

*Save the Date*  
**40th Annual  
DD Conference**

**April 15-16, 2024**  
**Kellogg Conference Center**  
**East Lansing, MI**

**39<sup>TH</sup>**  
*Annual*  
**Developmental  
Disabilities  
Conference**

**April 18-19, 2023**  
**East Lansing, MI**

In support of improving patient care, 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™* (10.00 hours), Other Learner Attendance (10.00 hours), ACE CE Credits (10.00 hours), General Attendance (10.00 hours), Continuing Nursing Credit- ANCC (10.00 hours), IPCE Credit (10.00 hours), Continuing Pharmacy Education ACPE (10.00 hours), APA CE Credits (10.00 hours), Dietician CPEU Credit (10.00 hours)

**This conference is co-sponsored by MDHHS, and  
WMU Homer Stryker M.D. School of Medicine**



JOINTLY ACCREDITED PROVIDER™  
INTERPROFESSIONAL CONTINUING EDUCATION



IPCE CREDIT™



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For questions about this conference, please visit the [Course Overview on the WMed CE Portal](#) or email Laura Counterman at [laura.counterman@wmed.edu](mailto:laura.counterman@wmed.edu)

# Conference Schedule

## MONDAY, APRIL 17

5:30 PM Registration Opens

7:00 PM Registration Closes

## TUESDAY, APRIL 18

7:30 AM Registration Opens Hallway

7:30 AM Breakfast Big Ten B

8:15 AM Welcoming Comments Big Ten A

8:30 AM Keynote Address Big Ten A

9:30 AM Break (Wellness Stations & Exhibitors)

9:45 AM Breakout Round 1

10:45 AM Break (Wellness Stations & Exhibitors)

11:00 AM Breakout Round 2

12:00 PM Lunch Big Ten A

1:00 PM Exhibitors Big Ten B

1:30 PM Breakout Round 3

2:30 PM Break (Wellness Stations & Exhibitors)

2:45 PM Breakout Round 4

3:45 PM Adjourn

## WEDNESDAY, APRIL 19

7:30 AM Registration Opens Hallway

7:30 AM Breakfast Big Ten B

8:15 AM Welcoming Comments Big Ten A

8:30 AM Keynote Address Big Ten A

9:30 AM Break (Wellness Stations & Exhibitors)

9:45 AM Breakout Round 5

10:45 AM Break (Wellness Stations & Exhibitors)

11:00 AM Breakout Round 6

12:00 PM Lunch Big Ten A

1:00 PM Exhibitors Big Ten B

1:30 PM Breakout Round 7

2:30 PM Break (Wellness Stations & Exhibitors)

2:45 PM Breakout Round 8

3:45 PM Adjourn

## OVERVIEW

The Annual Developmental Disabilities Conference will focus on issues related to healthcare, social, community, and educational services which are of critical importance to the future of persons with developmental 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.

The program format is designed to present a variety of expert viewpoints to encourage interaction with health professionals. The combination of didactic and workshop format will allow ample opportunity for participants to engage in discussion with the presenters.

This educational program is designed for physicians, nurses, psychologists, social workers, therapists, nutritionists, educators, home care providers, and other professionals interested in the delivery of care and services to persons with developmental disabilities

## OBJECTIVES

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

- 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 health care issues related to persons with developmental disabilities.
- Discuss 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.

### Educational Accreditation

In support of improving patient care, 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 amount subject to change.

### Interprofessional Continuing Education

This activity was planned by and for the healthcare team, and learners will receive 10.0 Interprofessional Continuing Education (IPCE) credits for learning and change.

### Physicians

Western Michigan University Homer Stryker M.D. School of Medicine designates this live activity for a maximum of 10.0 AMA PRA Category 1 Credits™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

### Nurses

Western Michigan University Homer Stryker M.D. School of Medicine designates this activity for 10.0 contact hours for nurses. Nurses should claim only credit commensurate with the extent of their participation in the activity.

### Pharmacists & Pharmacy Technicians

Western Michigan University Homer Stryker M.D. School of Medicine designates this activity for 10.0 contact hours for pharmacists and pharmacy technicians. Pharmacists and pharmacy technicians should claim only credit commensurate with the extent of their participation in the activity.

