

**Kennedy Krieger Institute**  
**Maryland Center for Developmental Disabilities**  
**2026 Annual Learning Series**  
**Training Program Course Catalog**

**Course #: 001**

**[Universal Design for Learning \(UDL\): Addressing Learner Variability through Inclusive Instructional Design](#)**

**Presenters:** Dr. Lisa Carey, EdD, Dr. Eric Moore, PhD, **and** Dr. Hillary Goldthwait-Fowles, PhD, ATP

**Date:** Wednesday, April 22, 2026; **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 offers an introduction to the Universal Design for Learning (UDL) framework as a method for designing inclusive learning environments. UDL is cited as a means for improving inclusive instruction in multiple laws and policies at both the national and state levels. By offering students flexible means of learning, schools can be more responsive to individual student needs and help unlock every student's potential.

**Instructional Level:** Intermediate

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

1. Discuss the theory and principles of the UDL framework.
2. Apply the UDL framework to instructional design.
3. Select helpful resources for continuing to learn and implement UDL.

**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**

**Understanding Neuropsychological Assessment and Developmental Disorders: Assessment and Treatment Considerations**

**Presenters:** Dr. Rowena Ng, PhD and Dr. Natasha Ludwig, PhD

**Date:** Wednesday, May 6, 2026; **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:**

Neuropsychological assessment supports understanding of the developmental disorders, level of cognitive and social functioning, and symptoms of each individual and their capacity to engage with services. This session will provide an overview of what neuropsychological assessment is and the principles that guide it. Examples of assessment and their interpretation will be provided. The session will also discuss intellectual, behavioral and social functioning associated with autism spectrum disorder, Williams syndrome, and intellectual and developmental disabilities (I/DD), and will provide practical treatment considerations to use when customizing interventions to address the everyday concerns and questions of individuals and their families across different groups and cultures.

**Instructional Level:** Intermediate

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

1. Demonstrate understanding of what neuropsychological assessment is and appropriate referral questions to ask.
2. Describe commonly used neuropsychological tests and how to understand the scores.
3. Describe the intellectual, behavioral and social functioning associated with autism spectrum disorder, Williams syndrome and I/DD.
4. Utilize practical treatment considerations when customizing interventions to address the everyday concerns and questions of individuals and their families.

**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 #: 003**

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

**Presenters:** Dr. Brian Freedman, PhD

**Date:** Wednesday, June 10, 2026; **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:**

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.

**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**

**Grief and Loss: Guiding and Supporting Individuals with Intellectual, Developmental and Other Disabilities Through the Experience**

**Presenters:** Mirian Ofonedu, PhD, LCSW-C **and** Tracee Hutt-Brown, MSW, LCSW-C

**Date:** Thursday, June 18, 2026; **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 intellectual and developmental disabilities (I/DD) and other disabilities are often excluded from rituals and information about death and loss because of the false assumption that they do not comprehend death or experience grief and loss. Just like people without disabilities, people with I/DD also experience the death of family members, pets, friends and support service staff. They, too, respond to loss and share the same reality of death as the absence of life. This workshop will help providers and families increase their knowledge about grief and loss experiences for individuals with I/DD, and their skills on guiding and supporting them through the process, while accounting for cultural differences.

**Instructional Level:** Intermediate

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

1. Gain knowledge about grief and loss experiences for people with and without developmental disabilities.
2. Explore their own values and attitudes regarding grief and loss and people with I/DD and other disabilities.
3. Discuss factors that facilitate or hinder emotional healing.
4. Identify effective strategies for guiding and supporting individuals experiencing grief and loss, including individuals with I/DD and other 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.

**Course #: 005**

**Helping Children in the Midst of a Crisis: Protecting Children's Health in Disasters**

**Presenter:** Dr. Daniel Dodgen, PhD

**Date:** Wednesday, June 24, 2026; **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 21st Century has seen significant increases in the type and frequency of events that impact our health and welfare. These range from public health emergencies like COVID-19, Ebola, and measles to acts of violence like terrorism and school shootings to ever-increasing climate related disasters such as hurricanes and wildfires. Children, especially those with special health care needs and disabilities, are among the most vulnerable people in these events. This talk will describe some of these threats with an emphasis on their impact on children and strategies to improve preparedness, response, and recovery for the whole community.

