



AUTISM CONFERENCE & EXPO GEORGIA

Rays of Hope for a Brighter Future

Agenda & Breakout Session Details

Ga-AutismPlan.com

Wednesday – April 29

9:00a – 5:00p

EXPOSITION OPENS

9:00a – 10:00a

Registration and Coffee

10:00a – 10:15a

CONFERENCE WELCOME

Conference Planning Committee

10:15a – 11:15a

State of the State Keynote Conversation
Jennifer Staple-Wax, PsyD - Marcus Autism Center
Donna Johnson - Georgia Department of Public Health
Anna Bullard - Early Autism Project Inc.
Facilitator: Daniel Crimmins, PhD, Center for Leadership in Disability, GSU

11:15a – 11:30a

Networking Break & Exposition

Tracks/Stand

Early Intervention & Pre School

Family Support

Elementary & Secondary Education

Community Services & Supports

Adult Services & Supports

Upper Level 309

Upper Level 303

Upper Level 306

Upper Level 308

Lower Level D & E

11:30a – 12:30p

Early Autism Intervention: Clinical Practice, Professional Training, and Community Viable Solutions
 Jennifer Staple-Wax, PsyD
Marcus Autism Center

Strategies for Creating Meaningful and Happy Lives
 Claire Dees
Parent to Parent of Georgia

Individuals with Disabilities Education Act: An Overview
 Debbie Reagin EdD
Georgia Department of Education

Using Visual Supports to Help Increase Independence in Children with ASD
 Allison O'Hara, EdS, MS
Center for Leadership in Disability, GSU

Supporting Independence, Productivity and Inclusion Through the Use of Positive Behavior Supports
 Jason Cavin, MS, MA, LPC, BCBA
Center for Leadership in Disability, GSU

12:30p – 1:30p

Networking Lunch (Ballroom A / Keynote area) & Exposition

1:30p – 2:30p

State of the State Keynote Conversation
Scott Badesch - Autism Society of America (National Office)
Rachel Patterson, MPA - Christopher and Dana Reeve Foundation
Scott Robertson - Co-Founder of the Autism Self Advocacy Network (ASAN)
Facilitator: Daniel Crimmins, PhD, Center for Leadership in Disability, GSU

Tracks/Stand

Early Intervention & Pre School

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Upper Level 309

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Lower Level D & E

2:45p – 3:45p

Current Early Treatment & Educational Services
 Michael Morrier, PhD
Emory Autism Center

Recipes for Success: Essential Ingredients of Family Support
 Cheryl Rhodes, MS, LMFT
Marcus Autism Center

A Parent/Lawyer Conversation
 Jean Estes, Esq.
Advocates for Special Education
 & Mitzi Proffitt
Parent to Parent of Georgia

Positive Behavior and Visual Supports Project
 Lillie Huddleston, PhD
Center for Leadership in Disability, GSU

Adult Self-Advocate Panel
 Miyah Sundermeyer,
 Scott Bales &
 Scott Robertson, Ph.D.
Facilitated by: Rachel Patterson

4:00p – 5:00p

Highlights of Break-Out Sessions
 Facilitated Conversation with:
Gregory Abowd, D Phil - Atlanta Autism Consortium, Inc.
Rachel Patterson, MPA - Christopher and Dana Reeve Foundation
Scott Robertson - Co-Founder of the Autism Self Advocacy Network (ASAN)
Highlight Conversation hosted by the Atlanta Autism Consortium

5:00p – 6:30p

Networking Break with Snack (Ballroom A / Keynote area) & Exposition

6:30p – 9:00p

AUTISM PLAN FOR GEORGIA AWARDS DINNER
Master of Ceremonies: Kelly Ingram
Autism Achievement Award Winner: *Marshalyn Yeargin-Allsopp, MD*

Thursday – April 30

8:30a – 9:00a

Networking Coffee and Breakfast (Ballroom A / Keynote area)

9:00a – 10:15a

State of the Research Keynote Conversation
Celine Saulnier - Marcus Autism Center, Atlanta, GA
Cathy Rice - Emory Autism Center
Diana Robins - AJ Drexel Autism Institute
Facilitator: Daniel Crimmins, PhD, Center for Leadership in Disability, GSU

10:15a – 10:30a

Networking & Exposition

Tracks/Stand

Referral & Diagnosis	Early Identification & Screening	Medical & Behavioral Health	Transition from Youth to Adult	Emergency Preparedness
Upper Level 309	Upper Level 303	Upper Level 306	Upper Level 308	Lower Level D & E
Conducting Comprehensive Evaluations for the Diagnosis of Autism Spectrum Disorders Celine Saulnier, PhD Marcus Autism Center	Standardized Screening Facilitates Early Detection Diana Robins, PhD AJ Drexel Autism Institute	Autism and the Medical Home: Visiting the Pediatrician From the Eyes of a Parent Patricia Matthews, MD WellStar Medical Group Pediatric & Adolescents Center	Sexuality-Issues for People Living with ASD Roy Sanders, MD Decatur Family Psychiatry	PRACTICAL Information About 1st Responders Debbie Taylor & Austin Harris Spirit of Autism, Inc. and Fire Rescue Reserve