### Social Workers

As a Jointly Accredited Organization, Western Michigan University Homer Stryker M.D. School of Medicine is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved under this program. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. Western Michigan University Homer Stryker M.D. School of Medicine maintains responsibility for this course. Social workers completing this course receive 10.0 continuing education credits.

### Psychologists

This program is co-sponsored by the American Psychological Association for continuing education credit. The American Psychological Association retains responsibility for the program. This activity is designated for 10.0 APA CE Credits.

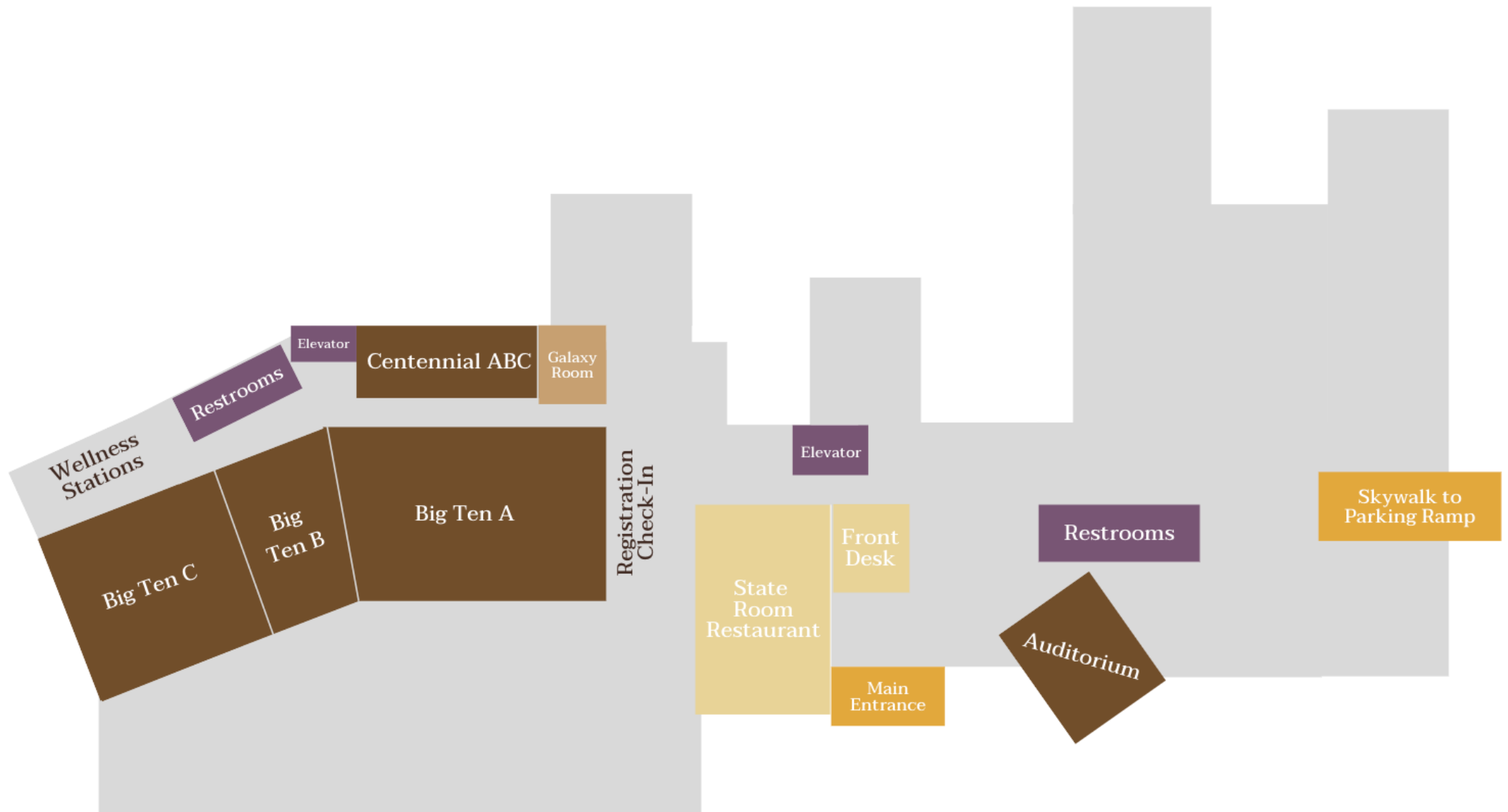
### Dieticians

Completion of this RD/DTR profession-specific or IPCE activity awards CPEUs (One IPCE credit=One CPEU). If the activity is dietetics-related but not targeted to RDs or DTRs, CPEUs may be claimed which are commensurate with participation in contact hours (One 60 minute hour = 1 CPEU). RDs and DTRs are to Select activity type 102 in their Activity Log. Sphere and Competency selection is at the learner's discretion.

# Building Map

## Kellogg Hotel & Conference Center

219 S Harrison Rd, East Lansing, MI 48824



# Claiming CE Credit

## The activity code can be found in your attendee packet

Whenever you attend a WMed Continuing Education Activity, you'll receive flyer with an **activity code**. This is typically a **5-digit number**, and is the first step toward receiving credit for a CE activity.



12345



First, it is important to remember that **activity codes are time-sensitive**. Codes can only be submitted for up to **12 hours** following a CE activity. We recommend that attendees submit their codes as soon as possible after arriving for an activity, in order to record their attendance.

