



### General Information

42<sup>nd</sup> Annual Developmental Disabilities Conference  
April 14 - 15, 2026  
Kellogg Hotel & Conference Center, East Lansing, MI  
219 S. Harrison Road, East Lansing, MI 48824

### Overview

The Annual Developmental Disabilities Conference focuses on issues related to healthcare, social, community, and educational services which are of critical importance to the future of persons with developmental and/or intellectual disabilities. The program will provide an overview of issues related to the spectrum of services currently available as well as strategies for enhancing these services. This educational program is designed for physicians, nurses, psychologists, social workers, therapists, educators, nutritionists, home care providers, and other professionals interested in the delivery of care and services to persons with developmental disabilities.

This conference is co-sponsored by MDHHS and Western Michigan University Homer Stryker M.D. School of Medicine.

### Types of Credit Offered

- Physicians - *AMA PRA Category 1 Credits*<sup>™</sup>
- Nurses - ANCC
- Social Workers - ACE CE Credits
- Psychologists - APA CE Credits
- Pharmacists & Pharmacy Technicians - ACPE
- Dieticians – CPEU
- Interprofessional Continuing Education - IPCE
- Other Learner Attendance\*

\*Other Learner Attendance might be claimed for individuals wanting a certificate of completion for PDUs that differ from the current credit offerings. It is the responsibility of individuals to ensure that the completion of a WMed activity meets their state training requirements for licensure.

### Accreditation

In support of improving patient care, this activity has been planned and implemented by Western Michigan University Homer Stryker M.D. School of Medicine and MDHHS. Western Michigan University Homer Stryker M.D. School of Medicine is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.

**Credit amounts subject to change.**

Credits: *AMA PRA Category 1 Credits*<sup>™</sup> (10.00 hours), ACE CE Credits (10.00 hours), APA CE Credits (10.00 hours), Continuing Nursing Credit- ANCC (10.00 hours), Continuing Pharmacy Education ACPE (10.00 hours), Dietician CPEU Credit (10.00 hours), General Attendance (10.00 hours), IPCE Credit (10.00 hours), Other Learner Attendance (10.00 hours)



## Premium Exhibitors



Children's Special Health  
Care Services

**Children's Special Health  
Care Services/Family Center**

[michigan.gov/mdhhs/assistance-  
programs/cshcs](http://michigan.gov/mdhhs/assistance-programs/cshcs)



**CRCC**  
COMMISSION ON REHABILITATION  
COUNSELOR CERTIFICATION  
OPENING PATHWAYS—CHANGING LIVES

**Commission on  
Rehabilitation  
Counselor Certification**

[crccertification.com](http://crccertification.com)



**MDHHS**  
Michigan Department of Health & Human Services

**Michigan Department of  
Health & Human Services  
– Home Help**

[Michigan.gov/homehelp](http://Michigan.gov/homehelp)  
[Michigan.gov/adultservices](http://Michigan.gov/adultservices)



**MiABLE**  
INVEST • SAVE • SPEND

**MiABLE**

[miable.org](http://miable.org)



**anewhealth**

**AnewHealth**

[anewhealthrx.com](http://anewhealthrx.com)



**Guardian<sup>®</sup>**  
pharmacy  
Michigan

**Guardian Pharmacy  
Services**

[guardianpharmacy.com](http://guardianpharmacy.com)



Great Lakes Center for  
**Autism Treatment  
and Research**  
an roi program

**Great Lakes Center for Autism  
Treatment & Research, a  
program of Residential  
Opportunities, Inc.**

[autismtreatmentresearch.org](http://autismtreatmentresearch.org)



**BEACON**  
Specialized Living

**Beacon Specialized Living  
Services, Inc.**

[beaconspecialized.org](http://beaconspecialized.org)

## General Exhibitors



**Alzheimer's  
Association**

[alz.org/gmc](http://alz.org/gmc)



**Joanne and Ted  
Lindsay Foundation  
Autism Outreach  
Services (OUCARES)**

[oakland.edu/oucares](http://oakland.edu/oucares)



**Special Education  
Mediation Services  
(MI)**

[mikids1st.org/](http://mikids1st.org/)