11:30a – 12:30p

Networking Lunch & Exposition

Tracks/Stand

Referral & Diagnosis	Early Identification & Screening	Medical & Behavioral Health	Transition from Youth to Adult	Emergency Preparedness
Upper Level 309	Upper Level 303	Upper Level 306	Upper Level 308	Lower Level D & E
Early Identification in Community Settings: Cathy Rice, PhD Emory Autism Center	Learn the Signs, Act Early (LTSAE) Camille Smith, EdS Prevention Research Branch, NCBDDD, Center for Disease Control	Psychoactive Medications Use in ASD Roy Sanders, MD Decatur Family Psychiatry	A Medical Home is Not a House, but Everyone Needs One Janice Nodvin Adult Disability Medical Home, Inc.	A Spectrum of Emergency Preparedness Ninetta Violante Captain, City of Decatur Fire Department

1:45p – 2:30p

CLOSING KEYNOTE
Marshlynn Yeargan-Allsopp, MD
National Center on Birth Defects and Developmental Disabilities (NCBDDD), Center for Disease Control, Atlanta, GA
Facilitator: Daniel Crimmins, PhD, Center for Leadership in Disability, GSU

2:30p – 4:00p

Networking Break with Snack (Ballroom A / Keynote area) & Exposition



Wednesday, April 29

Early Intervention & Preschool Services Breakout Details

Autism Plan for Georgia Definition

Early Intervention services provide families of children with developmental disabilities (including autism) between birth and age three with services to enhance development; these are guided by an Individualized Family Service Plan (IFSP) and are coordinated through Babies Can't Wait in Georgia.

Preschool Services are the services and supports provided to children with developmental disabilities (including autism) between three and five; these are guided by an Individualized Education Program (IEP) developed to fulfill the mandate for a "free and appropriate public education" and are coordinated through the local school district.

APG Implementation Quality Indicators

QI 1: Children with autism receive services appropriate for their needs. That is, services are provided by competent providers, with the frequency, duration, and fidelity needed to be effective.

QI 2: Professionals and parents work together in planning the transition from an IFSP in Babies Can't Wait to an IEP in preschool.

QI 3: The IEP identifies the services and supports that meet the child's specific needs in the least restrictive environment, including the consideration of assistive technology and positive behavior supports.

Presenters, Time & Location

Wednesday, April 29

11:30pm – 12:30pm

Upper Level 309

Jennifer Staple-Wax, PsyD

Associate Professor, Department of Pediatrics, Emory University School of Medicine; Director, Infant and Toddler Clinical Research Operations, Marcus Autism Center, Atlanta, GA

APG Quality Indicator addressed: QI 1

Early Autism Intervention: Clinical Practice, Professional Training, and Community Viable Solutions

Dr. Staple-Wax will address the current state of early intervention and introduce a variety of early intervention techniques and services for young children. She will review initiatives to increase provider knowledge, skills, and practices that are effective and community viable for young children, with emphasis on children 0-3 years of age. Her talk will review issues with early intervention and how the Marcus Autism Center is addressing these issues in a community viable way.

Wednesday, April 29

2:45pm – 3:45pm

Upper Level 309

Michael Morrier, PhD, BCBA-D

Assistant Director for Early Childhood Programs, Emory Autism Center and Assistant Professor, Emory University, Atlanta, GA

APG Quality addressed: QI 1

Current Early Treatment and Educational Services for Autism Spectrum Disorder Ages 0-5

This presentation will review current best practices for early treatment and educational services for children with autism spectrum disorder (ASD) ages birth through 5 years. Review of data on key features of recommended early treatment and educational services for children with ASD as well as what is currently available to families will be described. Recommendations for effective treatment will be reviewed.



Wednesday, April 29

Family Support Breakout Details

Autism Plan for Georgia (APG) Definition

Family Support refers to the services and supports, both formal and informal, that help to enhance a family's ability to thrive while caring for and supporting a child with autism.

APG Implementation Quality Indicators

QI 1: Families have access to comprehensive, flexible, and family-centered supports, such as support groups, parent training and education, respite, and after-school care.

QI 2: Supports reflect family culture, needs, values, and preferences.

QI 3: Family supports assist the family in accessing both formal and informal supports in the broader community.

