

*The Partnership Project*



*The Autism Society of Baltimore-Chesapeake  
& the Baltimore County Public Schools, Office of Special Education  
are proud to present...*

# The 1st Annual Honestly Autism Day

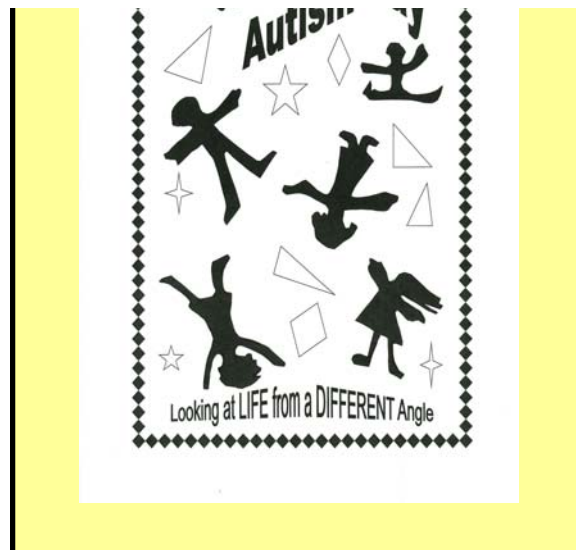
Looking at Life from a Different Angle

**Saturday, April 24, 2010**

**Location:**

**New Town High School  
4931 New Town Boulevard  
Owings Mills, MD 21117**

**Registration now closed. Coming again 2011!**



**8:00 a.m. – 8:45 a.m. Breakfast / Registration**

**8:45 a.m. – 9:00 a.m. Annual Essay Contest Winners  
Presentation**



**9:00 a.m. – 10:00 a.m. William R. Stixrud, Ph.D.  
*“Promoting Self-Regulation in Children with  
Autism Spectrum Disorders”***

**This talk opens with a brief introduction to self-regulation and its close “cousin”, executive functioning. This will be followed by a short discussion of brain functioning in students with Autism Spectrum Disorders (ASD’s) and a consideration of why children on the spectrum tend to have multiple self-regulatory challenges. We will then explore in more detail four specific self-regulation difficulties that are extremely common in children and teenagers with ASD’s. These are: (a) the regulation of sensory stimuli; (b) the flexible regulation of attention; (c) the regulation of the transition to and from sleep; and (d) the flexible regulation of stress, frustration, and anger. The rest of the talk will focus on the ways in which parents, educators, and other professionals can foster the development of self-regulatory skills in young people with ASD’s. Specific attention will be given to ways of supporting the self-regulatory development of students with ASD’s who are placed in inclusive school settings.**

**William R. Stixrud, Ph.D.**, is a clinical neuropsychologist who has been in private practice since 1985. He is also a member of the Adjunct Faculty of the Children's National Medical Center, and he holds a faculty appointment as Assistant Clinical Professor of Psychiatry at the George Washington School of Medicine. He has previously held an appointment at the Georgetown University Medical School, and he has served as a consultant to the Division of Neuropsychology at the National Institutes of Health.

For the past 20 years, Dr. Stixrud has been extensively involved in the training and supervision of psychologists and learning specialists. He is also a frequent lecturer on topics related to neuropsychological assessment, learning and executive disorders, brain

development, brain-based learning, motivation, and the effects of stress and sleep deprivation on the brain. He is the author of a book, *Plain Talk About Early Education and Development*, and he has authored book chapters and/or articles on children with epilepsy, adolescent brain development, self-esteem, homework, and the effects of Transcendental Meditation on students with ADHD. Dr. Stixrud has been quoted often in publications including *The New York Times*, *The Washington Post*, *The Wall Street Journal*, *Business Week*, *Barron's* and *Vogue*.

Dr. Stixrud holds a doctorate degree in Educational Psychology from the University of Minnesota. He did his pre-doctoral internship in Pediatric and Clinical Psychology at the Children's Hospital of Boston, as a fellow of the Harvard Medical School, and he received his post-doctoral training in Clinical Neuropsychology at the Tufts New England Medical Center. Prior to entering private practice, Dr. Stixrud worked as a staff neuropsychologist at the Children's National Medical Center and the Georgetown University Medical School.