As we'll detail in the next section, if the method you use to submit your code results in an **evaluation**, you must complete it within **30 days** of the activity date to receive credit. After this time, credit can no longer be awarded.

If you are unable to submit an activity code and/or claim credit for an activity within the allotted time, please contact the WMed CE office at [ce@wmed.edu](mailto:ce@wmed.edu) so we can assist you further.

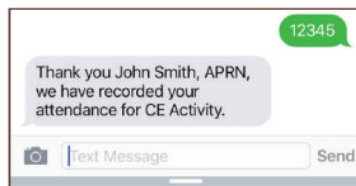
### Text Your Activity Code With Your Mobile Phone

In order to use this or any of the other methods for claiming credit, you will need to have an account set up on the **WMed CE Portal** ([wmed.cloud-cme.com](http://wmed.cloud-cme.com)). For detailed instructions on how to create an account, please see [this video](#). Please make sure that the mobile phone number you specify in your **profile** is the number you will be texting your activity codes from.

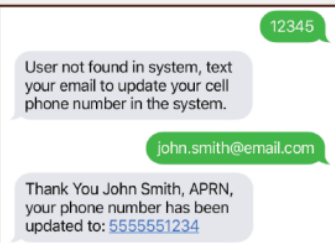
12345

**Step 1:** Using your mobile phone, text your activity code to **269-743-4779**. Text the code only – **do not** include any other wording.

You will receive a text confirming that your activity code was submitted successfully.

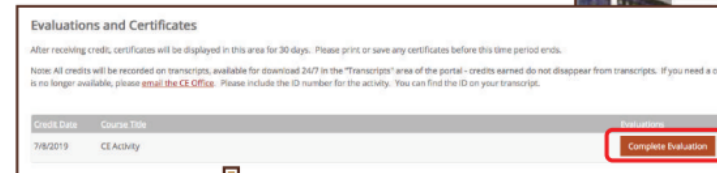
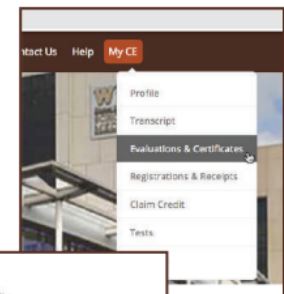


? If you instead receive a text asking you to reply with your email address, this means that the phone number in your profile may not match the one you texted the activity code from. In this case, simply text your email address as requested. Your profile will be updated with the mobile number you texted from (**please note:** you must then text the activity code you attempted to submit once more to record your attendance).



