EDT

**CE Credits/Category:** 3.0 Cat. 1 CE

**Course Description:**

To improve the health and wellbeing of all youth, there is a need for coalition-building and strategies for promoting positive mental health outcomes for youth of all groups. For youth, families and communities, the pathways to effective mental health services and supports are complex and challenging to navigate. This workshop will provide a unique learning opportunity for participants on prevention and effective strategies for promoting positive mental health outcomes for youth, families and communities. This seminar is intended to meet most professional licensing board requirements of enhancing competency in working effectively with individuals, families, and communities from various backgrounds and life experiences. It also meets other Social Work Practice content as required by the Maryland Board of Social Work Examiners.

**Instructional Level:** Intermediate

**Learning Objectives:** This workshop is designed to help participants:

1. Describe the essential role that service providers and community members play in supporting positive mental health outcomes for children and adolescents.
2. Describe two to three facilitators and two to three barriers to effective engagement with youth and their families in treatment and service programs.
3. Demonstrate understanding and knowledge of best practices that produce more equitable experiences and outcomes for youth.
4. Apply the “Family as Host” model to enhance engagement efforts early and throughout the care and service delivery process to promote better health and well-being for youth.

**Who should attend?**

- Professionals and anyone interested in the topic. 3.0 Continuing Education Credits (Category 1) will be granted to licensed social workers and psychologists for attending the session in full and completing all requirements. A Certificate of Attendance will be made available for all other disciplines.
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**Course-#: 008**

**Promoting Positive Mental Health Outcomes for Youth: How School, Home and Community Members Can Help**

**Presenters:** Dr. Mirian Ofonedu, PhD, LCSW-C

**Date:** Wednesday, September 17, 2025; **Location:** Online Event/Live Interactive Webinar

**Time:** 9 a.m. – 12:15 p.m. EDT

**CE Credits/Category: 3.0 Cat. 1 CE**

**Course Description:**

Educators, parents, advocates, attorneys and other professionals can effectively respond to informal school removals to protect the rights of children with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504). This session will include review of federal laws and guidance relevant to informal school removals, types of informal removals, and how to respond to these informal removals. The types of removals that meaningfully reduce the amount of class time per week (including undocumented suspensions, informal removal from the classroom, overuse of quiet or calm down rooms, and misuse of home and hospital teaching as behavioral management) will be reviewed. Highlights from the July 2022 United States Department of Education (USDOE) federal discipline guidance will also be covered.

**Instructional Level:** Intermediate

**Learning Objectives:** This workshop is designed to help participants:

1. Identify which federal laws and guidance are relevant to informal school removals.
2. List the types of informal removals and outline relevant federal legal principles, such as least restrictive environment, free appropriate public education (FAPE), and the discipline provisions contained in the IDEA and Section 504.
3. Describe strategies and supports that can be used to address the issue of informal school removals.

**Who should attend?**

- Professionals and anyone interested in the topic. 3.0 Continuing Education Credits (Category 1) will be granted to licensed social workers and psychologists for attending the session in full and completing all requirements. A Certificate of Attendance will be made available for all other disciplines.
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**Course #: 009**

**Early Screening of Children for Developmental Delays: Strategies for Successful Outcomes**

**Presenters:** Dr. Mirian Ofonedu, PhD, LCSW-C **and** Toni Scott, MEd, MA

**Date:** Wednesday, September 24, 2025; **Location:** Online Event/Live Interactive Webinar

**Time:** 9 a.m. – 12:15 p.m. EDT

**CE Credits/Category: 3.0 Cat. 1 CE**

**Course Description:**

Service providers, clinic-based organizations and parents play a key role in the early identification of young children with developmental delays and the facilitation of early referrals for further evaluation and intervention. When children are not screened early and routinely, opportunities for early identification, referral and intervention are delayed. This interactive session is designed to meet the learning objectives stated above.

**Learning Objectives:** This workshop is designed to help participants:

1. Assess awareness and knowledge about early screening while serving as advocates for prevention and intervention in service agencies and local communities.
2. Identify ways to increase confidence and intent to identify and refer children for intervention earlier rather than later.
3. Discuss effective strategies to disseminate available screening resources and messages to parents and caregivers of young children.