**Personal Accounting  
Services**

[passelfdirection.com](http://passelfdirection.com)



**AACORN - Adult  
Agricultural Community  
Option for Residential  
Needs**

[aacorncommunity.org](http://aacorncommunity.org)

# Conference Schedule

**Pre-Conference Check-in – Monday, April 13, 2026**

**5:00 PM – 6:30 PM Registration**

**Day 1 - Tuesday, April 14, 2026**

**7:30 AM – 8:15 AM Registration & Breakfast**

**8:15 AM – 8:30 AM Welcome**

## Sessions

**8:30 AM - 9:30 AM Keynote**

Updates and Initiatives for DD Treatment in Michigan from MDHHS – Bureau of Children’s Coordinated Health, Policy, and Supports

**Patricia Neitman, MS, LLP**

**Director, Bureau of Children’s Coordinated Health, Policy and Supports**



Patty is the Bureau Director for the Bureau of Children’s Coordinated Health, Policy, and Supports at MDHHS. In this role, Patty provides administrative leadership, oversight, and strategic direction for BCCHPS, including oversight of the Office of the Advocate for Children, Youth, and Families; the Program, Grant, and Quality Monitoring Division; the Access Standards, Service Array and Policy Division, and the Specialized Placement Division. This involves coordination with community partners and leadership from other administrations within MDHHS to further develop the coordinated array of services and supports available to children, youth and families, and ensure that BCCHPS is a centralized resource for child-serving systems and initiatives throughout our state. Patty has a bachelor’s degree in psychology and English from Wayne State University and a master’s degree in clinical behavioral psychology from Eastern Michigan University. At MDHHS, she has served as a Child Welfare Licensing consultant, program manager and director of the Division of Child Welfare Licensing; program manager in Adoption and Guardianship Assistance Office, and division director in the Office of the Advocate for Children, Youth, and Families, before becoming the bureau director. Patty has also served as an adjunct instructor at Oakland Community College teaching psychology courses to undergraduate students.

**9:30 AM – 9:45 AM Break/Wellness Stations/Exhibitors**

**9:45 AM - 10:45 AM Breakout Session 1**

*Choose One*

1. Beyond Self-Defense: Building Lifelong Safety Skills for People with IDD

*Alicia Mathieu, Founder and President, Down to Defend*

*Angelique Edwards, Board of Directors, Down to Defend*

Individuals with intellectual and developmental disabilities (IDD) experience unique and significant safety challenges—in friendships, relationships, public spaces, online environments, and everyday situations. While **teaching physical skills is important**, there is **so much more to safety** that often isn’t being taught. True protection requires a broad, lifelong set of physical, emotional, social, and cognitive skills that empower individuals to understand the world around them and advocate for themselves confidently.

This one-hour breakout session explores how Down to Defend empowers individuals with IDD by combining physical, emotional, and social safety education into a holistic, strengths-based approach. Participants will gain insight into why safety education must extend beyond physical skills and include:

- **Building confidence** as a foundation for self-advocacy.
- **Teaching healthy boundaries** in friendships, relationships, and community settings.
- **Understanding safety across people, places, and situations** – not just moments of conflict.
- **Recognizing what is safe vs. unsafe**, including digital safety and social media awareness.
- **Developing physical awareness and defensive skills** through specialized karate and movement classes.
- **Supporting emotional regulation** for safer decision-making.
- **Preparing individuals for real-life scenarios** in ways that honor their autonomy and strengths.

The session will also highlight Down to Defend’s full range of safety-centered offerings, including:

- Youth & Adult Karate adaptive self-defense programs
- Family and caregiver coaching
- Infant Swim Resource (ISR) lessons
- One-on-one individualized safety and relationship support
- Healthy Relationships & sexuality education
- Advocacy initiatives and accessible community resources
- CPR classes and first aid preparedness
- Down to Groove music and movement program-community and skill-building for youth

Attendees will leave with practical tools, communication strategies, and a deeper understanding of how comprehensive safety education can reduce vulnerability, increase independence, and create safer, more confident lives for individuals with IDD.

