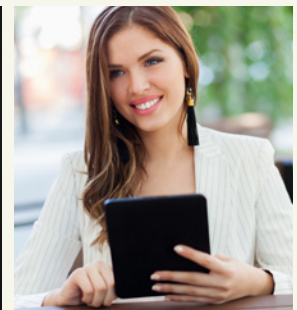


**CME**  
**MAXIMUM OF 6**  
AMA PRA Category 1 Credits™

**UC DAVIS**  
**HEALTH**  
OFFICE OF CME



## **MIND SUMMER INSTITUTE**

### **ON NEURODEVELOPMENTAL DISORDERS: RESEARCH TO PRACTICE**

**August 3, 2018**  
Friday

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



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

# MIND SUMMER INSTITUTE ON NEURODEVELOPMENTAL DISORDERS • FRIDAY, AUGUST 3, 2018

**7:30** 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: Getting SMARTer About Personalizing Interventions for Children with ASD**  
 Approximately 30–40% of children with autism spectrum disorder (ASD) remain minimally verbal, even after receiving years of interventions and a range of educational opportunities. New innovations in behavioral treatment include methodologies that personalize intervention based on child response. In this talk we describe the application of these new methods, called Sequential Multiple Assignment Randomized Trials (SMARTs), to minimally verbal children with ASD.  
 Connie Kasari, PhD and Tristram Smith, PhD

**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
<b>Neural Biomarkers for Autism Risk</b> This presentation will provide evidence for early biomarkers of autism risk. Two potential brain-based biomarkers will be discussed: elevated extra-axial cerebrospinal fluid during infancy and rapid head and brain growth during the first years of life. Christine Nohrdahl, PhD	<b>Using Implementation Research to Influence Policy and Practice</b> Efforts to improve policy and practice for students with autism often have focused on where services are delivered, staffing, and issues related to inclusion. While these issues are of critical importance, they do not address the central question of how to ensure that high-quality education and interventions are delivered to students at sufficient intensity and duration. In this session, we will explore how to develop policies and practices that focus on quality of care and outcomes, rather than on where care is delivered and who delivers it. David S. Mandell, ScD	<b>From School to What? Strategies for Transition Assessment and Planning</b> This interactive workshop will provide an overview of the steps needed to help youth with disabilities plan and prepare for the transition from school to adult roles. Participants will use case studies to review and practice using transition assessment and planning strategies. Lauren Lindstrom, PhD, and Patrick Dwyer	<b>Visual Supports and Social Narratives: Strategies for Supporting Positive Behavior in the Home and Community</b> Participants will learn about two evidence based practices (Visual Supports and Social Narratives) that can be used to support positive behavior in the home and community. In addition, a guided make-and-take will be offered following the session in which participants can develop an individualized set of visual supports to take with them. Amber Fitzgerald, MA, BCBA