**Instructional Level:** Intermediate

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

1. Recognize potential threats and their impact on children.
2. Describe how service providers and community can mitigate the impact of these events on children.
3. Apply community-based strategies to improve preparedness, response, and recovery

**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**

**Building Safe and Positive Online Experiences for Individuals with Intellectual and Developmental Disabilities**

**Presenters:** Dr. Mary Jo Krile, PhD

**Date:** Wednesday, July 8, 2026; **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:**

Increased reliance on online platforms for learning, work, communication, and information has amplified access and inclusion challenges for individuals with intellectual and/or developmental disabilities (I/DD). At the same time, the expanding use of artificial intelligence (AI) tools presents both new opportunities and emerging risks. Many individuals with I/DD experience barriers to meaningful engagement with these platforms due to limited instructional strategies and ongoing cyber safety concerns. This webinar will feature interactive case studies that examine the benefits and risks of online and AI-supported platforms while providing evidence-based strategies for teaching platform navigation, cyber safety, and appropriate online communication and netiquette.

**Instructional Level:** Intermediate

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

1. Identify and explain the benefits and potential risks associated with social media, online learning, and digital networking for individuals with intellectual and/or developmental disabilities (I/DD).
2. Apply evidence-based instructional strategies to teach individuals with I/DD how to effectively navigate online platforms while developing essential cyber safety skills.
3. Demonstrate strategies for teaching appropriate online communication and netiquette, including respectful interactions, boundary setting, and responsible digital behavior.

**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 #: 007**

**Special Education Law and Transition Planning for Students with Disabilities**

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

**Date:** Wednesday, July 22, 2026; **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 this session will cover an overview of special education law and additional protections provided to students under Maryland law. The presenters will provide an overview of Maryland State Department of Education guidance and technical assistance bulletins and share online special education law resources. The second 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 of transition planning and how to create the transition planning section of an IEP as well as provide an overview of transition planning resources, including state and nonprofit resources.

**Instructional Level:** Intermediate

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

Part 1:

1. Identify laws relevant to special education and summarize the eligibility and the special education evaluation processes.
2. Describe two differences between an IFSP and an IEP and list available dispute resolution methods.

Part 2:

3. Identify the laws relevant to transition and list elements of effective transition planning.
4. Develop the transition planning section of an IEP and identify three resources for transition planning.

**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-#: 008**

**Strengthening Supervision through Collaboration A Peer-Supported Approach to Leadership**

**Presenters:** Dr. Melanie Pinkett-Davis, PhD, MSW, LCSW-C, HEC-C, Kim Cosgrove, LCSW-C, Aysha I. Jawed, Ed.D., LCSW-C, M.P.H., **and** Dr. Mirian Ofonedu, PhD., LCSW-C

**Date:** Wednesday, September 9, 2026; **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 workshop is designed for supervisors seeking to deepen their leadership and supervision practices through reflective, peer-driven dialogue. Using a panel discussion format, participants will engage in real-world questions and scenarios that explore the critical role of effective supervision in shaping organizational culture and improving outcomes for clients, families and those they supervise. The session will create space for supervisors to both give and receive practical support, share wisdom from the field, and collaboratively explore strategies to enhance their supervisory impact. Participants will leave with renewed insight, actionable tools, and a stronger sense of professional connection. **Instructional Level:** Intermediate

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

1. Identify key supervision practices that promote a positive organizational culture and contribute to improved outcomes for clients, families, and supervisees.
2. Explain common challenges and systemic barriers to effective supervision.
3. Discuss strategies to address effective supervision barriers through peer collaboration and reflective 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 for attending the session in full and completing all requirements. A Certificate of Attendance will be made available for all other disciplines.