2. Brief Autism Evaluations

*Roger W. Apple, PhD*, Licensed Psychologist; Chief, Division of Pediatric Psychology; Director, WMed Pediatric Autism Center; Associate Professor, Western Michigan University Homer Stryker MD School of Medicine

Alternatives to full length comprehensive autism evaluations will be presented due to long wait lists, sometimes years, to access comprehensive evaluations. Advantages and disadvantages to brief and full evaluations will be discussed.

3. AT (Assistive Technology) Across the Lifespan for I/DD

*Aimee Sterk, LMSW*, Program Director, Michigan Assistive Technology Program

*Laura Hall, MSW*, AT Specialist/Director of Leaders for Inclusion

*Aimee and Laura are master's level social workers and identify as people with I/DD*

Assistive Technology (AT) is any device or app a person with a disability uses to do something they want to do. AT supports children and adults with intellectual and developmental disabilities in all areas of life. In this interactive workshop, we invite you to learn about the Michigan Assistive Technology Program (MATP) and the more than 2000 devices in our lending library. This includes AT for autism/neurodiversity, mental health, planning and organizing, communicating, self-regulation, community living, employment, and recreation. MATP is a federally funded assistive technology providing free services to anyone with a disability living in Michigan.

**10:45 AM – 11:00 AM Break/Wellness Stations/Exhibitors**

**11:00 AM - 12:00 PM Breakout Session 2**

*Choose One*

1. Michigan's Self-Advocacy Movement

*Renee M. Hall, MA, CRC*, Advisor to the Self-Advocates of Michigan, Michigan Developmental Disabilities Council

The Self-Advocacy Movement in Michigan represents a powerful evolution in disability rights — a transition from paternalistic care models toward a community-driven movement centered on autonomy, dignity, and inclusion. At the core of this movement is the principle of “Nothing About Us Without Us” — the belief that no policy affecting people with disabilities should be decided without their direct participation.

This presentation explores the origins, principles, structure, and impact of Michigan's self-advocacy movement — tracing its journey from grassroots organizing to a mature statewide network shaping public policy, community participation, and disability identity. It examines both individual transformation (self-empowerment, identity, community) and structural change (policy advocacy, inclusive supports), illuminating how self-advocacy contributes to greater dignity, equity, and inclusion for persons with disabilities throughout Michigan.

2. Integrated Dental Care for Patients with Special Healthcare Needs

*Lavika Mor, BDS, FAGD, FICOI*, Assistant Professor and GPR Program Director, University of Michigan

I aim to raise awareness of the integrated dental care model for individuals with special healthcare needs and to highlight the unique oral health challenges faced by this population. This presentation emphasizes the critical role of medical professionals and their teams in identifying dental concerns early, supporting coordinated care, and ensuring appropriate referral pathways. By reflecting on the significant barriers these patients often encounter, we can better understand the need for improved communication and collaboration. Through interdisciplinary teamwork, we strive to promote a more integrated and compassionate model of care—one that ensures timely referrals, reduces preventable complications, and enhances the overall well-being of our most vulnerable patients.

3. Obesity in Persons with Various Disabilities

*Mahesh Shrestha, MD, FAAP, DABOM*, General Pediatrician and Obesity Physician, Assistant Professor, Western Michigan University Homer Stryker MD School of Medicine

Obesity is highly prevalent among individuals with physical, intellectual, and sensory disabilities, yet traditional clinical approaches often overlook disability-specific factors. This session reviews the key etiologic and pathophysiologic contributors to obesity in this population, including reduced mobility, medication effects, and environmental barriers. Participants will learn how obesity may present in various disabilities and how to adapt assessment methods, investigations, and anthropometric measurements. The session also outlines practical, evidence-based management strategies—ranging from tailored lifestyle interventions to pharmacotherapy and bariatric options—along with guidance for accessible follow-up and multidisciplinary care

**12:00 PM – 1:30 PM Lunch & Exhibitors**

**1:30 PM - 2:30 PM Breakout Session 3**

*Choose One*

1. Partnering with ABA Providers to Ensure Appropriate Services for Youth with Autism

*Jeana Koerber, PhD, BCBA-D, LBA*, Chief Operating Officer, OnPoint (Allegan County CMH)