### **10:15 a.m. – 11:15 a.m. Breakout Session 1**

### **11:30 a.m. – 12:30 p.m. Breakout Session 2**

**Choose one topic from below for each breakout session.**

#### **1. “Tips for Challenging Behavior” presented by [Christine Accardo, Ph.D., BCBA-D](#)**

**All children encounter behavior issues at one time or another. This presentation will provide insight into how parents can address the behavior issues such as tantrums, aggression, and self injury of their child on the spectrum, and what tools are required to best deal with these behavior issues.**

[Christine Accardo, Ph.D., BCBA-D](#) has been the Program Director for the Shafer Center for Early Intervention for 4 years. Dr. Accardo is a Board Certified Behavior Analyst and received her Ph.D. from the University of Missouri-Columbia. She

completed her pre-doctoral internship at the Kennedy Krieger Institute and Johns Hopkins Medical Center. In the last fifteen years Dr. Accardo has developed and provided clinical consultation services for in-home and in-school autism programs for children ranging in age from 2 to 11 years. Her other professional experience includes providing behavioral support to children diagnosed with autism, providing psychological, educational, and cognitive assessments to teenagers with cognitive and learning disabilities, and providing counseling and therapy services to adolescents and young adults.

## **2. “Being SOCIAL! It’s a Package Deal!”**

**presented by [Liz Delsandro, M.S., CCC-SLP](#)**

**This workshop will provide participants with ideas for “packaging” or grouping best practice strategies and approaches for facilitating social interaction with children on the autism spectrum. This workshop will integrate components of approaches by Michelle Garcia Winner (Social Thinking), Kari Dunn Buron (The Incredible 5-Point Scale), Carol Gray (Social Stories), and Jed Baker (Social Skills Training).**

[Liz Delsandro, M.S., CCC-SLP](#) has been honored to work with incredible individuals on the autism spectrum since 1993 in clinics and the public school system as a speech-language pathologist in Maryland, assistive technology trainer in Virginia, and currently as an autism consultant in the Iowa public schools.

## **3. “Addressing Sexuality with Adolescents on the Autism Spectrum” presented by**

## **Amber Eisenmann of Planned Parenthood of Maryland**

- **Do you dread the thought of your child asking you about sex?**
- **Wondering what kids should know and when they should know it?**
- **Curious about how to adapt your message to meet your child's special needs?**

**It's never too early or too late to start talking to your kids about sex. Learn to talk to your children about sex with honesty, accuracy and confidence.**

**Parents are the primary sexuality educators for their children. Unfortunately, they often don't get the support they need to confidently provide up-to-date information to their children. This can be especially important for parents of children with autism.**

**In this session, parents will be able to discuss sexuality issues relevant to adolescents with autism. Participants will also learn about resources and are urged to bring their questions, concerns and stories.**

**Amber Eisenmann** has worked at Planned Parenthood of Maryland for over twelve years. She earned a bachelor's degree in peace studies at Earlham College and a master's degree in counseling at Johns Hopkins University. She has facilitated over a thousand dynamic programs to children and adults in a wide range of school and community settings. Amber is dedicated to ensuring that people with intellectual disabilities have access to accurate and appropriate sexuality education. She has partnered with The Arc of Baltimore, The Arc of Howard County, and Baltimore County Public Schools Office of Special Education and is a member of the Baltimore County Commission on Disabilities Education Working Group.

## **4. "Common Autism Issues: Constipation, Diarrhea, & Up All Night"**

**presented by **Janelle M. Love, MD****

**This presentation will educate parents about the serious underlying medical problems such as gut and brain inflammation our children face on a daily basis. These medical problems impact speech, sensory issues, behaviors, and cognitive abilities. After the presentation, the parents will have the knowledge to start helping their child with what is termed "The Biomedical Approach."**

**Janelle M. Love, MD** is a board certified family physician who practices with a functional medicine approach. After her son was diagnosed with autism, she investigated the potential therapies for problems children with autism have and now treats many children on the autistic spectrum. Therapies include addressing the inflammation, infections, food intolerances, oxidative stress, and environmental triggers these children face.