**Who should attend?**

- Professionals and anyone interested in the topic. 3.0 Continuing Education Credits (Category 1) will be granted to licensed social workers and psychologists for attending the session in full and completing all requirements. A Certificate of Attendance will be made available for all other disciplines.

**Course #: 010**

**Suicidal Behaviors in People With Intellectual and/or Developmental Disabilities: Strategies for Successful Care**

**Presenter:** Mirian Ofonedu, PhD, LCSW-C

**Date:** Wednesday, October 8, 2025; **Location:** Online Event/Live Interactive Webinar

**Time:** 9 a.m. – 12:15 p.m. EDT

**CE Credits/Category:** 3.0 Cat. 1 CE

**Course Description:**

People with IDD 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 for 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 IDD, and to facilitate early referral of those at risk for suicide.

**Instructional Level:** Intermediate

**Learning Objectives:** This workshop is designed to help participants:

1. Summarize what is known about suicide in the population of people with intellectual and/or developmental disabilities (IDD).
2. List two to three false assumptions about limited cognitive abilities (including how they might serve as protective factors), and two to three ways to address these assumptions.
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. Explain why we need to routinely screen for suicidality in this population. List two to three available screening measures.
5. Apply practical strategies for successful care outcomes.

**Who should attend?**

- Professionals and anyone interested in the topic. 3.0 Continuing Education Credits (Category 1) will be granted to licensed social workers and psychologists for attending the session in full and completing all requirements. A Certificate of Attendance will be made available for all other disciplines.

**Course #: 011**

**Self-Care, Work and Well-Being: Finding the Balance on Caring for Yourself While Caring for Others**

**Presenter:** Mirian Ofonedu, PhD, LCSW-C

**Date:** Wednesday, November 5, 2025; **Location:** Online Event/Live Interactive Webinar

**Time:** 9 a.m. – 12:15 p.m. EDT

**CE Credits/Category:** 3.0 Cat. 1 CE

**Course Description:**

Service providers play a key role in supporting vulnerable individuals, children and youth with disabilities and their families. Without adequate self-care, the burden of their work demands can lead to severe physical, mental, emotional and spiritual distress, which may result in burnout and compassion fatigue. This interactive session is designed to meet the learning objectives stated above.

**Instructional Level:** Introductory

**Learning Objectives:** This workshop is designed to help participants:

1. List two to three ways that stress can negatively impact health and well-being.
2. Name two practical strategies for building resilience and avoiding compassion fatigue and burnout.
3. Describe two to three tips and steps for strengthening your practice of caring for yourself while caring for others.
4. Develop a personalized self-care plan and renew your commitment to practicing self-care.

**Who should attend?**

- Professionals and anyone interested in the topic. 3.0 Continuing Education Credits (Category 1) will be granted to licensed social workers and psychologists for attending the session in full and completing all requirements. A Certificate of Attendance will be made available for all other disciplines.

## Presenter Bios



**Chelsea Hayman, MS**, is deputy director for special population programs for the Community Development Administration at the Maryland Department of Housing and Community Development. She has over 14 years of experience in nonprofit and public administration, specializing in supportive housing and interagency collaboration.



**David Mervis, Esq.** is a staff attorney at Project HEAL (Health, Education, Advocacy, and Law), a community-based program of the Maryland Center for Developmental Disabilities at Kennedy Krieger Institute. Prior to his current position, he worked for more than a decade at the Social Security Administration.



**Kate Vertucci, PhD**, is a pediatric psychologist in the Swank Autism Center at Nemours Children's Hospital in Wilmington, Delaware, and an assistant professor of pediatrics at the Sidney Kimmel Medical College at Thomas Jefferson University.



**Luke Kalb, PhD**, received his doctorate from the Department of Mental Health at the Johns Hopkins Bloomberg School of Public Health. During his studies, he received an NIMH Children's Mental Health Services research fellowship and the Morton Kramer Award for Excellence in Epidemiology and Biostatistics, and was named a Wendy Klag Center Scholar.