*Megan Ford, MS, BCBA, LBA*, Manager of Autism Services, OnPoint (Allegan County CMH)

In the present times with spikes in staffing shortages and increasing service demands, the collaboration between providers in turn has become increasingly important for effective treatment outcomes. In the field of ABA, working with providers has not come without its own stigma. In this presentation, you will learn how to build positive relationships with the ABA providers you work with by looking through a lens of ethical standards, clinical best practices, funding requirements, and learning the scope of who they are individually. Additionally, once the foundation is established, how to maintain the positive working relationships by allowing opportunity for ongoing feedback, setting clear expectations, and through reinforcement of working in interdisciplinary teams.

2. Reducing Diagnostic Overshadowing: Audiologic and Vestibular Conditions in Individuals with Developmental Disabilities

*Gabriella Guikema, BS*, MI-LEND Trainee

Hearing and vestibular conditions can share characteristics with developmental disabilities, and the associated clinical signs and

symptoms are often misattributed to a patient's concurrent developmental disability. Prompt diagnosis of these conditions is needed for more rapid and accurate treatment. This session will detail the indicators of vestibular and hearing loss, as well as appropriate screening methods that professionals and parents may implement to improve diagnostic clarity.

### Growing Up Between Neurotypes: Lessons in Advocacy, Interpretation, and Inclusion

*Zachary Miller, MS*

In this session, I share my lived experience growing up with two autistic siblings and how that shaped my role as an informal educator and interpreter for the people around me. From a young age, I found myself explaining behaviors, challenging misconceptions, and bridging communication gaps between neurotypical and neurodivergent worlds; roles many siblings and family members take on without ever being taught how. I then explore the individuality of neurodivergent people and the delicate balance between supporting them through advocacy or interpretation while also ensuring that their autonomy, voice, and personal communication styles remain at the center. My goal is to show how we can be peer advocates without overshadowing the individuality of neurodivergent individuals or speaking for them in ways that limit self-advocacy. Finally, I highlight data showing how little neurodiversity education exists globally and discuss how structured educational interventions for neurotypical individuals can significantly improve cross-neurotype communication. I conclude by offering pathways for building environments where neurodivergent individuals can thrive, and where neurotypical people are better equipped to engage respectfully, competently, and collaboratively.

### 3. Common Pharmacological Drugs Used in Cerebral Palsy

*Teresa Bailey, PharmD, Ferris State University, College of Pharmacy*

The most common medications used to treat Cerebral Palsy will be discussed such as include medications within these categories: [Anticholinergics](#) [Anticonvulsants](#) [Antidepressants](#) [Antispastic](#) [Stool softeners](#)

## **2:30 PM – 2:45 PM Snacks & Exhibitors**

## **2:45 PM - 3:45 PM Breakout Session 4**

*Choose One*

### 1. Whole-Person, Whole Team: Inclusive Healthcare for Individuals with IDD

*Elizabeth Davis, DNP, RN, CNL, Grand Valley State University*

*Julia VanderMolen, PhD, CHES, Grand Valley State University*

Ready to rethink what truly inclusive healthcare can look like for individuals with intellectual and developmental disabilities (IDD)? This session brings together practical strategies, real-world challenges, and team-based solutions that make a meaningful difference in patient care. Participants will assess the root causes of persistent barriers to accessing care and will adhere to a clear, step-by-step approach for implementing inclusive strategies within interdisciplinary teams. Attendees will also develop a practical work product—such as a care pathway, checklist, or communication tool—that demonstrates actionable proficiency in inclusive healthcare strategies. By the end of the session, participants will leave with deeper clinical insight, stronger team-based strategies, and ready-to-use tools for advancing equitable care for individuals with IDD.

### 2. When Restrictions Backfire: Managing Immediate Safety and Building Long-Term Solutions

*Calvin Gage, MA, BCBA, LBA, Gage Consulting for Challenging Behaviors, LLC*

When immediate safety concerns arise, restrictive interventions can appear to be the only viable option. Yet even necessary restrictions carry risks—both ethically and behaviorally—that are often overlooked. This presentation examines situations in which restrictions are used or considered, highlights short-term alternative strategies that can stabilize crises without escalation, and emphasizes the critical importance of planning and programming for long-term sustainable solutions.

