

*Celebrating Two Decades of Excellence*

*23<sup>rd</sup> Annual*

# LEO M. CROGHAN CONFERENCE

*on Early Intervention*

*A Conference for Parents and Professionals  
Concerned with the Care and Development  
of Young Children*

Handouts will only be available online at [www.croghanconference.org](http://www.croghanconference.org) November 18, 2011

## *Topic Areas*

- ◆ *Developing Interventions for Young Children with Autism*
- ◆ *Genetics*
- ◆ *Chronic Sorrow*
- ◆ *Perinatal Mood Disorders*
- ◆ *Routines Based Outcomes*
- ◆ *Pediatric Feeding Disorders*
- ◆ *Relationships and School Readiness*
- ◆ *Fetal Alcohol Spectrum Disorders*

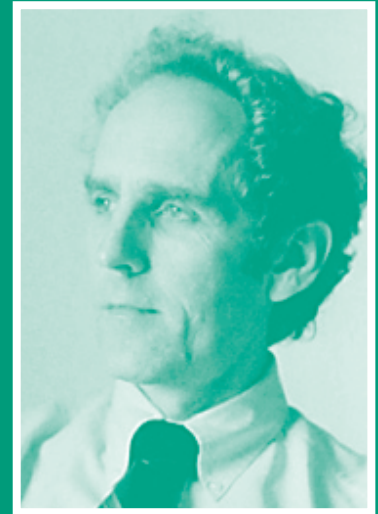
## *Featured Speakers*

- ◆ *Catherine Lord, PhD*
- ◆ *Tamison Jewett, MD*
- ◆ *and many more*

*Co-sponsored by Wake AHEC, part of the North Carolina AHEC program*

*December 5, 2011*

Sheraton Imperial Hotel ◆ 4700 Emperor Blvd. ◆ Durham, North Carolina



*This conference is a memorial tribute to Leo Michael Croghan, PhD. Leo was the director of the Fayetteville DEC from 1979 until his death in 1988. He was known for his warmth, incisive thinking and strong and caring advocacy for programs serving children with developmental disabilities. This annual conference hopes to symbolize and capture the spirit of dedication and commitment to developmentally disabled children and their families exemplified in Dr. Croghan's lifework.*



THIS CONFERENCE IS A  
PRESENTATION OF THE

*Leo M. Croghan  
Memorial Foundation*

**Sunday, December 4**

**5:00 - 7:00 pm REGISTRATION OPEN**

**Monday, December 5**

**7:00 am REGISTRATION OPEN**

**8:00 am EXHIBITS OPEN**

**8:30 - 12:00 pm Keynote Presentations with Break 10am-10:30am**

### **Plenary Session 1**

Developing Early Interventions for Very Young Children with Autism Spectrum Disorders

ITP Credit: 3.0 contact hours (.30 credits)  
in Intervention Strategies

**Catherine Lord, PhD**, is the Director of the Institute for Brain Development, a new autism center at New York Presbyterian Hospital, a collaborative effort among Weill-Cornell Medical College, Columbia College of Physicians and Surgeons and the New York Center for Autism, a not-for-profit autism advocacy organization.



Previously, she was the director of the University of Michigan Autism and Communication Disorders Center (UMACC). She is a clinical psychologist who has worked in Canada and the U.K. and at various universities in the U.S., including the TEACCH program. She was involved in developing standardized diagnostic instruments for ASD [the Autism Diagnostic Observation Schedule (ADOS), an observational scale, and the Autism Diagnostic Interview - Revised (ADI-R), a parent interview]. She was the Chair of the Committee on Effectiveness of Early Intervention in Autism for the National Research Council and is currently on the DSM-V Neurodevelopmental Disorders Committee.

In her current, as well as previous positions, she provides clinical evaluations, carries out and consults to various interventions and trains university students and professionals in the diagnosis of ASD. Most recently, she has participated in randomized studies of four preschool interventions: the Early Start Denver Model (Rogers & Dawson), the Early Social Interaction study (Wetherby & Wood), a focused supplemental intervention targeting joint attention/symbolic play (Kasari), and a pilot test of a new home-based intervention designed to better meet the needs of families with very few resources. Other recent or current projects include the development of a toddler ADOS module and a more efficient diagnostic interview; analysis of behavioral data from a genetic repository for families with a child with autism and a typical child; the development of a measure of spontaneous, functional language in children with ASD and other language disorders; and a longitudinal study of children from North Carolina and Chicago followed from age 2 who are now in their twenties.