Presenters, Time & Location

Wednesday, April 29

11:30pm – 12:30p

Upper Level 303

Claire Dees

Community Engagement Manager, Parent to Parent of Georgia, Atlanta, GA

APG Quality Indicators addressed: QI 1, 2, & 3

Are We Having Fun Yet

Strategies for creating meaningful and happy lives using supports and resources in your community. And, yes, it can be fun!

Wednesday, April 29

2:45pm – 3:45pm

Upper Level 303

Cheryl Rhodes, MS, LMFT

Director, Case Management, Marcus Autism Center, Atlanta, GA

APG Quality Indicator addressed: QI 1

Recipes for Success: Essential Ingredients of Family Support

This session will review recommendations of essential services and supports for families of children with ASD that promote individual and family well-being across the lifespan. Drawing on research and family experiences, we will discuss the questions, Is there a recipe for successful family support? and if so, How can we assure that communities offer the right 'ingredients'?



Wednesday, April 29

Elementary & Secondary Education Breakout Details

Autism Plan for Georgia (APG) Definition

Elementary & Secondary Education refers to services and supports provided to children, youth, and young adults with autism; these are guided by an Individualized Education Program (IEP) developed to fulfill the mandate for a “free and appropriate public education” and are coordinated through the local school district.

APG Implementation Quality Indicators

QI 1: Children with autism receive educational supports that maximize their potential.

QI 2: Teaching methods address the unique needs of each student with autism while recognizing the student's strengths and interests. Methods vary based on age and developmental appropriateness. Instruction may, therefore, be delivered individually or in small groups, as well as be embedded into natural routines and large groups.

QI 3: Instruction focuses on improving functional communication, socialization, and self-regulation skills, in addition to learning the general curriculum.

Presenters, Time & Location

Wednesday, April 29

11:30pm – 12:30pm

Upper Level 306

Debbie Reagin, EdD

Education Program Specialist, Georgia Department of Education, Atlanta, GA

APG Quality Indicators addressed: QI 1 & 2

Individuals with Disabilities Education Act: An Overview

Debbie Reagin, Autism and Intellectual Disabilities Program Specialist from the Georgia Department of Education will review the key provisions of the Individuals with Disabilities Education Act (IDEA), Federal legislation that “ensures that all children with disabilities have available to them a free and appropriate public education (FAPE) that emphasizes special education and related services designed to meet the unique needs of children with disabilities, and to prepare them for further education, employment and independent living.

Wednesday, April 29

2:45pm – 3:45pm

Upper Level 306

Jean Estes, Esq

Attorney, Advocates for Special Education, State of Georgia, Lawrenceville, GA

Mitzi Proffitt

Regional Manager, Parent to Parent of Georgia, Brooklet, GA; Chair for the State, Georgia Council on Developmental Disabilities

APG Quality Indicators addressed: QI 1

A Parent/Lawyer Conversation

Jean, Special Education lawyer, and Mitzi, Chair of the Georgia Council on Developmental Disabilities, both are mothers of young men with disabilities who strive to build skills through their IEP to support their life in the community. They will share their stories and strategies to support their children in achieving success.



Wednesday, April 29

Community Services & Supports Breakout Details

Autism Plan for Georgia (APG) Definition

Community Services & Supports promote independence, productivity, and integration and inclusion into the community for children, youth and adults with autism.

APG Implementation Quality Indicators

QI 1: Children, youth, and adults with autism and their families have access to services and supports that promote safety, learning, and independence at home. Examples include in-home behavior supports, affordable child care, and home instruction in self-help skills.

QI 2: Children, youth, and adults with autism and their families have access to services and supports that promote safety, learning, and independence in the community. Examples include recreational opportunities and camps.

QI 3: Professional programs link with community agencies to assist families to access supports and services needed by families of children with autism, including affordable childcare.

Presenters, Time & Location

Wednesday, April 29

11:30pm – 12:30pm

Upper Level 308

Allison O'Hara, EdS, MS

Behavioral Consultant and Therapist, Center for Leadership in Disability and Professor of Public Health, Georgia State University, Atlanta, GA

APG Quality Indicators addressed: QI 2

Using Visual Supports to Help Increase Independence in Children with ASD

This presentation will equip attendees with instructional strategies to boost independence in children with ASD as they access community settings. Much focus will be given to the use of visual aids and schedules as supportive tools. Attendees will learn both child-directed and community-directed strategies to promote child safety and functioning so that inclusion within community settings may be maximized.

Wednesday, April 29

2:45pm – 3:45pm

Upper Level 308

Lillie Huddleston, PhD

Clinical Assistant Professor, Health Promotion and Behavior, Center for Leadership in Disability, Georgia State University, Atlanta, GA.

