16th Annual Autism Conference

Center for Autism and Related Disorders
Kennedy Krieger Institute • Director: Rebecca Landa, PhD, CCC-SLP

Keynote Speakers:

OPENING KEYNOTE: The Environment and Autism
Irva Hertz-Picciotto, PhD, MPH
UC Davis MIND Institute

CLOSING KEYNOTE: How Prenatal Defects Underlie the Progression of Autism
Eric Courchesne, PhD
University of California, San Diego Autism Center of Excellence

October 13–14, 2016
Radisson Hotel North Baltimore
2004 Greenspring Drive
Timonium, MD 21093

This annual conference is the premier educational autism event in the mid-Atlantic region for educators, clinicians, families, researchers, and healthcare professionals hoping to increase their understanding of autism spectrum disorder (ASD).

We are all born with great potential. Shouldn't we all have the chance to achieve it?
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<th>Time</th>
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<tr>
<td>8:00 – 8:30 a.m.</td>
<td>Registration &amp; Continental Breakfast</td>
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<td>8:30 – 9:00 a.m.</td>
<td>Welcome</td>
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<td>Rebecca Landa, PhD, CCC-SLP</td>
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<td>9:00 – 10:30 a.m.</td>
<td>Opening Keynote Address</td>
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<td>Irva Hertz-Picciotto, PhD, MPH</td>
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<td>10:30 – 10:45 a.m.</td>
<td>Morning Break &amp; Exhibits</td>
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<td>10:45 a.m. – Noon</td>
<td>Breakout Session I</td>
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<td>Noon – 1:15 p.m.</td>
<td>Lunch (provided) &amp; Exhibits</td>
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<td>1:15 – 2:30 p.m.</td>
<td>Breakout Session II</td>
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<td>Presenters Repeat (A, B, C, D)</td>
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<td>2:30 – 2:45 p.m.</td>
<td>Afternoon Break &amp; Exhibits</td>
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<td>2:45 – 4:00 p.m.</td>
<td>Breakout Session III</td>
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<td>Presenters (E, F, G, H)</td>
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<td>4:00 – 5:30 p.m.</td>
<td>Mix &amp; Mingle Networking Reception</td>
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**Friday, October 14, 2016**

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<tr>
<td>8:30 – 9:00 a.m.</td>
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<td>9:00 – 10:15 a.m.</td>
<td>Breakout Session IV</td>
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<td>10:30 – 11:45 a.m.</td>
<td>Breakout Session V</td>
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<td>11:45 a.m. – 1 p.m.</td>
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<td>1:00 – 2:15 p.m.</td>
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<td>2:15 – 2:30 p.m.</td>
<td>Afternoon Break &amp; Exhibits</td>
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<td>2:30 – 4:00 p.m.</td>
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**2016 CONFERENCE HIGHLIGHTS**

- Nationally recognized thought leaders representing a variety of disciplines and approaches will focus on strategies to improve learning and social success, and promote best outcomes across the lifespan.

- Diverse topics including research, sensory integration, executive function, behavioral issues, nutritional concerns, early diagnosis and intervention, technology interventions, toilet training, and engagement through play.

**IMPORTANT INFORMATION**

**Radisson North Baltimore**
Address: 2004 Greenspring Drive
Timonium, MD 21093

**Hotel Information**
The hotel has reserved a block of rooms with a special rate of $102/night for CARD conference attendees who make reservations by September 30, 2016. The hotel phone number is 410-252-7373.

**Mix & Mingle Networking Reception**
All conference attendees are invited to attend the networking reception on Thursday, October 13, at 4 p.m., following the last workshop session. Enjoy wine and cheese while you mix and mingle with speakers and attendees. Poster presentations highlighting innovative autism research at Kennedy Krieger Institute will also be on display. Tickets are $10.

**Conference Exhibits**
A variety of businesses, service providers, and local support resources will showcase products and services for parents, educators, and healthcare professionals during the conference. The exhibitor hall is located in the main atrium of the hotel.

For additional information or to register, visit

OPENING KEYNOTE ADDRESS
The Environment and Autism

Ten years ago, little was known about environmental impacts on risk for autism. Since then, the field has generated dozens of clues, and for some factors, a substantial literature has emerged. This lecture will present the history of this etiologic research and the literature on potential targets for intervention to prevent or reduce the severity of autism. Distinguishing causes of autism from causes of the rise in autism provides an integrative framework for advancing the field.