#### **Description:**

Developing early interventions for very young children with autism spectrum disorders (ASD) has been a high priority for researchers in the US. Many of the approaches overlap but each also has different perspectives and requirements. Families and children with ASD

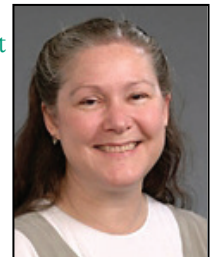
have many different strengths, weaknesses and goals and there are no clear guidelines for parents, individual clinicians, local agencies or larger administrative bodies to decide what would be most effective for a particular child or family or in a particular community. There are likely not simple answers to these questions, but as a recent participant in intervention studies of four different treatment approaches as well as a trainee, long ago, at both UCLA with Ivar Lovaas and then at TEACCH, Dr. Lord will talk about different treatment models for children under age 3 and about selection among intervention strategies especially at the level of the individual child and family and the community.

### **Plenary Session 2**

Sundry Topics in Clinical Genetics

ITP Credit: 3.0 contact hours (.30 credits)  
in Child Development

**Tamison Jewett, MD**, is the Director of Clinical Genetic Services and Professor in the Department of Pediatrics, Section on Medical Genetics at Wake Forest University School of Medicine. A



graduate of the University of Arizona College of Medicine, Dr. Jewett completed postdoctoral training in Pediatrics and Medical Genetics and holds Diplomate status with the National Board of Pediatrics and the American Board of Medical Genetics-Clinical Genetics and is a member of the American Society of Human Genetics. She maintains many affiliations including Fetal Diagnostics and Treatment Center, Ad Hoc reviewer for the American Journal of Medical Genetics, the North Carolina Task Force on Genomics and Public Health, Professional Advisory Network for the Ehlers-Danlos National Foundation and serves in an advisory capacity to numerous state and national boards, task forces and councils that involve education, advocacy and research in regards to clinical medical genetics. Dr. Jewett is the recipient of numerous honors and awards including, most recently, the Leonard Tow 2011 Humanism in Medicine Award, The Arnold P. Gold Foundation; Clinical Faculty Teaching Award, Wake Forest University School of Medicine, Class of 2014; Friends of Students Award, Wake Forest School of Medicine, Class of 2011 and was re-elected to Best Doctors in America for 2011. Her professional interests and publications center around the provision of medical genetics services to underserved populations, the provision of medical genetics services to Hispanic populations, medical education in clinical genetics/dysmorphology for students and professionals, connective tissue disorders and evaluation/management of individuals with history of prenatal exposure to alcohol and/or drugs.

#### **Description:**

Dr. Jewett will describe many syndromes associated with developmental delays and the genetics evaluation process, and compare the benefits of different types of genetic tests.

**Break 10:00 - 10:30 am**  
**EXHIBITS OPEN**

**Lunch 12:00-1:15pm**

1:15 - 2:45 pm

Concurrent Sessions — A - D

### Session A:

Title: The Top Ten Things Individuals with Autism and Their Parents Want Professionals to Know

Presenters: Mary E. Van Bourgondien, PhD, Clinical Psychologist, Clinical Director Chapel Hill TEACCH Center, Professor, UNC Chapel Hill  
Linda Griffin, RN, Parent Advocate Director, Autism Society of North Carolina

ITP Credit: 1.50 contact hours (.15 credits) in Family Development

This presentation will identify topic areas that participants should be familiar with and things they can do in order to better support individuals with ASD and their families. The presentation includes interviews of people with autism and their parents, and their perspective on the help they have received from professionals.

### Session B:

Title: Perinatal Mood Disorders

Presenter: Samantha Meltzer-Brody, MD, MPH, Director, UNC Perinatal Psychiatry Program, Associate Professor, UNC School of Medicine, Department of Psychiatry

ITP Credit: 1.50 contact hours (.15 credits) in Child Development

This presentation will describe the epidemiology of perinatal mood disorders, the common clinical presentation, appropriate screening instruments, and treatment considerations. The presentation will also describe the impact of perinatal mood disorders on mother, child and family.

