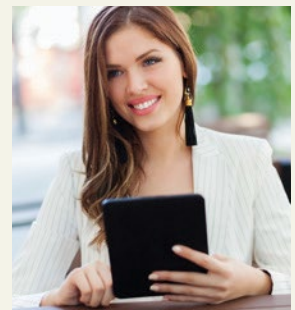


CME
MAXIMUM OF 6
AMA PRA Category 1 Credits™

UC DAVIS
HEALTH



MIND SUMMER INSTITUTE

ON NEURODEVELOPMENTAL DISORDERS: RESEARCH TO PRACTICE

August 2, 2019
Friday

LOCATION:
**UC DAVIS CONFERENCE CENTER
AND ALUMNI CENTER**
Davis, CA

SPONSORED BY:
UC DAVIS HEALTH
Office of Continuing Medical Education
and Center for Excellence in
Developmental Disabilities
at the MIND Institute

Register online at: www.ces.ucdavis.edu/mind

MIND SUMMER INSTITUTE ON NEURODEVELOPMENTAL DISORDERS • FRIDAY, AUGUST 2, 2019

8:00 Registration, Continental Breakfast, Visit Resource Tables

8:30–8:45 **Welcome, Review of Objectives**
Robin L. Hansen, MD, Course Chair, Professor, Department of Pediatrics
Director, Center for Excellence in Developmental Disabilities at the MIND Institute

8:45–10:00 **Keynote Presentation/General Session: Autism from the Inside Out: Personal Perspectives About Challenges and Successes Shared by Self-Advocates with Autism**
Patrick Dwyer, Faciliator, UC Davis, John Almeda, Jason Guillaume, Matt Harmetz, Amanda Parker, and Anthony Zulli

10:00–10:30 **Break, Move Into Breakout Sessions**

10:30–12:00

① EARLY INTERVENTION/EARLY ID	② SCHOOL AGED	③ TRANSITION/ADULT	④ FAMILY FOCUSED
Preschool Inclusion: The On-Ramp to Success for Children with Neurodiversity Learn why preschool is the on-ramp for success for all students, but especially for those children with neurodiversity. An inclusive preschool classroom gives the support needed to allow children with disabilities to stay in the least restrictive environment, learning alongside peers without disabilities to the maximum degree possible. Successful inclusive education occurs primarily through accepting, understanding, and attending to student differences and diversity. The driving principle is to make all children and families feel welcomed, appropriately challenged, and supported in their efforts. Hear from an administrator, teacher and parent about crucial policies and practices to have in place for success. <i>Maureen Casey, Kathy Wahl and Anna Wang</i>	Cognitive Behavioral Therapy (CBT) in Youth with Autism Spectrum Disorder (ASD) Rates of anxiety among youth with Autism Spectrum Disorder (ASD) are alarmingly high and exceed those of typically developing children. Yet, many therapy providers do not feel sufficiently competent to conduct CBT with children or teenagers with ASD. Presenters will discuss evidence-based practical guidelines for conducting CBT with this underserved population. <i>Megan E. Tudor, PhD and Breanna Winder-Patel, PhD</i>	Making Their Way in the World Each Day: Improving the Transition Success of Youth With Disabilities Historically, post high school outcomes for youth with disabilities are bleak. Low graduation rates, high unemployment and arrest rates, and poor social adjustment are typical outcomes for students receiving traditional service delivery. This presentation discusses research-based best practices for transition programs for these challenged and challenging youth. <i>Michael Laharty</i>	Visiting the Dentist: “Chewing” the Right Support Strategies (Make and Take to Follow) Individuals with developmental disabilities are at an increased risk of dental problems, such as tooth decay, cavities and gum disease. Many times, this is due to either poor oral hygiene practices and/or problem behaviors that prevent access to care. This presentation reviews evidence-based strategies that can be used to increase oral hygiene practices at home and make dental appointments a more positive and successful experience. Following this session, parents will be able to participate in a “make and take” session where they can make their own visual supports, such as mini-schedules, “first-then” strips, etc., to implement at home. <i>Mary Rettinhouse, MS, BCaBA and Amy McCreary, MS, BCBA</i>