**Course-#: 009**

**When Trauma and Neurodiversity Intersect: Trauma-Informed Strategies for Individuals with Developmental Disabilities**

**Presenters:** Dr. Ernestine Briggs-King, PhD **and** Dr. Jennifer Shepard Payne, PhD, LCSW-C

**Date:** Thursday, September 17, 2026; **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:**

Individuals with developmental disabilities are at increased risk for trauma, yet signs often go unnoticed, and care strategies may not meet their unique needs. This session will explore how trauma impacts development and behavior, and provide practical, trauma-informed approaches for both professionals and caregivers. Participants will learn tools to foster safety, trust, and resilience in home, school, and clinical settings.

**Instructional Level:** Intermediate

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

1. Explain how trauma affects individuals with developmental disabilities and their families.
2. Recognize common signs of trauma and stress responses in this population.
3. Apply trauma-informed strategies to improve communication and support emotional regulation.
4. Identify resources and collaborative approaches for creating safe, supportive environments across home, school, and care settings.

**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**

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

**Presenters:** Megan Rusciano, Esq.

**Date:** Wednesday, September 30, 2026; **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.

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

1. Identify resources and referral sources for family and community members regarding alternatives to 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 #: 011**

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

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

**Date:** Thursday, October 15, 2026; **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:**

For individuals, families, and communities to fully engage in services, education, and research efforts, they must first feel understood, respected, and acknowledged. Professionals who take deliberate steps to understand different life experiences and communication styles—while offering thoughtful information, resources, and support—can create stronger pathways for engagement and better outcomes. This interactive workshop introduces the “Family-as-Host” model, a framework that helps providers center humility and mutual respect when working with individuals and families whose backgrounds may differ from their own. Participants will gain practical skills to improve engagement, build meaningful relationships, and strengthen the impact of their work across a variety of service settings. **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 two to three factors that supports and two to three factors that hinder effective engagement with individuals and families from various backgrounds in treatment and service programs.
2. List three to four strategies that enhance the quality and fairness of treatment experiences and outcomes for individuals and families from a range of lived experiences.
3. Discuss key approaches for fostering trust and engagement early and consistently throughout the care or service provision process, using humility and reflection to support positive outcomes.
4. Apply the [“Family-as-Host” model](#) to strengthen engagement practices and build deeper connections and partnership with families and communities across

**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 #: 012**

**[Navigating Social Security Administration \(SSA\) Disability Benefits: What Providers and Beneficiaries Need to Know](#)**

**Presenter:** David Mervis, Esq.

**Date:** Wednesday, October 21, 2026; **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:** Introductory

**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.

## Presenter Bios



**[Aysha I. Jawed, Ed.D., LCSW-C, M.P.H.](#)** is an assistant director in the Center for Excellence in Public Health Leadership at Kennedy Krieger Institute and an assistant professor of Pediatrics in the Division of General Pediatrics at the Johns Hopkins University School of Medicine. She was also a clinical pediatric social worker at Johns Hopkins Children's Center, and a leader and educator in the hospital's social work department for thirteen years. She is also an adjunct faculty member at the University of Maryland, College Park in the Department of English and School of Public Health. She teaches several undergraduate classes in rhetoric and composition and both graduate and undergraduate classes in public health informatics, global health, and Capstone research.



**[Dr. Brian Freedman, PhD](#)**, is a Psychologist and the Director of the Swank Autism Center at Nemours Children's Hospital, Delaware where he leads clinical services, research, training, community partnerships, and a neurodiversity hiring initiative. He was the clinical director at the Center for Autism and Related Disorders at the Kennedy Krieger Institute.



**[Dr. Daniel Dodgen, PhD](#)**, is the Senior Advisor for Strategy, Policy, and Requirements with the Administration for Strategic Preparedness and Response at the U.S. Department of Health and Human Services (HHS). His expertise includes disaster preparedness & response, health system policy, behavioral health, and community resilience. Dr. Dodgen served as the Executive Director of the White House directed national advisory group on disaster mental health.



**[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.



**[Dr. Eric Moore, PhD](#)**, director of learning technology in the Learning Design & Technology Team at Kennedy Krieger and a former high school teacher (Literature, Philosophy, Drama) and Education professor.