However, if you then receive a message stating that your account could not be found, it means that the email address you texted does not match the one on your account, or you have not set up an account. If you receive this message, you will need to either set up an account for the first time, review your existing account to make sure the email address in your profile is correct, or contact the CE office at [ce@wmed.edu](mailto:ce@wmed.edu) for further assistance.

**Step 2:** Once your activity code has been submitted, the corresponding **evaluation** will be available for you to complete. Sign in to the CE Portal website and hover over or click the **My CE** button, then click **Evaluations & Certificates** in the list of options that pops up.



CE Activity

WMed, Uppala Campus, Kalamazoo, MI  
2019-07-08 08:00:00.0

Faculty:

Please complete the following questions and then submit after reviewing your responses. All questions are required. Once you have completed this evaluation you will be able to print your CME certificate.

Available Credit Hours and Types: AMA PRA Category 1 Credit™ (5.00 hours), General Attendance (5.00 hours), IPEC Credit (5.00 hours)

Type of Credit you are requesting:  
AMA PRA Category 1 Credit™  
General Attendance  
IPEC Credit

Please enter the number of hours you attended: \*

Participant Demographics: \*

Physician (MD/DO):  
- EN/LPN  
- Midlevel Practitioner (CNF, CRNA, NP)  
- Nurse Practitioner  
- Student  
- Other, please specify

Has this activity been from commercial bias? \*

On the next screen you will see any evaluations you need to complete to receive credit, as well as **certificates** for courses you have already completed\*. Find the evaluation for the activity you attended and click the **Complete Evaluation** button. You will be awarded credit once you have filled out and submitted the evaluation form on the next screen.

For questions or issues regarding CE credit, please reach out to WMed Office of Continuing Education at [ce@wmed.edu](mailto:ce@wmed.edu)

# Keynote Day 1

**TUESDAY, APRIL 18**

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

**Big Ten A**

**8:15 AM - 8:30 AM**  
Welcoming Comments

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

**Science of Happiness:** Symbiosis, Service, Scenery, Sleep and Psychedelics

**Mark G. Goetting, MD**  
Pediatric Associate Professor  
Department of Pediatric and Adolescent Medicine  
Western Michigan University Homer Stryker M.D. School of Medicine

The presentation will discuss some of the hot topics in finding meaning in modernity.

- Positive psychology vs. toxic positivity
- Rewards of giving and social connection
- Nature for nurture
- Harnessing dreams
- Mystical therapy for treatment resistant depression and existential anxiety

# Keynote Day 2

**WEDNESDAY, APRIL 19**

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

**Big Ten A**

**8:15 AM - 8:30 AM**  
Welcoming Comments

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

**From Freak Shows to #Insporn:** Bioethical Challenges to Ableist Portrayals of Disability

**Tyler S. Gibb, PhD**  
Associate Professor | Clinical Ethicist  
Co-Chair | Department of Medical Ethics, Humanities & Law  
Western Michigan University Homer Stryker M.D. School of Medicine

This lecture will explore the ethical and legal issues related to the exploitation and marginalization of individuals with disabilities, as seen in historical freak shows and contemporary practices such as #Insporn. It will also discuss the broader issue of ableism in the medical profession and healthcare. Using the lenses of medical humanities and theoretical bioethics, the lecture will call attention to ableism in the medical profession, challenge biases, and promote accessibility to create a healthcare system that promotes the well-being and dignity of all patients, regardless of their abilities.



# Breakout Round 1

# Breakout Round 2

**Tuesday, April 18 | 9:45 AM - 10:45 AM**

## What is Music Therapy Anyway?

**Auditorium**

**Erin Dunbar, MT-BC**  
MSU Community Music School Music Therapist

**Lindsey Fila, MT-BC**  
MSU Community Music School Music Therapist

Learn what Music Therapy is and how it can benefit ALL individuals with Developmental Disabilities. Interactive demonstrations will be shared and specific information about how to access Music Therapy services at MSU Community Music School will be provided.