12:00–1:00 **LUNCH** (included in tuition) LEND Showcase in Conference Center. Resource Tables and Make and Take in Alumni Center

1:00–2:30

⑤ EARLY INTERVENTION/EARLY ID	⑥ SCHOOL AGED	⑦ TRANSITION/ADULT	⑧ FAMILY FOCUSED
Building Resilience in Infants and Toddlers with Promise The development of a loving connection between a mother and her baby is contingent on the emotional availability of each. Our system of care places high regard on supporting the well-being of infants and young children, but often does not pay heed to the emotional, social, physical, spiritual and economic well-being of caregivers. What should we be doing in the community and in our system of care to provide infrastructure support for the emotional availability of all who care for our young? <i>Marie Kanne Poulsen, PhD</i>	Using State and Local Data to Leverage Buy-in for Evidence-Based Practices and Increased Access to Inclusive Environments Many school districts are currently grappling with effective inclusion of students with disabilities in general education settings. In order to ensure that equity, access, and positive post-secondary outcomes are realized, data, systems and mindsets must be evaluated and adapted. This session will lead participants through a process of looking at combined California Accountability Dashboard and special education Annual Performance Report (APR) data to identify, implement and improve the delivery of evidence-based practices in least restrictive environments (LRE). <i>Kevin Schaefer</i>	Providing Safe and Effective Care for People with NDD During Hospitalizations: A Family Engagement Approach Adults with intellectual and developmental disabilities visit the emergency room and are admitted to the hospital at higher rates than the typical population. Yet, there is limited education available for consumers, families, and health care providers about how to prepare these adults for hospital care. During this session, we will review the current information about safe and effective care in hospitals and provide several tips for consumers and families. <i>Dian Baker, PhD, RN and Eden Donahue DNP, RN</i>	Mental Health Needs and Supports for the Entire Family of a Child with a Developmental Disability When a child is diagnosed with a developmental disability, the event can lead to a profound emotional response in his/her parents and the family. Some parents may experience it as a crisis that requires extraordinary psychological adjustment, wrapped with a deep sense of loss, vulnerability and weakness. For others, the birth of a child with developmental disabilities may be viewed as an unfortunate event, but yet one with positive implications as it may lead to psychological growth in some family members and potentially better family functioning. This presentation will highlight possible reactions and challenges that parents and siblings may be faced with upon the birth of a member with a developmental disability. It will describe some negative reactions as well as healthy reactions in siblings and parents. Finally, the presenter will share his own personal experience in this area. <i>Sergio Aguilar-Gaxiola, MD, PhD</i>

2:30–2:45 **BREAK**

2:45–4:15

⑨ EARLY INTERVENTION/EARLY ID	⑩ SCHOOL AGED	⑪ TRANSITION/ADULT	⑫ FAMILY FOCUSED
Using Everyday Routines to Support Families in Early Intervention This presentation will inspire the practice of using everyday activities and routines to support children and families in early intervention. The process of coaching families will be detailed with tangible examples and resources for supporting family-practitioners-partnerships. Several tools will be shared to help clinicians immediately begin to use routines-based principles and strategies. <i>Stacey B. Landberg, CCC-SLP</i>	Parent and Youth Perspectives: How to Empower Students with Developmental Disabilities to Have Voice and Agency in Schools This session will focus on hearing from mothers and students of their process of becoming advocates for change within schools. Each mother and child pair will discuss strategies they used to support acceptance, foster interdependence, and establish partnerships with schools to give the student the agency to create their own path. Participants in this workshop will walk away with ideas of creating systems in schools that allow for students with disabilities to have a voice and role in their academic careers. <i>Elizabeth Morgan, Eli Morgan, Maribel Hernandez, Max Rivera, Heather Scott, Gabby Prieto, DeWana Hale, and Qamdhyn Hale</i>	Teaching Social-Sexual Education to People with ASD and Other Developmental Disabilities This workshop will talk about a new program being developed through the Mental Health Services Act in partnership with the Department of Developmental Services that is designed to teach people with ASD and other developmental disabilities about how to develop safe and meaningful relationships with information about sexual abuse and coercion. The workshop will address social-sexual development among people with ASD and other developmental disabilities, as well as some difficult-to-discuss topics, such as rates of sexual abuse, sexual identity issues among people with disabilities, and how sexual behavior leads to restricted settings. <i>Kathryn Pedgrift, PsyD, Maurice Travis, MFT, and Mary Champion, MFT</i>	Ice Cream Social on the Alumni Patio <i>Sponsored by: Warmline Family Resource Center and Davis Creamery</i>