**Dr. Ernestine Briggs-King, PhD**, is a licensed psychologist with over 25 years of experience in the fields of child maltreatment and child traumatic stress. She is the vice president of the Department for Family and Community Interventions and a faculty at Johns Hopkins University.



**Dr. Hillary Goldthwait-Fowles, PhD, ATP**, instructional design specialist: Learning Design and Technology Team at Kennedy Krieger. Assistive Technology Specialist, Adjunct faculty and former special educator.



**Dr. Jennifer Shepard Payne, PhD, LCSW-C**, is a research scientist and clinician at Kennedy Krieger Institute in the Center for Child and Family Traumatic Stress (CCFTS). She is also an assistant professor in the Johns Hopkins University School of Medicine.



**Kim Cosgrove, LCSW-C**, is the director of the Southeast Early Head Start program, where she has played an instrumental role in the development of an attachment-based and trauma-informed model of care. Her knowledge and experience have earned national recognition, and she has presented her insights internationally on early childhood development and parent/child attachment.



**Dr. Lisa Carey, EdD**, assistant director of the Center for Innovation and Leadership in Special Education as well as an education specialist for the Neuropsychology Department at Kennedy Krieger.



**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.



**Dr. Mary Jo Krile, PhD**, is an associate professor of Special Education at Eastern Kentucky University and has over 10 years of experience in teaching students with disabilities in the public K-12 and postsecondary settings, including teaching digital literacy to young adults with IDD. Dr. Krile's research, presentations, and resources are dedicated to promoting social media use and safety, as well as digital literacy skills, for individuals with IDD.



**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.



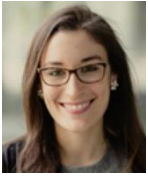
**Megan Rusciano, Esq.**, is a staff attorney at the Center for Public Representation where she focuses on promoting and expanding work on supported decision-making as an alternative to guardianship. Prior to joining CPR, Megan was a senior staff attorney at The Arc of the United States and also spent 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.



**Dr. Melanie Pinkett-Davis, PhD, MSW, LCSW-C, HEC-C**, is the assistant vice president of Clinical Services at Kennedy Krieger Institute. Clinical disciplines under her direction include Assistive Technology, Audiology, Social Work, Speech Language Pathology, Occupational Therapy and Physical Therapy. Dr. Pinkett-Davis also serves as the vice chair of the Institute's Ethics Committee. Dr. Pinkett-Davis has over twenty years of experience as a licensed clinical social worker. Dr. Pinkett-Davis has served in leadership roles within the organization throughout the organization for nearly two decades. More recently, Dr. Pinkett-Davis passed the Healthcare Ethics Consultant-Certified (HEC-C) exam. The HEC-C designation demonstrates Dr. Pinkett-Davis' knowledge, skill and expertise in providing healthcare ethics consultation services for individuals facing uncertainties or ethics related conflicts in the healthcare setting.



**Dr. 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.



**Dr. Natasha Ludwig, PhD**, is a licensed clinical neuropsychologist and program director of the Developmental Neuropsychology Phenotyping Unit (DNPU). She also holds an appointment as an Assistant Professor of Psychiatry and Behavioral Sciences at the Johns Hopkins University School of Medicine.



**Dr. Rowena Ng, PhD**, is a Pediatric Neuropsychologist in the Department of Neuropsychology at Kennedy Krieger Institute. She received her doctoral degree in Clinical Psychology with an emphasis in pediatric neuropsychology at the University of Minnesota, Twin Cities, where she also served as an undergraduate course instructor in child and adolescent psychology.



**Tracee Hutt-Brown, MSW, LCSW-C**, is a Clinical Social Worker and the Assistant Director of Social Work in the Center for Developmental and Behavioral Health at Kennedy Krieger Institute. She provides clinical leadership and supervision to certified social work supervisors, psychiatric social work fellows, and trainees, and delivers outpatient mental health services to children, adolescents, and families.

## 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.