**Practice Level:** Beginner

## Let's Ride: The functional impact of hippotherapy for children with sensory, motor, and behavioral conditions.

**Big Ten C**

**Practice Level:** Beginner  
**Tags:** Medical, Mental Health

**Denise Hoffman, OTD, OTRL, MSOT, BCP, FMiOTA**  
Western Michigan University Homer Stryker M.D. School of Medicine  
Indiana University South Bend

**Emily Carroll, BA**  
Western Michigan University Homer Stryker M.D. School of Medicine

Hippotherapy is a specialized therapeutic intervention provided by occupational, physical, or speech therapy to enhance or develop motor, sensory, and physiological skills. The horse is used to facilitate balance, range of motion, and coordination, as well as tactile, vestibular, and proprioception input that increases more sustainable outcomes with everyday activities compared to traditional therapy. Hippotherapy focuses on increasing self-awareness and discrimination that has a direct impact on literacy, language, mobility, and self-care function for children.

## Now that 18 is approaching, how do decisions get made

**Centennial ABC**

**Janice Lampman, BA**  
Community Drive

Youth with intellectual and developmental disabilities often need support with decision making beyond their 18th birthday. Guardianship has often been seen as the only way to assure that the person has the support that they need. We will explore Supported Decision making as an alternative to guardianship for youth with IDD. Families are surprised and delighted with the options that are available..

**Practice Level:** Beginner **Tags:** Issues in Transition/Education

**Tuesday, April 18 | 11:00 AM - 12:00 PM**

## Advances in Functional Analysis Methodology: Considerations for Improving the Safety, Efficiency, and Practicality of Assessing Severe Challenging Behavior

**Auditorium**

**Adam M. Briggs, PhD, BCBA-D, LBA-MI**  
Eastern Michigan University

Functional analysis (FA) methodology is a well-established standard for identifying the precise conditions that evoke and maintain problem behavior, thus leading to effective, function-based interventions. The purpose of this presentation is to provide an overview of FA methodology, review best-practice considerations for designing and conducting FAs, provide recommendations for analyzing FA outcomes, and review procedural modifications that can be applied to address implementation challenges in various contexts and situations.

**Practice Level:** Intermediate

**Tags:** On the Front Line

## MiABLE Disability Savings Program 101

**Big Ten C**

**R Scott de Varona, MBA**  
MiABLE Disability Savings Program

Learn about the program rules for ABLE accounts and the specifics of the Michigan Program. The presenter will also discuss the Federal Regulation changes made recently and enrollment examples. This session will include time for Q&A.

**Practice Level:** Beginner

## Enhancing Services through Peer Mentoring

**Centennial ABC**

**Tracy Vincent**  
Michigan Developmental Disabilities Council

**Jeanie Rowe**  
Michigan Developmental Disabilities Council

Peer Mentors are individuals with intellectual or developmental disabilities (I/DD), who have a unique skill level from their lived experiences. They offer firsthand experiences on how to use community mental health services and resources available to persons with I/DD. This workshop will cover all aspects of peer mentoring and how individuals with I/DD receiving behavioral supports can benefit from the services of a peer mentor.

**Practice Level:** Intermediate

**Tags:** Trends, Issues in Transition/Education



# Breakout Round 3

# Breakout Round 4

**Tuesday, April 18 | 1:30 PM - 2:30 PM**

## Part I - Living with a Disability

**Leo Bravo**

Leonardo is a 24 year old living with a disability and an advocate for people with disabilities. He wants to bring awareness to people with disabilities that they can have meaningful lives and that just because you have a disability does not mean that you are not able to do what you want to do.

**Practice Level:** Beginner

**Tags:** On the Front Line

**Auditorium**

## Part II - Bringing Your Newborn with Special Health Care Needs Home: Recognizing Perinatal Depression and Supporting Breastfeeding

**Julie Zaituna, DO, MPH, MS**

University of Michigan

This session will assist mothers, parents and caregivers of children with special health care needs to recognize signs of perinatal and postpartum depression (PPD) and infant breastfeeding challenges.

**Practice Level:** Beginner

**Tags:** Medical, Mental Health/Psychiatry, Nutrition

## Approach To Sleep Management in the Child with Developmental Disabilities

**Mark G. Goetting, MD**

Western Michigan University Homer Stryker M.D. School of Medicine

The presentation will describe the priorities for the patient and the family in identifying and managing sleep disorders. This will include the impact of such disorders and the behavioral, medical, and coping strategies to address these disorders. Cases will be presented.