**12:00–1:00** **LUNCH** (included in tuition) LEND Showcase and Community resource tables open

**1:00–2:30**

⑤ EARLY INTERVENTION/EARLY ID	⑥ SCHOOL AGED	⑦ TRANSITION/ADULT	⑧ FAMILY FOCUSED
<b>Reducing Disparities in Accessing and Using Services Within the Regional Center System</b> Data suggest that people of color typically receive less support from governmental and other social services agencies than Whites. Race and class-based constraints, along with social vulnerabilities, create barriers to accessing services. In order to resolve disparities in the regional center system, we must look at increasing cultural capital and supporting the use of cultural brokering as a path to equity. This panel will share information about the response of regional centers to the issues and challenges of access and equity. Elizabeth Morgan, EdM, Carlos Hernandez, Helen Thomas and Larry Withers	<b>ADHD: A Review of the American Academy of Pediatrics (AAP) Treatment Guidelines and Available Resources for Families and Providers</b> This presentation will discuss the AAP treatment guidelines for children with ADHD. Evidence based treatments for ADHD will be highlighted. Finally, several resources for clinicians and families will be demonstrated to help improve access to evidence based information about ADHD. Danielle Scholze, MD	<b>Competitive Integrated Employment Blueprint – Real Work for Real Pay in the Real World</b> Representatives from the California Departments of Education, Rehabilitation, and Developmental Services will provide an overview of the Competitive Integrated Employment (CIE) Blueprint, aimed at increasing CIE opportunities for individuals with intellectual disabilities and developmental disabilities, discuss Blueprint implementation efforts and expected outcomes, and identify the ways local partners are working together through Local Partnership Agreements. Olivia Reynor, PhD, Brian Winfield, Peter Harsch, Jennifer Bianchi	<b>Brothers and Sisters of People with Disabilities: Unique Concerns, Unique Opportunities</b> During this large-group discussion participants will learn about the concerns and opportunities frequently experienced by siblings of people with disabilities. Participants will also learn what researchers, clinicians, and siblings themselves say about growing up with a brother or sister who has a disability. Implications for parents and service providers will be discussed throughout the workshop. Don Meyer

**2:30–2:45** **BREAK**

**2:45–4:15**

⑨ EARLY INTERVENTION/EARLY ID	⑩ SCHOOL AGED	⑪ TRANSITION/ADULT	⑫ FAMILY FOCUSED
<b>What's New in Early Intervention for ASD?</b> This talk will update the audience on new findings, new methods, and new models for intervening with children with ASD risk or diagnosis in early intervention age range. Recent published studies of interventions from multiple frameworks and those that address various aspects of development or symptoms of ASD will be described and implications for community practice will be highlighted. Sally J. Rogers PhD	<b>All Means All: Equity and Access for All Students Through an MTSS Framework</b> The California Scale-Up MTSS Statewide Initiative is seeking to implement a Multi-Tiered Systems of Support (MTSS) throughout California in order to better prepare our students for college, career and life success. This statewide collaboration is led by the Orange County Department of Education in partnership with the California Department of Education, Butte County Office of Education, and the SWIFT Educational Center. CA MTSS focuses on the whole child through: academic supports, social emotional learning, and behavior systems. Christine Olmstead, EdD	<b>Understanding the Challenges of Young Adults with ASD in Transition Using Innovative Social Network Analysis Approaches</b> Young adults on the autism spectrum face substantial barriers related to their communication and social interaction challenges as they transition to adulthood. Improving social networks for youth with ASD and their supporters can provide an important safety net that can bridge the “collaboration cliff” youth face during transition. To improve the coordination of supports across the life course, we require new approaches that can track collaboration across settings and enable team members to identify gaps and opportunities for collaboration to reach desired outcomes. Participants will be introduced to social network approaches to measure support networks during transition among young adults, their parents, friends, school staff, community members and professional providers who provide interventions for people on the autism spectrum. Elizabeth McGhee Hassrick, PhD	<b>Support and Advocacy for Families of Culturally and Linguistically Diverse Communities</b> <b>Session 2:45 - 3:45</b> Although autism and developmental disabilities impact families across ethnicity and culture, there are differences in how various cultures view and treat disability. There also exist different sets of challenges related to stigma, community and extended family acceptance and support and a host of other factors that may contribute to a unique context for families who have a child with a disability. Leaders of parent support networks will share their insights and perspectives on ways to best support and advocate for their culturally and linguistically diverse communities. EunMi Cho, EdD, Chioko Grevious, Maribel Hernandez, April Qian <b>3:45 - 4:45</b> ice cream social on Alumni Patio

**4:15** **ADJOURN**



## COURSE CHAIR

### Robin L. Hansen, MD

Professor, Department of Pediatrics  
Director, Center for Excellence in Developmental Disabilities at the MIND Institute  
Director of Clinical Programs, MIND Institute  
MIND Institute / UC Davis

## GUEST FACULTY

### Jennifer Bianchi

Education Consultant  
Special Education Division  
California Department of Education

