Autism is one of the fastest growing developmental disorders in the country and in North Carolina. 1 in 57 children in North Carolina may be diagnosed with autism. Over 65,000 individuals in North Carolina live with an Autism Spectrum Disorder (ASD). Although there are many unknowns about ASD, professionals and researchers know a lot about what types of strategies work well for individuals with this diagnosis. Focusing on these strategies and evidence-based interventions is important to promote optimal outcomes for all individuals and their families.

This third annual conference will focus on collaboration between families and professionals as we move to managed care and changes in service delivery. The conference will offer a variety of topics and perspectives to include trauma informed support, positive identity development, guardianship, assessment, early diagnosis, behavior and communication, ethics, and much more. You will hear presentations from family members and professionals in the field of autism. Parents and professionals are encouraged to attend this two-day conference focusing on ways to work together in these changing times.

TARGET AUDIENCE

• Professionals working with children, adolescents, and adults on the autism spectrum
• Psychologists
• Social workers
• Case managers
• Care coordinators
• Direct care staff
• Qualified Professionals
• School based professionals
• Early Intervention staff
• Allied Health professionals
• Parents, families, and caregivers
• All interested others
People with intellectual and developmental disabilities are at a significantly increased risk of being a victim of a crime, or a victim of abuse and neglect, than those without. The effects of such traumatic experiences often are expressed in behavioral challenges that are not correctly identified as symptoms of Post Traumatic Stress Disorder (PTSD). Trauma informed support recognizes the role of traumatic life experiences in day to day life and seeks to create an environment where recovery is possible. Participants will be able to identify causes of trauma for people with intellectual disabilities (ID), name symptoms of Post Traumatic Stress Disorder, and identify the three key ingredients required for post traumatic recovery.
SESSION 1 - Trauma Informed Interventions: Strategies for Healing

DAWN DAVIS-BRODEUR, MA, LCPC-AS

There are 3 key ingredients necessary for recovery from trauma. These are safety, connection, and empowerment. In this session, attendees will explore how to create environments for the people they support that promote safety, connection, and empowerment. Utilizing a team approach, where all people involved in a person's life engage in actions that are trauma informed, people can begin to heal. Participants that attend this session will be able to identify the 3 key ingredients required for traumatic recovery, leave with tools to help identify ways to help people feel safe, connected, and empowered, and describe why the team approach is critical to promoting healing and resilience for the people they support.

SESSION 2 - Ethics in Action: A Developmental Approach to Solving Ethical Dilemmas

AARON “HUGH” JACKSON, PHD, LPC, NCC, BC-TMH

Clinical presentations are becoming more rich and complex due to numerous social and cultural factors. As such, clinicians need to be prepared to address the increasingly complex nature of these clinical presentations and the inherent ethical dilemmas that accompany them. This session will introduce the concept of ethical development and discuss methods for enhancing ethical practice in general. Participants will apply their knowledge and skills to complex case studies. Strategies for continued ethical development will be discussed from the perspective of direct service providers and supervisors. Participants will learn about the developmental process of ethical decision making, learn how to apply ethical principles to case studies, learn about the stages of ethical development, and determine strategies for continued ethical development.

SESSION 3 - Supporting Military Families with Children who have Special Needs Living in North Carolina Communities

TAMARA NORRIS, MSSW, MPA

Director of the Family Support Program and Clinical Associate Professor, University of North Carolina at Chapel Hill

BARBARA LEACH, BA

Family Support Specialist and Special Projects Coordinator in the Family Support Program, University of North Carolina at Chapel Hill

Military families living in communities across North Carolina with children who have special needs may not be able to access the broad array of formal and informal supports needed to ensure that their child's full potential is realized and the social and emotional needs of the family are addressed. This potential may be further challenged by the realities of military life that include relocation, separation of family members, and deployment. Whether living on post or in the community, many military families still find themselves feeling isolated and alone, both by the realities of their military status and by their child's special needs. Although military families may be eligible for services and resources from the military and civilian service systems, these systems are not well integrated, and services may be fragmented. Service providers are often unaware of the broad range of resources available to military families through both civilian and military service systems and how to access them. A comprehensive network of both informal and formal resources helps ensure that military families living in communities across North Carolina with children who have developmental disabilities can access the supports they need and strengthen child and family well-being.

These presenters are supported through the partnership between the University of North Carolina at Chapel Hill School of Social Work and the NC AHEC Program.
May 16, 2019
Afternoon Concurrent Sessions
1:30 p.m. - 3:30 p.m.
(Choose one session to attend)

SESSION 1 - Positive Identity Development

DAWN DAVIS-BRODEUR, MA, LCPC-AS

“What matters is how you see yourself!” How do you see yourself? Do you see yourself as a person who is capable of learning, growth, success, positive relationships, and able to achieve anything you set as a goal? Or do you see yourself as someone who is not able to do any of those things? People with intellectual or developmental disabilities often find themselves being identified by what they are not good at. This experience can lead to a person developing a negative identity. “I’m not....” or, “I’m bad and I’ve got a behavior plan because I ......” become not only the things that a person is known as by others, but also the way that a person sees themselves. Utilizing tools that foster a positive identity changes this dynamic, and, using a person-centered approach, reframes the person’s negative identity to the positive. Participants who attend this session will be able to describe the phenomenon of negative identity, discuss the importance of positive identity, and examine tools used for fostering a positive sense of identity.