**Practice Level:** Advanced

**Tags:** Medical, Mental Health/Psychiatry, On the Front Line

**Big Ten C**

## How to Succeed and Communicate Effectively with the Most Challenging Personalities - how to get along when you don't get along.

**Cheryl Levine, BS**

Special Education Mediation Services

True family and school collaboration is what we all strive to accomplish, but sometimes personalities and disagreements over how best to educate children create roadblocks to our success. How do you rebuild a trusting relationship when that trust has been broken? What are the most common barriers to collaboration? What is our role, and how do we move forward successfully?

**Practice Level:** Beginner

**Tags:** Issues in Transition/Education

**Centennial ABC**

**Tuesday, April 18 | 2:45 PM - 3:45 PM**

## Stay Well Program

**Erin Wallace**

Michigan Department of Health and Human Services

Whether the COVID-19 Pandemic is in the rear view mirror or still playing a leading role for you or your organization, the emotional effects of a disaster are something that cannot be ignored to build a healthy and brighter team for tomorrow. When we experience a disaster, like the pandemic, people will begin to experience emotional and behavioral health needs, when the threat has diminished. Join Erin Wallace, Project Manager from the Stay Well program through MDHHS, as she shares ways to regain balance while supporting yourself, your team, and those you serve today, as well as tomorrow. This session will offer positive, real-life solutions, to be used in a variety of care settings, with several free resources, tools and take-aways.

**Practice Level:** Beginner

**Auditorium**

## "Imagine a World Where All People are Empowered and Have the Knowledge and Skills to Have Healthy Relationships."

**Mary Shehan, MS, QSE**

Michigan Developmental Disabilities Council

**Frank Vaca**

Michigan Developmental Disabilities Council; Self-advocate

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 and 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.

**Big Ten C**

**Practice Level:** Beginner

**Tags:** Medical, On the Front Line

## Advances in Functional Communication Training: Recent Procedural Refinements that Promote Durable Treatment Outcomes

**Adam M. Briggs, PhD, BCBA-D, LBA-MI**

Eastern Michigan University

Functional communication training (FCT) is a well-established treatment for problem behavior exhibited by children diagnosed with autism spectrum disorder. Although highly effective, FCT has been shown to fail in some cases following initial success. Recent research offers promising strategies for promoting the practicality, generality, and durability of FCT treatment effects. Following a primer on FCT, recent advances in FCT research will be reviewed and their implications for practice will be discussed.

**Practice Level:** Intermediate

**Tags:** On the Front Line

**Centennial ABC**

# Breakout Round 5

Wednesday, April 19 | 9:45 AM - 10:45 AM

**Providing care to youth with autism with severe behavioral challenges in a residential setting: A 10 year review**

**Auditorium**

**Jeana Koerber, PhD, BCBA-D, LBA**  
Great Lakes Center for Autism Treatment and Research  
Residential Opportunities, Inc.

A review of the Great Lakes Center's model for youth with autism significant behavioral challenges over the past 10 years along with the therapeutic model will be discussed. Participants will be able to learn about our ABA and trauma informed care approach. Case studies and learnings from the past 10 years will also be covered.

**Practice Level:** Beginner

**Tags:** On the Front Line

**Using self-management to teach sustainable employment skills**

**Big Ten C**

**Kyle Visitacion, BS**  
Western Michigan University

**Jen Thomas, BS**  
Western Michigan University

**Jessica E. Van Stratton, PhD, BCBA-D, LBA**  
Western Michigan University

Self-management is the personal application of a set of tactics that produce desired improvements in behavior (Cooper et al., 2019). Effective use of these tactics can improve independence for adults with developmental disabilities in employment settings. Teaching skills that promote independence can help level the playing field in a competitive job market. This presentation will review applications of self-management to support the employment of adults with developmental disabilities using case examples from the field.