### EunMi Cho, EdD

Professor, CSU Sacramento College of Education Teaching Credentials  
— Special Education Program Coordinator: Mild/Mod. (M/M)/Dual (M/M & Multiple Subjects)  
Founder, One Mind Group: Korean Speaking Parent Support Group

### Peter Harsch

Deputy Director  
Vocational Rehabilitation Employment Division  
California Department of Rehabilitation

### Elizabeth McGhee Hassrick, PhD

Assistant Professor  
Life Course Outcomes Research Program  
Drexel University

### Don Meyer

Director  
Sibling Support Project

### Carlos Hernandez

Cultural Specialist  
Valley Mountain Regional Center

### Connie Kasari, PhD

Professor, Human Development & Psychology  
Center for Autism Research & Treatment  
Department of Psychiatry UCLA Semel Institute

### David S. Mandell, ScD

Professor and Director,  
Center for Mental Health Policy and Services Research  
University of Pennsylvania Perelman School of Medicine

### Christine Olmstead, EdD

Associate Superintendent  
Orange County Department of Education

### Olivia Reynor, PhD

Director, Tarjan Center  
Adjunct Professor, Psychiatry and Biobehavioral Sciences  
UCLA Semel Institute

### Tristram Smith, PhD

Haggerty-Friedman Professor of  
Developmental/Behavioral Pediatric Research  
University of Rochester Medical Center

### Helen Thomas

Cultural Specialist  
Alta California Regional Center

### Brian Winfield

Deputy Director  
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### Larry Withers

Associate Director of Client Services  
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Department of Psychology  
UC Davis Health

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AIR — B Project Manager  
MIND Institute / UC Davis

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Community Outreach Specialist  
LEND Family Faculty Member  
African American Developmental Disabilities Parent Advisory Group  
Center for Excellence in Developmental Disabilities  
MIND Institute / UC Davis

### Maribel Hernandez

Community Outreach Specialist  
Apoyo de Padres para Padres (Parents Supporting Parents)  
Center for Excellence in Developmental Disabilities  
MIND Institute / UC Davis

### Lauren Lindstrom, PhD

Professor and Dean  
UC Davis School of Education

### Elizabeth Morgan, EdM

Program Coordinator  
Center for Excellence in Developmental Disabilities  
MIND Institute / UC Davis

### April Qian

Community Outreach Coordinator  
Chinese Autism Family Support Group  
Center for Excellence in Developmental Disabilities  
MIND Institute / UC Davis

### Sally J. Rogers PhD

Professor of Psychiatry and Behavioral Sciences  
MIND Institute / UC Davis

### Danielle Scholze, MD

Developmental Behavioral Pediatrics Fellow  
MIND Institute / UC Davis

### Christine Wu Nordahl, PhD

Assistant Professor, Department of Psychiatry and Behavioral Sciences  
UC Davis School of Medicine  
MIND Institute / UC Davis

## PLANNING COMMITTEE

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Community Program Specialist II  
State Council on Developmental Disabilities

### Maureen O'Leary Burness, MS

CA Special Education Task Force  
State SELPA

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Professor, CSU Sacramento College of Education Teaching Credentials  
— Special Education Program Coordinator: Mild/Mod. (M/M)/Dual (M/M & Multiple Subjects)  
Founder, One Mind Group: Korean Speaking Parent Support Group

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Diagnostic Center, Northern California, CDE

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Project Manager, Air-B III Grant  
MIND Institute / UC Davis

### Kelly Heung, PhD

Program Manager, Northern California LEND  
MIND Institute / UC Davis

### Patrick Hugunin

Video Producer/Director  
MIND Institute / UC Davis

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MIND Institute / UC Davis

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Center for Excellence in Developmental Disabilities  
MIND Institute / UC Davis

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Center for Excellence in Developmental Disabilities  
MIND Institute / UC Davis

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MIND Institute / UC Davis

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MIND Institute / UC Davis

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Alta California Regional Center