4:15 **ADJOURN**

Register online at: www.ces.ucdavis.edu/mind



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Association of Behavior Consultants

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Parent, Cofounder and Vice President
Friends of Children with Special Needs

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Assistant Clinical Professor
MIND Institute/UC Davis

Anthony Zulli, Family Member

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UC Davis Conference and Event Services
1050 Orchard Road
Davis, CA 95616
events@ucdavis.edu



TARGET AUDIENCE

This activity is designed for health care professionals, educators, therapists, self-advocates and families/caregivers, including physicians, nurses, nurse practitioners, physician assistants, psychologists, occupational therapists, speech and language pathologists, behavior therapists, licensed clinical social workers, marriage and family therapists, special educators, general educators, and school administrators.

EDUCATIONAL NEED

The institute is intended to help participants keep pace with the latest in evidence-based treatment, public policy and research on neurodevelopmental disorders and the implications for best practices in prevention, assessment and treatment. The focus is inter-disciplinary and across the lifespan. Conference participants will learn:

- Current research on identification and treatment of Autism and other Neurodevelopmental Disabilities.
- Public policy and changes to laws, regulations and funding for persons with ID/DD.
- Use of effective, evidence-based practices for supporting and providing treatment to individuals with Autism and ID/DD.
- Access to care and advocacy to assist low-resource families and communities.

EDUCATIONAL OBJECTIVES

At the end of the activity, participants should be able to:

- Explain policy changes and initiatives that are taking place related to disabilities and the potential impacts of new policies on services for people with disabilities and their families.
- Discuss the most current research findings related to early identification and treatments of neurodevelopmental disabilities and Autism.
- Describe evidence-based practices and interventions that are established and emerging in neurodevelopmental disabilities.
- Identify and advocate for appropriate services and supports in their communities.

CONTINUING MEDICAL EDUCATION (CME)

ACCREDITATION

University of California, Davis, Health is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.



CREDIT DESIGNATION

Physician Credit: University of California, Davis, Health designates this live activity for a maximum of 6 *AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Nurse: For the purpose of recertification, the American Nurses Credentialing Center accepts *AMA PRA Category 1 Credits™* issued by organizations accredited by the ACCME. For the purpose of relicensure, the California Board of Registered Nursing accepts *AMA PRA Category 1 Credits™* (report a maximum of 6 hours of credit and fill in "CME Category 1" for the provider number).

Physician Assistant: The National Commission on Certification of Physician Assistants (NCCPA) states that *AMA PRA Category 1 Credits™* are acceptable for continuing medical education requirements for recertification.

Licensed Psychologist: You may petition the California Board of Psychology for CE credit for this activity. Please see http://www.psychology.ca.gov/licensees/ce_reporting_form.pdf for details.



PROFESSIONAL CONTINUING EDUCATION CREDITS/HOURS (CEU)

CREDIT DESIGNATION

Please confirm with your employer, professional organizations and/or licensing boards the requirements for professional development and/or continuing education credits. Certificate of participation and course syllabus may be used to verify participation and content.