Presented by Irva Hertz-Picciotto, PhD, MPH

Session A – Occupational Therapy Using a Sensory Integration Approach: An Evidence-Based Intervention for Children with Autism

Occupational therapy using a sensory integration approach aims to ameliorate the underlying sensory motor factors that impact a child’s ability to participate fully at home, in play, at school, and in other childhood occupations. This presentation will outline the core components of this approach and review the research that demonstrates the effectiveness of this intervention.

Presented by Zoe Mailloux, OTD, OTR/L, FAOTA

Session B – Merging Positive Behavior Programs with Inclusive Classrooms: What is Necessary for Success for Middle/High School Students with ASD?

Students with ASD present unique and often problematic situations in middle and high school that challenge teachers and administrators. This session will discuss practical, real-world strategies and solutions that can defuse these situations and improve overall educational programs for students with ASD and their peers.

Presented by Sheila Wagner, MEd

Session C – Social Communication Assessment in School-Aged Children with ASD

School-aged children with ASD often have difficulty with initiating and maintaining conversations, and considering others’ perspectives. This presentation will present a framework for deciding what to measure and how to collect information that reveals children’s social communication strengths and weaknesses. Specific assessment strategies that may help identify social communication difficulties and potential treatment targets will also be discussed.

Presented by Kathryn Greenslade, PhD, CCC-SLP

Session D – What Lies Beyond: The Unaddressed Issues Facing Late Teens and Young Adults on the Autism Spectrum

Drawing from his experiences as an individual with autism, the speaker will discuss common issues facing late teens and young adults on the autism spectrum. Participants will leave better prepared to equip their children and young teens to deal with problems beyond school and the workplace.

Presented by Chase Johnson

Session E – Visual Supports to Promote Positive Behavior

This presentation aims to help participants understand the role of visual supports in changing behavior. Individuals with autism frequently have difficulty processing auditory information and language, yet many people with autism have a strength in the area of visual processing. Adding visual supports to behavioral interventions provides instruction in a way that is easier for our students to understand. Participants will come away with ideas and materials that will have a positive impact on behavior change in their practices.

Presented by Tisha Gonzalez, MA, SLP, ATC, BCBA, and Cissy Carter, MEd, BCBA

Session F – Executive Function ‘Dysfunction’: Practical Strategies for Educators and Clinicians

Many children with executive skill deficits struggle with tasks and activities involving organization, working memory, motivation, attention, and behavioral inhibition. Executive function difficulties are often “hidden” and are not supported by special education or general education professionals. This seminar will provide awareness to educators about executive skills, and practical strategies to assist children who struggle with executive function ‘dysfunction.’

Presented by Rebecca Moyes, MEd

Session G – Strengthening Togetherness: Enhancing Connection and Engagement with Children with ASD

The unique characteristics of ASD can make creating a sense of engagement with our children challenging, both when they are calmly exploring their world through play and when they have difficulties regulating their feelings. This presentation will explore strategies for caregivers, loved ones, and professionals to enhance connection and engagement with children who have ASD. These strategies help children learn new ways to cope with their feelings by increasing the adult’s capacity for thoughtful and compassionate management of the child’s emotional needs.

Presented by Laurie Chaikind, MSW
Session H – How ASD Emerges in the First Three Years: Implications for Early Detection and Intervention

ASD emerges in early development, usually gradually. The early signs of developmental disruption are not ASD-specific, and they are subtle. As a result, early signs are often missed or their significance is misinterpreted. This lecture will explain the early risk indicators for ASD and social and communication delay, and present recent scientific findings about the developmental abilities of infants at high familial risk for ASD. Information on developmental trajectories of infants who do and do not develop ASD by age 3 will be discussed, as well as the implications for diagnosing ASD early in life and determining early intervention goals.

Presented by Rebecca Landa, PhD, CCC-SLP

Session I – Incorporating Critical Skills Throughout the School Day

This presentation will provide ideas that incorporate reading, math, communication, social, and other skills throughout the school day, given that skills are rarely mastered in isolation. Teachers will take away strategies and ideas to help amplify their students’ learning by considering how specific skills naturally fit into the daily schedule of activities (e.g., arrival, reading, math, and group meetings).