**Practice Level:** Beginner  
**Tags:** Issues in Transition/  
Education

**ADHD and Intellectual Developmental Disorder Diagnostic Considerations**

**Centennial ABC**

**Rebecca Rausch, PhD**  
Western Michigan University Homer Stryker M.D. School of Medicine

**Kathryn White, MA**  
Western Michigan University Homer Stryker M.D. School of Medicine

**Katherine Tennant Beenen, PhD**  
Western Michigan University Homer Stryker M.D. School of Medicine

**Roger Apple, PhD**  
Western Michigan University Homer Stryker M.D. School of Medicine

This presentation will discuss the diagnostic considerations of both the DSM-5-TR diagnoses of Attention-Deficit/Hyperactivity Disorder and Intellectual Developmental Disorder. Accurate diagnosis of ADHD and Intellectual Developmental Disorder, either separately or co-occurring, is of upmost importance for guiding clinicians and educators on effective treatment and intervention strategies. Discussion will include diagnostic criteria, differential diagnosis and similarities and differences in presentation, and the importance of diagnosis for treatment.

**Practice Level:** Intermediate  
**Tags:** Mental Health/  
Psychiatry

# Breakout Round 6

Wednesday, April 19 | 11:00 AM - 12:00 PM

**Consulting for the state's most severe behavior: our approach, why it works, and barriers to success.**

**Auditorium**

**Steven Sparks, PhD, BCBA-D, LBA**  
Sparks Behavioral Services

Dr. Sparks will provide a brief rundown of behavior analytic principles to orient those unfamiliar, his team's approach to solving some of the most dangerous behavior cases in the state of Michigan, and similarities and differences to traditional psychology techniques. He will also discuss navigating a role that requires changing behavior that consumers might not want to change in a person-centered culture, as well as other barriers to providing services and case examples.

**Practice Level:** Beginner

**Tags:** Mental Health/Psychiatry

**There's No Place Like Home: An Overview of Medicaid Home and Community Based Services for People with Developmental Disabilities**

**Big Ten C**

**Kristen Columbus, LMSW**  
Michigan Developmental Disabilities Institute  
Wayne State University

This workshop will introduce attendees to Home and Community Based Services (HCBS) and their role in supporting health and quality of life for people with developmental disabilities and their families. Topics include an overview of Medicaid funding of HCBS, HCBS waivers and services, and the role of professionals in connecting individuals with developmental disabilities to HCBS.

**Practice Level:** Beginner

**Tags:** Trends, Mental Health/Psychiatry, On the Front Line

**Understanding the relationship between psychological diagnosis and special education eligibility: a comparison of the DSM-5-TR to the IDEA disability categories**

**Centennial ABC**

**Katherine Tennant Beenen, PhD**  
Western Michigan University Homer Stryker M.D. School of Medicine

**Rebecca Rausch, PhD**  
Western Michigan University Homer Stryker M.D. School of Medicine

**Kathryn White, MA**  
Western Michigan University Homer Stryker M.D. School of Medicine

**Roger Apple, PhD**  
Western Michigan University Homer Stryker M.D. School of Medicine

Children diagnosed with neurodevelopmental disorders according to DSM-5-TR criteria are often eligible for various special education programs and services under IDEA. The differences in diagnostic criteria and eligibility categories can be a source of confusion among educators and medical providers. In this workshop we seek to compare DSM-5-TR criteria for neurodevelopmental disorders and their IDEA counterparts, and increase attendees' comfort with discussing diagnosis vs. eligibility with families.

**Practice Level:** Intermediate  
**Tags:** Mental Health/  
Psychiatry, Issues in  
Transition/Education

# Breakout Round 7

Wednesday, April 19 | 1:30 PM - 2:30 PM

## Promoting Interdisciplinary Clinical Ability: A Simulation of Shared Decision Making

**Auditorium**

**Margaret Greenwald, PhD**  
Wayne State University

**Jennifer Mendez, PhD**  
Wayne State University School of Medicine

In a simulation of interprofessional practice, participants will be assigned to teams representing clinical services for a client with complex clinical needs (e.g., medical care, outpatient therapy, dental, nutrition, speech and hearing, or leadership). They will adopt the role and perspective of an individual in a different clinical area than their own.