SESSION 2 - Ethics in Action: A Developmental Approach to Solving Ethical Dilemmas

AARON “HUGH” JACKSON, PHD, LPC, NCC, BC-TMH

Clinical presentations are becoming more rich and complex due to numerous social and cultural factors. As such, clinicians need to be prepared to address the increasingly complex nature of these clinical presentations and the inherent ethical dilemmas that accompany them. This session will introduce the concept of ethical development and discuss methods for enhancing ethical practice in general. Participants will apply their knowledge and skills to complex case studies. Strategies for continued ethical development will be discussed from the perspective of direct service providers and supervisors. Participants will learn about the developmental process of ethical decision making, learn how to apply ethical principles to case studies, learn about the stages of ethical development, and determine strategies for continued ethical development.

SESSION 3 - Rethinking Guardianship and Less Restrictive Alternatives: Transition to Adulthood

TAMARA NORRIS, MSSW, MPA
Director of the Family Support Program and Clinical Associate Professor, University of North Carolina at Chapel Hill

BARBARA LEACH, BA
Family Support Specialist and Special Projects Coordinator in the Family Support Program, University of North Carolina at Chapel Hill

Until a child turns 18, parents/caregivers have the legal authority and responsibility to make all major decisions for their child. Once the child reaches the age of 18, he or she is legally an adult and has the legal authority to make their own decisions about medical care, finances, housing, and other major aspects of daily living. Young adults who have special needs may not be capable of making major decisions on their own. Many times, parents seek legal guardianship of their adult child with special needs, so they can continue to make important major decisions for them. Once a guardian is appointed, the person with the special need loses the legal right to make major decisions for themselves. There are different types of guardianship, with different roles and responsibilities. There are also less restrictive alternatives to guardianship that allow adults with special needs/disabilities to get support with major decision-making in the least restrictive environment. This session will explore the different types of guardianship and less restrictive alternatives that support self-determination and independence for adolescents transitioning to adulthood.

These presenters are supported through the partnership between the University of North Carolina at Chapel Hill School of Social Work and the NC AHEC Program.
SESSION 1 - Recognizing Symptoms of ASD in Young Children

ASHLEY TRIPP, MS, LMFT
Autism Specialist, TEACCH Greenville and Clinical Instructor, Department of Psychiatry, School of Medicine, University of North Carolina at Chapel Hill

This presentation is designed for beginner to intermediate level clinicians who work with young children that have symptoms of Autism Spectrum Disorder. Early signs of ASD will be described and the importance of diagnosing early will be discussed. The presenter will show video examples that compare typical and atypical development. Participants will be able to differentiate between typical and atypical development in young children, recognize early signs of Autism Spectrum Disorder, discuss the importance of early diagnosis, and learn how to talk to families if concerns exist.

SESSION 2 - Making the Parent/Professional Relationship Work

ANN PALMER, BA
LEND Family Faculty, University of North Carolina at Chapel Hill Institute for Developmental Disabilities (CIDD)

Based on her personal experiences as a parent of a 36-year-old son with autism and as a professional with over 20 years of experience working with families, the presenter will discuss the stressors that parents of children with disabilities, and the professionals who serve them, may be dealing with and bringing with them into a new relationship. The presenter will emphasize the importance of understanding the perspective of each party in a parent/professional relationship. She will discuss the best qualities we would like to see in both parents and professionals and strategies for developing and maintaining a good working relationship between professionals and parents. How to prevent problems from occurring in the relationship will be discussed including getting to know the family and developing a foundation of trust. The presenter will then describe strategies to improve the parent/professional relationship when problems arise.

This presenter is supported through the partnership between the University of North Carolina at Chapel Hill School of Social Work and the NC AHEC Program.

SESSION 3 - Understanding Autism: One Child at a Time

KAREN STILES, PHD, ABPP
Director, ECU Family Autism Center and Clinical Associate Professor, Brody School of Medicine, East Carolina University

With autism spectrum on the rise, increased knowledge and understanding about how to identify, assess and diagnose these disorders is needed. This session provides an in-depth look at the process of clinical diagnosis and assessment. Participants will learn about the various test instruments and best practice strategies used to assess children at various ages and levels of development. Clinical applications for test data in goal setting and intervention planning will also be considered. The format of the session will include video presentation and interactive discussion.
SESSION 1 - **Accessing Services**

**HOLLY AKIN, BS, QP**  
Regional Director, Autism Society of North Carolina

This session will cover a variety of issues around how to access services including eligibility for services and qualifying for services, available funding, common terms, medical necessity, types of services available, service definitions, how to enroll with an MCO, and choosing a provider agency.