Presented by Cissy Carter, MEd, BCBA, and Tisha Gonzalez, MA, SLP, ATC, BCBA

Session J – Positive Strategies for Toilet Training Individuals with Autism Spectrum Disorder: What’s New and What Works

Urinary and bowel incontinence is a significant threat to quality of life for many people with developmental disabilities, compromising personal autonomy, community inclusion, physical comfort, hygiene, and acceptance by peers. This workshop will systematically address best practices in toilet training, as implemented by family members and teachers. Special emphasis will be placed on new technologies and recent innovations.

Presented by Dan Mruzek, PhD, BCBA-D

Session K – Fact vs. Fiction: Clarifying Nutrition’s Impact on Autism Spectrum Disorders

The Internet offers plenty of anecdotal stories supporting the use of restrictive diets or supplementation in treating autism and related disorders, but it can be difficult to separate fact from fiction. This session will summarize the evidence available and provide guidelines for evidence-supported nutrition practices for children with autism and related disorders.

Presented by Andrea Heyman, MS, RD, LDN

Session L – Technology Innovations for All Learners

This presentation will focus on innovations that are altering the way we can support the learning needs of students with disabilities and others who struggle with learning, by providing meaningful access to learning, social emotional, and behavioral interventions critical for their overall growth and development. Participants will explore technology and design frameworks that are needed to select innovations that can and should be integrated into the learning experience. This session will cover apps, how to find the right app/tech solution, and ways to connect with the demands of the classroom, home, and community.

Presented by Sean Smith, PhD

Closing Keynote Address

Autism Begins in Prenatal Life: How Prenatal Defects Underlie the Progression of the Disorder

There is considerable biological evidence that autism is a prenatal neural disorder. This lecture will present this evidence, and discuss how early neural biological abnormalities may underlie the emergence and progression of different developmental behavioral trajectories and clinical outcomes in individuals with ASD. Key examples come from studies of language development in ASD: by age 3 to 4, two main behavioral trajectories can be discerned—good and improving, and poor or declining.

Presented by Eric Courchesne, PhD
Register online at AutismConference.KennedyKrieger.org.

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<th>EARLY BIRD by 6/30/2016</th>
<th>ADVANCE by 8/30/2016</th>
<th>REGULAR by 10/9/2016</th>
<th>Onsite</th>
<th>Mix &amp; Mingle Reception Thursday 4:00 – 5:30 p.m.</th>
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Cancellation Policy: A $35 administration charge will be applied to all cancellations. No refunds will be given for no-shows.

Meals are included in the registration fee.

Accepted forms of payment include:

- Check (made payable to Kennedy Krieger Institute CARD)
- Credit card (Visa and MasterCard)

CONTINUING EDUCATION CREDIT

**Occupational Therapy:** Pending CEUs

**Board of Professional Counselors and Therapists:** Pending CEUs

**Social Work:** The Kennedy Krieger Institute Department of Social Work is authorized by the Board of Social Work Examiners in Maryland to sponsor social work continuing education programs. This workshop is co-sponsored by the Department of Social Work and the Center for Autism and Related Disorders at Kennedy Krieger Institute. It qualifies for Cat. I Continuing Education Units and will receive 5.5 Cat. I CEUs for each day of attendance. For further information, contact the Social Work office at 443-923-2802.

**American Speech-Language Hearing Association:** CEU information to be posted on registration website.
Conference Objectives

Thursday
- Understand what research has taught us about environmental factors that contribute to the risk for developing autism
- List all the components necessary to build a successful transition program for middle and high school students with ASD
- Describe how to turn verbal instruction into visual instruction
- Identify the core principles of occupational therapy using a sensory integration approach (OT/SI)

Friday
- Learn about the prenatal events that disrupt neural development in autism
- List three early intervention goals for toddlers showing signs of autism risk
- Describe specific training techniques essential for parents and teachers in toilet training
- Identify and understand apps and innovative solutions for learning outcomes specific to learning, behavior, and social emotional growth

This conference is geared toward family members, psychologists, teachers, school administrators, counselors, social workers, related service providers, educational paraprofessionals, and others interested in ASD.