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Coordinator of Autism Education Initiatives  
Center for Excellence in Developmental Disabilities  
MIND Institute / UC Davis

### Aubyn Stahmer, PhD, BCBA - D

Professor of Psychiatry  
MIND Institute / UC Davis

### Helen G. Thomas, MPA

Cultural Diversity Specialist  
Alta California Regional Center

### Sarah Vejnaska, MA

Graduate Researcher  
MIND Institute / UC Davis

### Eileen Yamada, PhD, MPH

Public Health Medical Officer  
Maternal, Child and Adolescent Health Division  
CA Dept of Public Health

### Kelly Young, JD

Director, Warmline Family Resource Center  
Sacramento, CA

## CONFERENCE COORDINATOR

### Gwenn Welsch

CME Specialist  
Office of Continuing Medical Education  
UC Davis Health





## 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: 1) Current Research on identification and treatment of Autism and other Neurodevelopmental Disabilities 2) Public Policy and Changes to Laws, Regulations and Funding for persons with ID/DD 3) Use of effective, evidence based practices for supporting and providing treatment to individuals with Autism and ID/DD 4) Access to care and advocacy to assist low resource families and communities. This year's institute will feature speakers from within the UC System and experts from the UC Davis MIND Institute as well as from other organizations, including the Autism Intervention Research – Behavioral (AIR – B) network who will share research, policy information and advocacy skills and strategies with the audience.

## 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.

## CONFERENCE REGISTRATION

**Please register early – space is limited.**

Tuition is \$220 for Health Care and Other Professionals, \$125 for Students (no credit), \$125 for Parents/Caregivers/Self Advocates (no credit), \$200 for two Parents/Caregivers registered together (no credit). **Confirmation of registration will be sent within two weeks after receipt of registration form.** The fees will increase after July 13, 2018.

A limited number of family scholarships are available, complete survey to apply (click, or copy and paste the following link into web browser): <http://bit.ly/2HmzU8P>

Tuition includes continental breakfast, refreshment breaks, lunch, electronic syllabus, and an online certificate of attendance. Tuition may be paid by check, American Express, Discover, MasterCard or VISA. Cash is not accepted. The Office of Continuing Medical Education 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 13, 2018. No refunds will be provided after this date.

## 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.

**AMA PRA Category 1 Credits™ acceptable for other health care providers**

## American Speech-Language-Hearing Association Certification:

Individuals must request permission from ASHA to use this credit to satisfy continuing professional development requirements. For more information: <http://www.asha.org>.

**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/>

**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.

**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](http://www.psychology.ca.gov/licensees/ce_reporting_form.pdf) for details.

**Speech and Language Pathologist:** Course meets the qualifications for 5.75 hours of continuing professional development credit for Speech-Language Pathologists as required by the California Speech-Language Pathology and Audiology and Hearing Aid Dispensers Board. Provider No. PDP369

## ELECTRONIC EVALUATION AND CREDIT

The link to your electronic syllabus, evaluation and certificate of credit will be available for 30 days after the last day of the conference. Once you have completed the online evaluation, your certificate will be available to print. After 30 days, the link will expire and these items are no longer available online; you must contact the Office of CME to receive your certificate and a \$15 administrative fee will be applied.

## LOCATION

### UC Davis Conference Center

550 Alumni Lane

Davis, CA 95616

<http://bit.ly/1NaLPP7>



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 call the Office of Continuing Medical Education at (916) 734-5390 so we may make the necessary accommodations for you.



## FOR FURTHER INFORMATION

### UC Davis Health

#### Office of Continuing Medical Education

4610 X Street, Suite 2301

Sacramento, CA 95817

1 (866) CME4EDU (263-4338)

(916) 734-5390 Phone

(916) 734-0742 Fax

<http://cme.ucdavis.edu>

## PARKING

Park in the South Entry Parking Structure, Lot VP 1 or Lot VP 2.

Parking is \$9 and is not included in conference registration fee.