She is a member of the American College for the Advancement of Medicine (ACAM), Institute of Functional Medicine (IFM), American Academy of Family Practice (AAFP), Lyme Induced Autism Foundation (LIAF), American Academy of Anti-Aging Medicine (A4M), and she is active in the Defeat Autism Now! movement. She has lectured all over the east coast.

Dr. Love is also the Founder and President of the Autism Relief Foundation, Inc, a 501 (c)(3) non for profit organization which helps raise money and awards grants for autism research and to families of autistic children to pay for biomedical therapies nationwide.

In 2009 she published books which provide education to autistic children about their medical issues from a biomedical perspective. It is the first in this type of book to be published for children with autism.

In 1999, Dr. Love left a group practice and started her own solo practice in order to give more personalized care to patients. She is a 1994 graduate of Emory Medical School in Atlanta, Georgia and a 1988 graduate of The University of Maryland in College Park, Maryland. She attended Florida Hospital in Orlando for her internship and Fairfax Family Practice for residency training in Virginia.

She has enjoyed working in research in the past at NIH, LSU Medical Schools, Tulane University Medical School, and Emory Medical School. Dr. Love has also donated her time and attended several mission trips to Kenya and Guatemala.

## **5. “Working Towards Successful Communication: An Overview of Visual Communication Systems**

## **and Strategies” presented by**

**Kama Dwyer, MS, CCC-SLP & Jennifer Langenberg, MS, CCC-SLP**

**Do you ever wonder what is the best functional communication system for your student? Has your student been given a system that just didn’t seem to fit? If you answered yes to these questions then this session is for you. A range of communication systems to meet the needs of all students will be showcased. Come and see a variety of strategies and display types that could be the answer to your student’s communication needs.**

**Kama Dwyer, MS, CCC-SLP** received a Master’s degree in Speech/Language Pathology from Loyola University. She has worked to support communication skills and language development for students on the autism spectrum since that time. She is currently a member of the Assistive Technology department in Baltimore County Public Schools.

**Jennifer Langenberg, MS, CCC-SLP** also has a Master’s degree in Speech/Language Pathology from Loyola University and works for Baltimore County Public Schools at a middle school. She co-leads a social skills group for students on the autism spectrum.

## **6. “How to Think Inside and Outside the Box When You’ve Only Been Given a Bag: Tips, Techniques and Strategies for Maximizing Outcomes for Children with Autism” presented by**

**Chris Swanson, MS, Ed., Doctoral Candidate**

**Autism Spectrum Disorders (ASD) are the fastest growing “disability” label in the field of special education. Even without a full diagnosis, more and more children are displaying behaviors that are associated with ASD. Regardless of whether this means there’s an increase in autism or just improved awareness, children displaying any of the myriad of language and social needs associated with autism are increasingly in our homes, classrooms, and communities. In the midst of so much uncertainty and contradictory information about ASD, how do parents and educators adequately help these children meet their full potential? This session will**

**explore techniques and strategies for improving outcomes for students with ASD behaviors and needs. We will explore ways to support students within traditional educational models, as well as discuss effective modifications of programs that could benefit not only students with ASD, but all children. Finally, attendees will be challenged to think about what is or is not “conventional” and “allowable” for students with ASD. With the concept of instructing students with autism still so novel, it is hard to say what’s in and out of the box when we don’t even know what the “box” is.**

**Chris Swanson, MS, Ed., Doctoral Candidate** is a former classroom and resource teacher in Baltimore County Public Schools. Chris Swanson now works for the Johns Hopkins University Center for Technology in Education. He is finishing his doctoral work investigating the benefits of delivering speech-language therapy online that targets social skills for adolescents with autism. In addition to his research and management responsibilities, Chris teaches graduate courses on autism spectrum disorders.