**Practice Level:** Intermediate

**Tags:** Medical, Issues in Transition/Education, Nutrition

## Individualizing Behavior Treatment: Using behavior analysis to improve the lives of adults with challenging behavior

**Big Ten C**

**Calvin Gage, MA, LBA, BCBA**  
Gage Consulting for Challenging Behavior

Writing effective behavior plans requires the adaptation of behavioral treatment practices to an individual's own strengths, interests, and history. This presentation will provide an overview of how ABA methods need to be adapted to provide individuals with the best outcomes. The presenter will review case examples illustrating benefits of ensuring behavior plans are individualized. Participants will be able to identify the differences between generic interventions and tailored approaches and understand the benefits of individualization.

**Practice Level:** Beginner

**Tags:** Trends

## Dietary Supplement and Autism

**Centennial ABC**

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

The research on vitamin D, folate, fatty acids, and ANRC-Essentials Plus (ANRC-EP), a vitamin/mineral/micronutrient supplement designed for children and adults with autism will be summarized.

**Practice Level:** Beginner

**Tags:** Medical

# Breakout Round 8

Wednesday, April 19 | 2:45 PM - 3:45 PM

## Hearing Your Patients: American Sign Language and Other Effective Strategies for Communicating with Deaf/HOH People

**Auditorium**

**Lauren Wylie, BS**  
Wayne State University School of Medicine

**Kat Knepp, BS**  
Western Michigan University

Learn the American Sign Language (ASL) alphabet, basic greetings, and other conversational vocabulary. We will also discuss how to best communicate with Deaf and hard of hearing people whether or not they use ASL. There is no ASL knowledge required to attend.

**Practice Level:** Beginner

**Tags:** Medical, Mental Health/Psychiatry, Issues in Transition/Education

## Benefits to Employment

**Big Ten C**

**Cathy McRae, CWIC**  
The Arc Michigan

Is it possible for people receiving Social Security Disability Insurance, Supplemental Security Income, or other public benefits, to be gainfully employed? Will they lose their benefit check, their health care? What happens if they can't continue to work? This presentation will empower those who are supporting individuals in their return to employment with answers to these questions.

**Practice Level:** Beginner

**Tags:** Issues in Transition/Education, On the Front Line

## The Role of Supported Decision Making in Casting your Ballot

**Centennial ABC**

**Jeanie Rowe**  
Michigan Developmental Disabilities Council

**Brett Williams, BA**  
Michigan Developmental Disabilities Council

Learn about the role of supported decision making and how it will aid you in the voting process, the available accommodations, as well as the rights you retain. This important information is intended to help attendees become well informed on their rights to cast a ballot as well as how to use supported decision making to make informed ballot choices.

**Practice Level:** Beginner

**Tags:** Issues in Transition/Education

# Planning Committee

**TERESA BAILEY, PharmD**  
Ferris State University College of Pharmacy

**TESSA BURREL, RD, CLS**  
Kent County Health Department

**ANDREA CASKEY, LMSW**  
Western Michigan University Homer Stryker M.D. School of Medicine

**LAURA COUNTERMAN**  
**Conference Coordinator**  
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# Wellness Stations

**Welcome to our conference wellness stations!**

We understand that taking care of your well-being is just as important as absorbing all the information available. During this conference, we are offering a variety of wellness stations to help you recharge and stay focused.

Prioritize time to visit our furry friends and volunteers at West Michigan Therapy Dogs.

Take a break and try your hand at some creative activities, such as coloring or origami, which can help reduce stress and increase focus.

For those who enjoy a mental challenge, try your hand at a puzzle or a Sudoku as a fun way to exercise your brain and take a break from information overload.

Go for a short minute walk or if you need a quiet space to catch up on notes or charge your phone, take a break in the Galaxy Room.

# Notes

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# Exhibitors

**Don't forget to connect  
with our exhibitors!**

## **Big Ten B**

**Dementia and Disabilities Supportive Services**

**Great Lakes Center for Autism Treatment and Research**

**Jazz Pharmaceuticals**

**Residential Opportunities, Inc. (ROI)**

**Special Education Mediation Services**