**Mallory Legg, Esq.** is the director of Project HEAL (Health, Education, Advocacy, and Law), a community-based program of the Maryland Center for Developmental Disabilities at Kennedy Krieger Institute. Project HEAL is Maryland's only comprehensive medical-legal partnership, which provides advocacy and legal services for low- and moderate-income children with disabilities who receive clinical services at Kennedy Krieger.



**Maureen van Stone, Esq., MS** is the director and assistant vice president of the Maryland Center for Developmental Disabilities (MCDD) at Kennedy Krieger Institute and the founding director of Project HEAL (Health, Education, Advocacy, and Law), an MCDD community-based program. Project HEAL is Maryland's only comprehensive medical-legal partnership, which provides advocacy and legal services to children with disabilities who receive services at Kennedy Krieger Institute. Maureen is faculty for Kennedy Krieger Institute's Center for Innovation and Leadership in Special Education, adjunct faculty at Towson University and the University of Baltimore School of Law, and a faculty at the Johns Hopkins Bloomberg School of Public Health. Maureen is a member of Kennedy Krieger Institute's ethics program.



**[Megan Rusciano, Esq.](#)**, is a staff attorney at the Center for Public Representation where she focuses on promoting and expanding work on supported decision-making as an alternative to guardianship. Prior to joining CPR, Megan was a senior staff attorney at The Arc of the United States and also spent over five years working at Disability Rights Maryland, where she was the managing attorney of the Developmental Disabilities, Health Care, and Victims of Crime Act Team.



**[Mirian Ofonedu PhD, LCSW-C](#)** is the director of training at the Maryland Center for Developmental Disabilities at Kennedy Krieger Institute and an associate professor at the University of Maryland Baltimore and the Johns Hopkins University Bloomberg School of Public Health, Department of Mental Health. Dr. Ofonedu is a psychologist, licensed clinical social worker and a fellow of the American Psychological Association (APA). She served as APA Division 37 Program Chair and Task Force on Diversity Initiatives and currently serves as Chair for Division 37 Diverse, Racial, Ethnic, and Multicultural Special Interest Group and liaison to the Committee on International Relations in Psychology.



**[Toni Scott, MEd, MA](#)**, is the director of the Early Childhood Development and Education Center at Kennedy Krieger Institute. She has over 15 years of experience in the early childhood and special education field in Maryland, Virginia and Washington, D.C. Her expertise extends to policy and workforce development to enhance educational outcomes for children with diverse needs.



**Wayne Reed III** is the director of housing policy and programs for the Community Development Administration at the Maryland Department of Housing and Community Development. He has over 16 years of experience in home- and community-based Medicaid waivers with the Maryland Department of Health.



**[William Silver, DO](#)**, is a child and adolescent psychiatrist at Kennedy Krieger Institute's Center for Developmental Behavioral Health and Center for Autism Services, Science and Innovation. He is also an instructor in the Department of Psychiatry and Behavioral Sciences at the Johns Hopkins University School of Medicine.

## Continuing Education Statement

Kennedy Krieger Institute, Maryland Center for Developmental Disabilities is authorized by the Board of Social Work Examiners in Maryland to sponsor social work continuing education programs, and it maintains full responsibility for this program. 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. No conflicts have been identified (this includes commercial support and research grants/funding). The registration fees are: \$90 for professionals seeking CE credit, \$70 for professionals and community members not seeking CE credit, and \$35 for students not seeking CE credit who register with a school email address.

For more information about our Annual Learning Series or to request an accommodation or assistance for individuals with disabilities, please contact us by phone at 443-923-4114 or 443-923-9555 or email at [Training.MCDD@KennedyKrieger.org](mailto:Training.MCDD@KennedyKrieger.org) or visit [KennedyKrieger.org/MCDDTraining](http://KennedyKrieger.org/MCDDTraining); requests should be made as soon as possible but at least seven days prior to the scheduled meeting.