Attendees will explore the potential “side effects” of restrictions, including inadvertently reinforcing dangerous behavior, escalating intensity, degrading rapport, or creating dependency on external controls. Using actual case examples and research, the session will illustrate how restrictions can go wrong, why they sometimes seem to work but fail in the long run, and how clinicians can replace them with function-aligned, dignity-preserving interventions.

Participants will leave with a clearer framework for evaluating restriction risks, identifying viable alternatives, and designing behavior-analytic programs that reduce the need for restrictive practices altogether.

### 3. Future Planning for Aging Caregivers

*Nia Anderson, LMSW, Research Assistant, Michigan Developmental Disabilities Institute, Wayne State University*

*Angela Martin, Senior Associate Director, Michigan Developmental Disabilities Institute, Wayne State University*

*Preethy Sarah Samuel, OTR/L, PhD, Associate Professor, Wayne State University, Eugene Applebaum College of Pharmacy and Health Sciences, Department of Occupational Therapy*

Aging caregivers supporting an adult with I/DD experience challenges to meet their caregiving needs, support their adult family member with I/DD, and reduce the stress and health impacts of caregiving. The Future for Aging Caregivers (FPAC) project developed a successful model to improve the health and well-being of aging family caregivers using an innovative technology, The Dani Plan, to enable coordinated, cost-effective, and sustainable care planning with the technical support of family peer.

## **3:45 PM Adjourn**

## Day 2 - Wednesday, April 15, 2026

**7:30 AM – 8:15 AM Registration & Breakfast**

**8:15 AM – 8:30 AM Welcome**

### Sessions

**8:30 AM - 9:30 AM Keynote**

#### The Tension Between Behavior Support vs. Behavior Treatment

**Price Pullins, MA**



Price Pullins has a strong interest in the public mental health system. He is driven to make positive change. He has developed and directed many programs in the public and private mental health hospital systems. He is responsible for closing the last inpatient treatment facility for people with a developmental disability in Michigan and moving the consumers to effective community programs. He also wrote and implemented the current State of Michigan autism policy. He has always been known for asking thoughtful questions and seeking evidenced based insights. This is evidenced by his work in behavior treatment consultation and policy. Price values practical knowledge that can be applied to real world situations. This is reflected by his designation as a subject matter expert in disaster behavior health. He has provided consultation to the Substance Abuse and Mental Health Services Administration (SAMHSA) on disaster behavior health issues. Price brings a mindset centered on continuous improvement and decision making.

**9:30 AM – 9:45 AM Break/Wellness Stations/Exhibitors**

**9:45 AM - 10:45 AM Breakout Session 5**

*Choose One*

1. How Tech First Will Revolutionize Long-Term Services

*Susan Chaplin, Co-Founder of Michigan Technology First Task Force, retired Communication Consultant, Parent of an individual with IDD*

*Tracey Hamlet, Executive Director, MOKA, MPA*

We will explain what Tech First means and give examples of how enabling technology and remote services work to help people with IDD (and others) gain greater independence while addressing the direct care crisis. We will give examples from other states that have successfully adopted this approach and how a pilot in Michigan is proving that it works. We will also address the potential cost savings and opportunity for career growth for DCWs.

2. Advanced Clinical Approaches for PCIT-Autism

*Chris Owen, PhD, Clinical Psychologist & PCIT Trainer*

*Rachel Piper Kress, LMSW-C, Director of Operations & PCIT Trainer*

This presentation will offer valuable insights into the implementation of Parent-Child Interaction Therapy (PCIT) skills to address goals related to supporting children diagnosed with Autism. Attendees will receive a brief overview of the current literature related to PCIT & Autism, followed by a case example, via video recordings, demonstrating the targeted application of PCIT strategies to shape social communication behaviors, while maintaining respect for the special interests of autistic youth.