Board Certified Behavior Analyst: This educational activity can be used for Type 3 CEUs according to the Behavior Analyst Certification Board (BACB) (self-reporting required). <https://bacb.com/continuing-education/>

Speech and Language Pathologist: Course content meets the requirements for professional development for Speech Language Pathologist. Syllabus and certificate of completion will be required if audited (self reporting required).

INFORMATION FOR SELF-ADVOCATES AND FAMILIES

This event has a vendor code with ALTA California Regional Center (ACRC) that families and clients can use if this event helps them to fulfill one or more of their individualized program plan (IPP) goals. For the conference to be paid for through ACRC, the following steps must be taken:

1. Family member or Regional Center client must contact their Service Coordinator to express an interest in attending the conference.
2. Clients should work with the Service Coordinator to link the conference with their IPP goals.
3. Once linked with the IPP, the Service Coordinator will put through the request for a purchase of service. A POS number will be provided for family members and clients. This POS number MUST be used as the payment method when registering.

NOTE: Registrations cannot be processed without the POS number or some other method of payment.

4. **Once the Service Coordinator provides a POS number, the family member or client should proceed to the UC Davis Conference Registration page and complete the online registration.**
5. **Deadline for all ACRC paid conference registrations is July 15, 2019. No late registrations for this event can be accepted.**

If you are a client of a Regional Center other than ACRC, please contact your Regional Center Service Coordinator to determine the best method of proceeding. Family members and self-advocates who wish to attend but are not clients of the Regional Center may proceed with registration and select the family member/-self-advocate registration rate.

LA INSCRIPCIÓN AL MIND SUMMER INSTITUTE YA INICIO

Gracias por su interés en la Conferencia para Discapacidades del Neurodesarrollo, MIND Summer Institute a realizarse el 02 de agosto del 2019. Éstos son algunos de los aspectos más destacados este año:

- Sesión Plenaria "Autismo de Adentro a Afuera: Perspectiva Personal Acerca de Vivir con Autismo"
- Inclusión en el Prescolar y en la Primera Infancia
- Tratamientos de Ansiedad para Personas con Autismo
- Enseñando Auto Abogacía a los Estudiantes
- California School DASHBOARD
- Construyendo Resiliencia en Bebés y Niños Pequeños
- Caminos al Empleo
- Apoyos de Salud Mental para Toda la Familia
- Seguridad y Cuidado Efectivo Durante Hospitalizaciones: Un Enfoque de Compromiso Familiar
- Tratamientos Basados en las Rutinas

Si su hijo es cliente del Centro Regional por favor comuníquese con su Coordinador de servicios. Tendremos traducción simultánea al español para un número limitado de participantes.

Para más información o ayuda llame a la línea en español 916-703-0439. Por favor regístrese antes del 15 de julio del 2019.

Maribel Hernandez
Community Education Specialist 2
UC Davis Health / Center for Excellence in Developmental Disabilities
MIND Institute Resource Center
2825 50th Street, Sacramento CA 95817
916-703-0439

Register online at: www.ces.ucdavis.edu/mind

CONFERENCE REGISTRATION

Please register early – space is limited.

Tuition:

\$250	Physicians and attendees seeking Continuing Medical Education (CME)
\$200	Health care and other professionals NOT seeking CME
\$125	Parents/Caregivers and Self-Advocates
\$135	Students

Confirmation of registration will be sent within two weeks after receipt of registration form. The fees will increase after July 15, 2019 if space is still available.

Tuition includes continental breakfast, refreshment breaks, lunch, and an online certificate of attendance. Tuition may be paid by check, American Express, Discover, MasterCard or VISA. Cash is not accepted. CES reserves the right to cancel this conference. In such a case, a full refund will be given.

Registration forms received without payment will not be processed until payment is received, and payment must follow within 10 days. Early discount rates are honored if payment is received by the date noted on the registration form. After that date, the late fee is applied.

Cancellation and Refund Policy: A refund of tuition, less \$75 administrative fee, will be allowed if requested in writing by July 15, 2019. No refunds will be provided after this date.