### Session C:

Title: Overview of Pediatric Feeding Disorders

Presenter: Krisi Brackett, MS, SLP/CCC, Pediatric NDT certified, Co-Director of Pediatric Feeding Team, UNC Hospitals

ITP Credit: 1.50 contact hours (.15 credits) in Intervention Strategies

This session will be a general overview of pediatric feeding disorders including etiology, prevalence, and introduction on how to approach pediatric feeding disorders for successful intervention. Case examples will be discussed.

### Session D:

Title: Fetal Alcohol Spectrum Disorders 101  
Presenters: Kathy Hotelling, PhD, ABPP, FASD Consultant and Founder, Triangle Area FASD Support Group  
Janice White, MEd, SLP, CBIS, TBI/FASD Program Coordinator, NC Division of Mental Health/Developmental Disabilities/  
Substance Abuse Services, Community Policy Management Section-Prevention & Early Intervention

ITP Credit: 1.50 contact hours (.15 credits) in Child Development

Fetal Alcohol Spectrum Disorders are estimated to occur in 1 in 100 births in the US with the probability that at least 10-15% of these individuals are impacted enough to require special education. Learn the basics of this disorder, including the effects of prenatal alcohol exposure on the developing brain, the signs and symptoms of this often times under-diagnosed and misdiagnosed disorder, and how you can help these children and families find the assistance they need. Ample time will be allotted for questions and discussion.

*Break 2:45 - 3:00 pm*  
**EXHIBITS OPEN**

3:00 - 4 :30 pm

Concurrent Sessions — E - H

### Session E:

Title: Behavioral Strategies to Improve Feeding Success

Presenter: Krisi Brackett, MS, SLP/CCC, Pediatric NDT certified, Co-Director of Pediatric Feeding Team, UNC Hospitals

ITP Credit: 1.50 contact hours (.15 credits) in Intervention Strategies

This session will focus on using behavioral strategies to increase success during intervention. Specific strategies for improving acceptance of volume and variety of foods, liquids, and transition to cup drinking will be explored. Specific behavioral feeding problems such as picky eating, food refusal, pocketing food, tantrumming/irritability with meals, and defensive tongue postures will be addressed with case examples.

### Session F:

Title: The Role of Relationships in School Readiness

Presenter: Robert Herman-Smith, PhD, MSW, MA, Assistant Professor, UNC Charlotte

ITP Credit: 1.50 contact hours (.15 credits) in Interagency and Community Process

This session will focus on the role of adult-child relationships in promoting school readiness skills. It will describe common elements of successful relationship-based cognitive and behavioral interventions for young children and ways to facilitate relationship-based learning.

### Session G:

Title: Chronic Sorrow – Parental Perspectives  
Presenter: Rosalie N. Parrish, PhD, Assistant Professor, Program Coordinator of Graduate B-K Programs, Dept. of Education, Shaw University

ITP Credit: 1.50 contact hours (.15 credits) in Family Development

This session will describe chronic sorrow as a non-pathological (normal) grief-type response to loss, and will describe the perspectives of parents who identify with the phenomenon of chronic sorrow based on their lived experiences raising children with multiple disabilities.

### Session H:

Title: Taking the Mystery out of Routines Based Outcomes: Strategies for Success

Presenters: Lisa Cloninger, MSW, ITFS, Unit Supervisor, Mecklenburg County CDSA  
Sheena Jennings, BA, ITFS, Regional Consultant, NC Infant Toddler Program  
Nancy Higginson, MA, ITFS, Sr. Case Coordinator, Mecklenburg County CDSA  
Amy Gleason, MSW, ITFS, Sr. Case Coordinator, Mecklenburg County CDSA

ITP Credit: 1.50 contact hours (.15 credits) in Interdisciplinary Family Service Planning

This session focuses on strategies for and philosophies on writing functional, routines based outcomes for IFSPs. Participants will learn the importance of quality routines based assessment in the development of quality routines based outcomes. Participants will learn practical strategies for developing functional, routines based outcomes and will learn strategies for gathering information needed to develop routines based outcomes. Resources and examples to help daily IFSP development will be shared.