SESSION 2 - **Driving and Community Mobility for Individuals with ASD**

**ANNE DICKERSON, PHD, OTR/L, SCDCM, FAOTA**  
Professor, Department of Occupational Therapy, College of Allied Health Sciences, East Carolina University

This presentation will describe the demands required for independent driving as well as community mobility using other options such as public transportation or network transportation companies. Specific research studies will be highlighted and described so participants unfamiliar with such information can apply the outcomes to their specific situation. Using ECU’s Department of Occupational Therapy’s Driving and Community Mobility Bootcamp as a model, strategies will be described that will assist caregivers in preparing teens and young adults for independence in community mobility.

SESSION 3 - **North Carolina’s Move to Medicaid Managed Care**

**MEISHA EVANS, BA, JD**  
Public Policy Analyst, Disability Rights of North Carolina

During this session, participants will understand how Medicaid Transformation will change the delivery of health services for certain populations in North Carolina. You will be able to describe what Medicaid Transformation is, who is impacted by the changes, and the timeline of North Carolina’s move into managed care.
SESSION 1 - Taking Care of Me... So I Can Take Care of You

ELIZABETH ‘GAIL’ MARSAL, PHD
Associate Professor and Criminal Justice Coordinator, North Carolina Wesleyan College

Ask yourself... do you feel as if you are running a never-ending race? No time to get a break? Your to-do list gets longer, not shorter? If you answered yes to any of these questions... then this session is a must-have for you. This session will explore realistic doable techniques for relieving stress, caring for yourself, and pausing for a breath.

SESSION 2 - Rethinking the Use of Technology and its Impact on Communication

LAUREL WILSEN, MS, CCC-SLP
Speech-Language Pathologist, Carolina Therapy Connection

LINDSAY GRANT, MS, CCC-SLP
Speech-Language Pathologist, Carolina Therapy Connection

This presentation will review the use of technology and its positive and negative impacts on communication. We will explore the benefits and risks of current technology in relation to language skill development. Participants will be introduced to various types of alternative communication technology systems, as well as guidelines for selection and use of these devices. Participants will be able to state various types of current technology available, identify benefits and risks for various technologies available, state guidelines for acquiring communication system, and state guidelines for implementing use of communication system.

SESSION 3 - Behavior and Communication in Individuals with ASD

JESSICA LEBOEUF, PHD, LP, BCBA
Clinical Professional, Autism Society of North Carolina

Understanding and effectively addressing problem behavior is a common concern for those who care for and work with people with Autism Spectrum Disorder (ASD). One of the main features of ASD, deficits in communication, lend to higher rates of interfering behavior. This presentation will discuss the core features of ASD and how they relate to challenging behavior. Methods to identify why a challenging behavior may be occurring, developing preventative strategies to improve appropriate communication and decrease the likelihood of interfering behavior, and how to best to respond when the challenging behavior does occur, will also be discussed.
Credit

Category A-NC Psychology Credit
This program will provide up to 10.5 contact hours of (Category A) continuing education for North Carolina Psychologists.
No partial session credit will be given.

Contact Hours
Certificates reflecting up to 10.5 contact hours of education will be awarded at the end of this conference.

North Carolina Public School Personnel Credit (PSPR)
Certificates for 10.5 contact hours of education will be awarded at the completion of the conference.

Handouts & Evaluations

Handouts will be available online only. One week prior to the program, registrants will receive a confirmation email with instructions to access handouts along with other program information.

Evaluations will be emailed after the program. Once the evaluation has been completed, your certificate will be available.

Location

This conference is being held at the Eastern Area Health Education Center located at 2600 W. Arlington Blvd., Greenville, NC.
http://eahec.ecu.edu/ns/map_directions.cfm

Americans with Disabilities Act

Individuals requesting accommodations under the Americans with Disabilities Act (ADA), should contact the Department of Disability Support Services at (252) 737-1016 (Voice/TTY) at least five business days prior to the conference.

Please bring a sweater or lightweight jacket to ensure your comfort.

Registration Information

Seating is limited. Please register early to ensure a space! Registration is available online only at www.easternahec.net and requires a current MyAHEC account.

Professionals Both Days: $175.00
Professionals One Day Only: $95.00
Family/Caregiver Both Days: $100.00
Family/Caregiver One Day Only: $50.00
Walk-In Fee: $200.00

Group rates are available for agencies sending five or more employees. Contact us for a voucher code before registering. Participants using a voucher code must register online and pay any remaining balance with a personal or company credit card.

The registration fee includes all program materials, credit, lunch on both days, and refreshments.

By attending this event, I acknowledge that Eastern AHEC staff and/or their designees including news media may take general (not close up) photos or videos of this event for marketing/publicity purposes, and I further allow my likeness to be used in this manner. If I do not wish to appear in these photos or videos, I understand that it is my responsibility to notify Eastern AHEC staff so my preferences can be met.

Eastern AHEC Cancellation Policy

• Registrants cancelling between two weeks and two business days prior to the first day of the event will incur a 30% cancellation fee ($25 minimum).
• No refunds will be given for cancellations received less than two business days prior to the event.
• No refunds or credits will be given for no-shows.
• Substitutes are welcome (please notify us in advance of the event).
• Cancellations MUST be made in writing by mail or email at easternahec@ecu.edu

If you would like more information about the program, call Mental Health Education at Eastern AHEC at 252-744-5228 or LegereL14@ecu.edu.