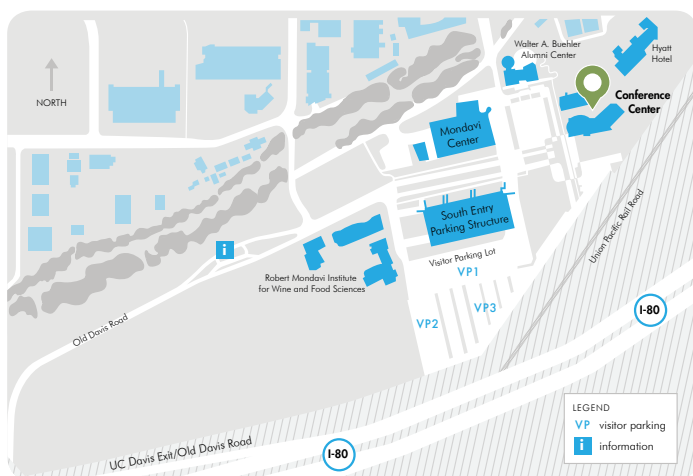
ELECTRONIC EVALUATION

Once you have completed the online evaluation, your CME certificate will be sent via email within 30 days. Please contact CME office at cmereg@ucdavis.edu with any questions regarding CME certificates.

LOCATION

UC Davis Conference Center

550 Alumni Lane
Davis, CA 95616



The UC Davis Conference Center is adjacent to the Alumni Center and across the quad from the Robert Mondavi Center for the Arts.

If you have any special needs due to a disability as specified in the Americans with Disabilities Act, please contact UC Davis Conference and Event Services at events@ucdavis.edu, so we may make the necessary accommodations for you.

PARKING

Park in the South Entry Parking Structure, Lot VP 1 or Lot VP 2. Parking is \$10.

FOR FURTHER INFORMATION

UC Davis Conference and Event Services

1050 Orchard Road, Davis, CA 95616
events@ucdavis.edu

HOTEL ACCOMMODATIONS

Hyatt Place UC Davis

173 Old Davis Road Extension
Davis, CA 95616
(530) 756-9500
<http://ucdavis.place.hyatt.com>

The Aggie Inn

245 First Street
Davis, CA 95616
(530) 756-0352
<https://www.aggieinn.com/en-us>

Above hotels are two of the closest properties to the UC Davis campus. There are no special group rates. Please request for the UC Davis rate or the best available rate if you require overnight accommodations.

DRIVING DIRECTIONS

From I-80 West (San Francisco):

- Take I-80 East toward Sacramento.
- Exit the UC Davis exit #71 (just after the Highway 113 interchange).
- Turn left at the stop sign onto Old Davis Road.
- Continue straight past the information booth.
- Turn right onto Hilgard Lane (immediately after the Mondavi Food and Wine Institute buildings) and park in either the structure or the parking lot.
- The Conference Center is east of the Vanderhoef Quad from the Mondavi Performing Arts Center at the corner of Old Davis Road and Alumni Lane, and the Alumni Center is on the north side of the Quad.

From I-80 East (Sacramento):

- Take I-80 West toward San Francisco.
- Exit the UC Davis exit #71 (after the Richards Boulevard exit).
- Turn right at the stop sign onto Old Davis Road.
- Continue straight past the information booth.
- Turn right onto Hilgard Lane (immediately after the Mondavi Food and Wine Institute buildings) and park in either the structure or the parking lot.
- The Conference Center is east of Vanderhoef Quad from the Mondavi Performing Arts Center at the corner of Old Davis Road and Alumni Lane, and the Alumni Center is on the north side of the Quad.



BROCHURE ART CREDIT

Brochure images courtesy of Accreditation Council for Continuing Medical Education, UC Davis Public Affairs, stock.adobe.com and Shutterstock.com.

Register online at: www.ces.ucdavis.edu/mind