3. Self-determination for Everyone!

*Laura Demeuse, LBSW, BS, QIDP, QMHP, Self-Determination Analyst, MDHHS*

Sometimes our clinical checklists can lead us to forget about the real lives of the people we support. This session will help refocus our energy towards the vital role of self-determination in integrated healthcare and how better outcomes are achieved by keeping it in the forefront of our minds. Whether practicing person-centered care or patient-centered care, the framework of self-determination theory is key to prioritizing real life outcomes and improved physical and mental wellness. Self-determination is vital for all people, but an IDD diagnosis often overshadows the individual's capacity and potential for growth, leaving them to experience avoidable struggles. Learn how to focus on this evidence-based framework to set the stage for measurable, positive outcomes in all caregiving professions.

**10:45 AM – 11:00 AM Break/Wellness Stations/Exhibitors**

**11:00 AM - 12:00 PM Breakout Session 6**

*Choose One*

1. Bioethics & Supported Decision-Making and Alternatives to Guardianship

*Ariel Cascio, PhD, Assistant Professor, Center for Bioethics and Social Justice, Michigan State University College of Human Medicine*

*Amy Bailey, LMSW, Clinical & Macro, Advance Care Planning Specialist, MyMichigan Health*

Supported Decision-Making is an alternative to guardianship. In medicine, supported decision-making focuses on making decisions *with* the patient, not *for* the patient. In this presentation, Ariel Cascio and Amy Bailey will describe (1) bioethics basics, (2) how doctors tell if a patient can make a medical decision, and (3) how patient advocate designations work in Michigan. They will describe how each topic relates to supported decision-making. They will provide tools for using supported decision-making in medicine.

2. [The Mental Health and Sleep of Children with Cerebral Palsy: A Review of Recent Research Evidence](#)  
*Rebecca Rausch, PhD, Assistant Professor, Western Michigan University Homer Stryker MD School of Medicine*  
 Children with Cerebral Palsy frequently experience associated impairments and diagnoses, including mental or behavioral health concerns and sleep disturbances. The aim of this session is to present the results of two narrative reviews focused on two areas of associated concerns for youth with Cerebral Palsy. Results of recent literature searches (2019-2024) on research of mental, behavioral, and academic functioning in addition to research on sleep disorders and disturbances in youth with Cerebral Palsy will be reviewed. Clinical and research implications will be discussed.
3. [Trauma-Informed Strategies to Address Teen Dating Violence in At-Risk Youth with Developmental Disabilities](#)  
*Fonda J. Royster, MA, Founder & Executive Director, Open Arms Transformation Living, Founder & Executive Director, RESA Solutions LLC*  
 This session will talk about how trauma and teen dating violence affect young people with developmental disabilities. It will help participants learn how to spot warning signs, support youth who have been hurt, and build safe spaces where they can grow and heal. The session will also share simple ways to teach healthy relationship skills and build confidence.

## **12:00 PM – 1:30 PM Lunch & Exhibitors**

### **1:30 PM - 2:30 PM Breakout Session 7**

*Choose One*

1. [Guardianship in Michigan – A 10 Year Review of Trends](#)  
*Jan Lampman, BA, QIDP, Community Drive*  
 The presenter will share data about guardianship trends for people with IDD in Michigan over the past 10 years. In addition, information about alternatives to guardianship and suggestions to reduce the number of guardianships will be presented.
2. [Improving Outcomes with Law Enforcement and the Developmental Disability Community](#)  
*Katie White, MA, Masters Limited Psychologist, Assistant Professor, Western Michigan University Homer Stryker MD School of Medicine, Division of Pediatric Psychology*  
 This presentation will discuss law enforcements historical training on encounters with individuals with a developmental disability and/or mental health concern. In addition, this presentation will discuss ways law enforcement can improve outcomes with this community and ways that this community can help improve their encounters with law enforcement.
3. [The Case for Sexuality Education for People with Intellectual and Developmental Disabilities: The Need for Body Autonomy is Critical for All](#)  
*Mary Shehan, MS, QSE, Community Inclusion Coordinator, Michigan Developmental Disabilities Council*  
*Frank Vaca, Certified Peer Mentor and Peer Educator; Self Advocates of Michigan, Michigan Disability Rights Coalition*  
 We understand what the lack of sexuality and relationship education for people with intellectual and developmental disabilities (IDD) can lead to: High rates of abuse, being charged with a sex crime, unplanned pregnancy, sexually transmitted infections, and isolation and loneliness. We also know that self-advocates want to learn about this topic and often say they are still healing from the trauma of learning the hard way. These statistics can improve by providing medically accurate, age-appropriate sexuality and healthy relationship education for people with intellectual and developmental disabilities. Another reason this is so important is there are ways to provide this education by having self-advocates become one of the sexuality and relationship instructors or peer educators of this topic which provides them with leadership opportunities that will be part of the solution.