## HOTEL ACCOMMODATIONS

### Hyatt Place UC Davis

173 Old Davis Road Extension

Davis, CA 95616

(530) 756-9500

<http://ucdavis.place.hyatt.com>

The Hyatt Place UC Davis is the closest hotel to the campus. We do not have special rates. You may call the hotel directly 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 HWY 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 Blvd. 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.

First Name \_\_\_\_\_ M.I. \_\_\_\_\_ Last Name \_\_\_\_\_

☐ MD ☐ PhD ☐ PA ☐ NP ☐ RN ☐ Psychologist ☐ SLP ☐ Family Member/Caregiver/Self Advocate ☐ Educator ☐ Student ☐ LCSW ☐ MFT Student Lic# \_\_\_\_\_

Institution/Employer (as you would like it to appear on your badge) \_\_\_\_\_ Profession/Occupation \_\_\_\_\_

Address (where you would like your receipt mailed) \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

( ) ( )  
Day Phone \_\_\_\_\_ Fax Number \_\_\_\_\_

**Email for link to electronic syllabus. UC Davis CME will not use your email for any purpose other than corresponding with you.**

**Physician information:** Please indicate your primary medical specialty:

☐ FP ☐ GP ☐ PD ☐ Other (specify) \_\_\_\_\_

Social Security Number (last 4 digits required for transcript purposes)

□ □ □ □ - □ □ □ □ - □ □ □ □

Have you attended this conference in the past? ☐ Yes ☐ No

A limited number of family scholarships are available, complete survey to apply (click, or copy and paste the following link into web browser):  
<http://bit.ly/2HmzU8P>

**REGISTRATION FEES** (Receipt/Confirmation will be mailed within two weeks)

Health Care and Other Professionals

**Early Discount**

☐ \$220

Students (no credit)

☐ \$125

Parents/Caregivers/Self Advocates (no credit)

☐ \$125

Two Parents/Caregivers registered together (no credit)

☐ \$200

**After July 13**

☐ \$260

☐ \$150

☐ \$150

☐ \$230

**ELECTRONIC SYLLABUS**

The electronic syllabus will be available to pre-registered attendees online prior to the meeting for downloading and printing. A USB flash drive will be distributed at the conference. **Please note a printed syllabus will not be offered.**

**WORKSHOP REGISTRATION**

☐ **EARLY INTERVENTION/EARLY ID (1, 5, 9)** ☐ **SCHOOL AGED (2, 6, 10)** ☐ **TRANSITION/ADULT (3, 7, 11)** ☐ **FAMILY FOCUSED (4, 8, 12)**

Please circle the workshop you wish to attend at each scheduled time.

**10:30 am**

(first choice)

1 2 3 4

(second choice)

1 2 3 4

**1:15 pm**

5 6 7 8

5 6 7 8

**3:00 pm**

9 10 11 12

9 10 11 12

☐ If you need disability accommodations at the meeting, please let us know by **July 13, 2018** and our representative will contact you.

Please note special dietary/food allergy requirements \_\_\_\_\_

**Please check your payment method:**

Registration forms received without check, credit card number or purchase order number will not be processed until payment is received.

☐ Check enclosed payable to: **UC Regents** ☐ AMEX ☐ Discover ☐ MasterCard ☐ VISA

**For your protection, do not fax or email your registration form with credit card number. Please mail your registration or contact the Registrar at (916) 734-5390 with credit card number.**

Account Number \_\_\_\_\_ Expiration Date \_\_\_\_\_

Authorized Signature (name on card) \_\_\_\_\_

Billing Address (if different than above) \_\_\_\_\_

Please use ONE of these methods to register: (Do not mail if previously registered by telephone)



Mail this registration form and payment to:  
Office of Continuing Medical Education  
c/o UC Davis Cashier's Office  
PO Box 989062, West Sacramento, CA 95798-9062



Telephone: (916) 734-5390



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**MND2019**

**6050**

**REGISTER ONLINE AT: <http://bit.ly/2Hmt3rX>**