## **7. “Yes! My Children Like School: Creating a Child-Centered Educational Experience for Elementary Students with ASD” presented by**

**Andrea Schanbacher, M.Ed., Program Coordinator, Forbush School**

**After working in the field of special education for ten years, specifically with students with ASD, I have learned honest answers to many questions about successful instruction in the classroom. Regardless of placement or pedagogy, teachers can use evidence-based strategies to create an environment in which students enjoy coming to school. Transform the classroom so that both staff and students enjoy success. In this presentation, I will share strategies that will help you implement evidence-based teaching methods, create an enjoyable classroom atmosphere, and ensure that your children not only love school but are successful in their educational endeavors.**

**Andrea Schanbacher, M.Ed.** is the mother of two, and a special educator who has worked with students with ASD for 10 years. She has served in the capacity of research assistant, early intervention teacher, classroom teacher, resource teacher and is now a Program Coordinator at the Forbush School. The Forbush School at Hunt Valley is approved by the Maryland State Board of Education and under the umbrella of the Sheppard Pratt Health System. The school provides special education and related services for children ages five to 21 with autism, pervasive developmental disorder, developmental delays in one or more areas, severe behavioral problems, multiple learning problems and other related disorders. Andrea received her Master's Degree from the University of Maryland, College Park.

**End of Breakout Session Choices**

**12:30 p.m. – 1:30 p.m. LUNCH**



**1:45 p.m. - 2:45 p.m. Carol Kranowitz, M.A.**

***“Sensory Strategies for the Out-of-Sync Child”***

**Some children withdraw from physical contact, refuse to participate in typical classroom and playground activities that their peers enjoy, or respond in an unusual way to ordinary sensations of touch, movement, sights and sounds. These children don't behave as we expect – not because they won't, but because they can't. Inefficient processing of sensory messages that come from one's body and surroundings often causes out-of-sync behavior.**

**When parents, teachers, and other child-care professionals look at children through “sensory goggles,” they can appreciate the brain-body connection and learn to provide informal but purposeful early intervention every day in the natural settings of home and school. “Over-the-counter” strategies, as well as fun and functional sensory-motor experiences, can help children regulate sensory stimuli and improve their learning and behavior.**

As a preschool teacher for 25 years, **Carol Kranowitz, M.A.**, observed many young children with SPD. Today she teaches parents, educators, and other professionals how sensory issues play out and suggests activities for addressing them at home and school. Carol's books and DVDs, published by Perigee Books and Sensory World, include *The Out-of-Sync Child* and *The Out-of-Sync Child Has Fun; Sensory Issues in Learning & Behavior* video; a children's book, *The Goodenoughs Get in Sync*; and *Preschool SENSory Scan for Educators (Preschool SENSE)*, a screening tool for therapists working with teachers. With co-author Joye Newman, she has written a new book, *Growing an In-Sync Child* (in press). She is a Board Member of SPD Foundation and Editor-in-Chief of *S.I. Focus*, the magazine devoted to sensory processing issues. Carol received her B.A. from Barnard College and M.A. in Education & Human Development from The George Washington University. She lives in Maryland.

### **2:45 p.m. –3:15 p.m. “Life in Stages”**

**presented by Chase Johnson**

**The phrase “Autism is a world” is true in and of itself. The presentation will discuss realistically the implications of viewing the world from an Autistic/Asperger’s mindset and living and learning to cope in what is the non-autistic/Asperger’s world. This will be done through anecdotal pieces of my life and the many struggles and opportunities I have encountered due to Asperger’s/Autism.**

**Chase Johnson** is a 20 year old college sophomore with Asperger’s Syndrome. He was diagnosed with autism at an early enough age where interventions proved to be helpful to his well-being and has become successful in many aspects of his life. He is a proud member of the Autistic Self-Advocacy Network where he seeks to enable the rights and ensure the best treatment for those on the Autism Spectrum. He is currently taking a semester off of college to work and research and will be attending Indiana University in the fall for the remainder of college.

### **3:15 p.m. –4:15 p.m. Teen Panel**

**A panel of teens with ASD will share their personal stories and give honest insight into their lives.**