## **2:30 PM – 2:45 PM Snacks & Exhibitors**

### **2:45 PM - 3:45 PM Breakout Session 8**

*Choose One*

1. [Building Good Lives in the Community Utilizing Charting the LifeCourse](#)  
*Jan Lampman, BA, QIDP, Community Drive*  
 This workshop will explore how Charting the LifeCourse Framework and Principles can be used to reframe the conversation about community support and working together expand access and deepen engagement.
2. [Relevance of Disordered Eating in Neurodiverse Groups](#)  
*Susan Katz-Scheineker, MBA, RD, CLT, Private Practice Dietician and Owner of Cambium Nutrition LLC*  
 Persons with neurological diagnoses seem to be at greater risk for developing disordered eating or feeding patterns. Together, we will explore these behaviors and patterns. This is an interactive session, welcoming both an energy of learning and contribution.
3. [Training for Tomorrow: Preparing the Disability Workforce with Compassion and Competence](#)  
*Iesha Brassell & Noah Garber, MI-LEND*  
 The session explores how the next generation of professionals can create a more compassionate and competent disability workforce by bridging two often-overlooked perspectives the physician and the parent.

## **3:45 PM Adjourn**

### ACCESSING MSU GUEST WIRELESS NETWORK

- On your computer, click on “**View Wireless Network**” icon.
- Select “**MSUnet Wireless Guest,**” then click “**Connect.**”
- A window will pop up to notify you that the wireless network is not secure. Click “**Connect Anyway.**”
- A window will pop up showing the connection process. When this process is complete, the “Choose Wireless Network” screen should show you are connected to MSUnet Wireless. Close this box by clicking the red “X” in the corner.
- Open your web browser.

### Learning Objectives

From attending this conference, professionals in developmental disability care will be able to:

- Organize and prioritize responsibilities to provide care that is safe, effective, and efficient
- Develop and carry out patient management plans
- Set learning and improvement goals
- Demonstrate sensitivity, honesty, and compassion in difficult conversations, including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics
- Demonstrate compassion, integrity, and respect for others
- Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation
- Advocate for quality patient care and optimal patient care systems
- Use the knowledge of one's own role and the roles of other health professionals to appropriately assess and address the health care needs of the patients and populations served
- Participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and population centered care that is safe, timely, efficient, effective, and equitable
- Identify effective methods for the practical application of concepts related to improving the delivery of services for persons with developmental disabilities
- Identify advances in clinical assessment and management of selected healthcare issues related to persons with developmental disabilities
- Recognize the ethical issues related to persons with developmental disabilities
- Identify and emphasize attitudes that enhance the opportunities for persons with developmental disabilities to achieve their optimal potential
- Develop strategies to promote community inclusion in meeting the needs of persons with developmental disabilities
- Identify and perform learning activities that address one's gaps in knowledge, skills, and/or attitudes
- Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes

### Planning Committee

Roger Apple, PhD  
Teresa Bailey, PharmD  
Cadie Godfrey, FNP-C  
Tonnieo Graves  
Susan Katz-Scheinker, MBA, RD, CLT  
Jeana Koerber, PhD, BCBA-D, LBA  
Diane McCall, RN, MSN  
Fareeha Nadeem, MA, LLP  
Evelyn Oliveira – **Coordinator**

Dilip Patel, MBBS, MBA, MPH, FAAP, FACS, FAACPDM, CPE – **Co-Chair**  
Price Pullins, MA – **Co-Chair**  
Charlyss Ray, OTR-L  
Mary Shehan, MS, QSE Sally Steiner, LMSW  
Jane Turner, MD  
Etta Veenstra  
Natalie White  
Sarita Witherspoon, LLMSW