## Other Information

**Cancellations & Refunds:** If you register and cannot attend, you may send a substitute (*please notify us of the substitute's name*) or receive a refund minus an \$20.00 administrative processing fee.

**Refund requests cannot be made after December 1, 2011.** Vouchers are not available for cancellations nor accepted for registration fees.

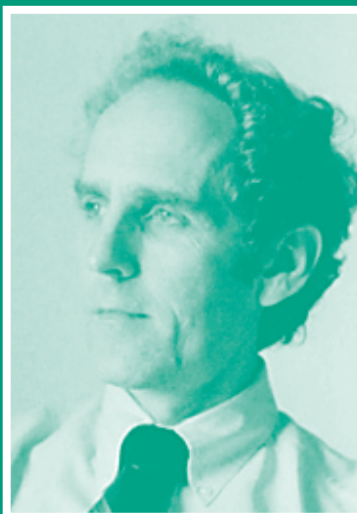
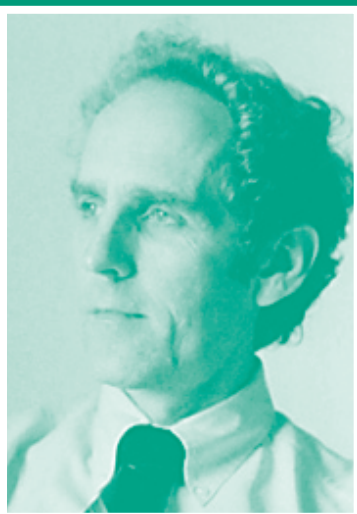
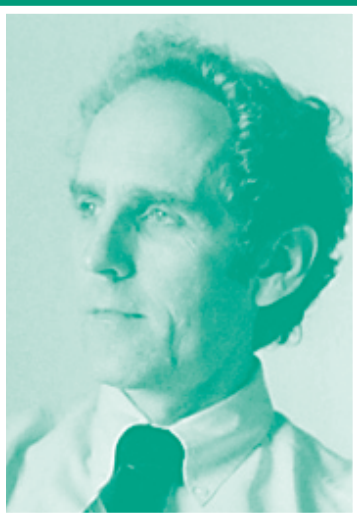
**Hotel Reservations:** A block of rooms has been reserved at the **Sheraton Imperial Hotel**. A special rate of \$89+ tax per room (up to 4 individuals per room), per night is offered for persons making reservations no later than **November 18, 2011**. Be sure to mention the **LEO M. CROGHAN CONFERENCE** to get the special room rate. **Parking is FREE.**

### SHERATON IMPERIAL HOTEL

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We are fully committed to the principle of equal educational opportunities for all individuals and do not discriminate on the basis of any characteristic protected by federal or state law. If you require any of the auxiliary aids or services identified in the Americans with Disabilities Act in order to participate in this conference, please call us at 919-350-0461 no later than two weeks before the conference.

### Registration

Conference Registration ..... \$99.00  
(must be postmarked by 11/18/11)

The conference fee includes lunch, beverage breaks, and access to all conference handouts online.

Pre-professional student ..... \$55.00  
(First-time undergraduate)

Parent of a Child with Special Needs ..... \$55.00  
(Ages Birth to 5 Years)

Late Registration \$119.00 after November 18, 2011.  
Refunds cannot be made after December 1, 2011.

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For more information

Call: 919-350-0461

or

To register

Online: [www.wakeahec.org](http://www.wakeahec.org)

Fax: 919-350-0467

### Continuing Education Credits

WAKE AHEC CEU:  
0.6 (6 contact hours)

Psychologists:  
6 Category A Contact Hours

NC ITFS Certificate:  
6 Contact Hours

ASHA:  
This program is offered for  
0.6 ASHA CEU (Various Level;  
Professional Area).

NCBPTE:  
Wake AHEC is a pre-approved  
provider for NCBPTE  
Continuing Competence  
Activities. This activity is 6.0  
hours.



The North Carolina AHEC Program is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