APG Quality Indicators addressed: QI 1 & 3

Positive Behavior and Visual Supports Project for Children and Families in Babies Can't Wait

The Positive Behavior and Visual Supports (PBVS) project was designed as a 5-session home-based program to complement services provided by Babies Can't Wait. This presentation will cover an overview and discussion of project goals and objectives. Attendees will be informed of the current progress of the implementation of the PBVS across the state of Georgia. The presentation will conclude with a discussion of preliminary outcomes and future directions for the project.



Wednesday, April 29

Adult Services & Supports Breakout Details

Autism Plan for Georgia (APG) Definition

Adult Services & Supports promote independence, productivity, citizenship, and inclusion into the community for adults with autism over the age of 21.

APG Implementation Quality Indicators

QI 1: Adults with autism in Georgia are able to support themselves and achieve conventional markers of adulthood.

QI 2: Residential supports and housing are accessible and available to adults with autism.

QI 3: Adults with complex needs receive appropriate services, provided by competent providers, with the frequency, duration, and fidelity needed to be effective.

Presenters, Time & Location

Wednesday, April 29

11:30pm – 12:30pm

Lower Level Ballroom D & E

Jason Cavin, MS, MA, LPC, BCBA

Director of Behavior Supports and Consultation, Center for Leadership in Disability, Georgia State University, Atlanta, GA

APG Quality Indicators addressed: QI 3

Supporting independence, productivity and inclusion through the use of positive behavior supports. This presentation will focus on providing participants with the tools needed to better promote independence, productivity and inclusion of adults with autism spectrum disorders. The presenter will use a combination of discussion and interactive exercises to walk participants through the use of positive behavior supports as a process for better supporting others in achieving their life goals.

Wednesday, April 29

2:45pm – 3:45pm

Lower Level Ballroom D & E

Adult Panel:

Miyah Sundermeyer

Self-Advocate; Center for Leadership in Disability and Professor of Public Health, Georgia State University, Atlanta, GA

Scott Bales

Vice-president, Atlanta Autism Consortium, Inc.; President of the Advocacy Benevolence Leadership Empowerment (ABLE); Master student in Public Policy, Andrew Young School of Policy Studies, Georgia State University, Atlanta, GA.

Scott Robertson

Self-Advocate; Co-Founder of the Autism Self Advocacy Network (ASAN), a nonprofit organization “run by and for Autistic people”; PhD student in Information Sciences and Technology at Penn State University

APG Quality Indicators addressed: QI 1 & 2

A panel of young adults with autism will share their life experiences in achieving the conventional markers of adulthood.



Thursday, April 30

Referral & Diagnosis Breakout Details

Autism Plan for Georgia (APG) Definition

Referral is a recommendation that a child, who has been screened through a standardized developmental or autism-specific assessment, be further evaluated by a professional qualified to determine a diagnosis and/or eligibility for services.

Diagnosis is based on the assessment of an individual using the criteria in the fifth edition of Diagnostic and Statistical Manual of Mental Disorders (DSM-5) developed by the American Psychiatric Association.

APG Implementation Quality Indicators

QI 1: Families have a range of referral options so that children with disabilities may receive timely and appropriate evaluations.

QI 2: Autism is best evaluated by a team of knowledgeable professionals using validated methods that identify both the needs and strengths of the child, and can differentially diagnose autism from other developmental concerns.

QI 3: Children and families from all racial, ethnic, and cultural backgrounds have access to culturally competent services relating to referral, evaluation, and diagnosis.

Presenters, Time & Location

Thursday, April 30

10:30am – 11:30pm

Upper Level 309

Celine Saulnier, PhD

Assistant Professor, Department of Pediatrics, Emory University; Clinical Director for Research, Marcus Autism Center, Atlanta, GA

APG Quality Indicators addressed: QI 2 & 3

Conducting Comprehensive Evaluations for the Diagnosis of Autism Spectrum Disorders

This workshop will provide an overview of the need for conducting comprehensive and multidisciplinary evaluations for the diagnosis of autism spectrum disorders. Components will include discussion of the clinical features of ASD, how to assess developmental, cognitive, diagnostic, speech, language, communication, and behavioral profiles, and how this information can be used to inform treatment and intervention. Cultural diversity aspects will be discussed, including the role of race, ethnicity, and socioeconomic status in access to care.

Thursday, April 30

12:30pm – 1:30pm

Upper Level 309

Cathy Rice, PhD

Director, Emory Autism Center; Adjunct Assistant Professor, School of Medicine, Emory University, Atlanta, GA

APG Quality Indicators addressed: QI 1

Early Identification in Community Settings: Developmental Monitoring, Screening, and Assessment

This presentation will review the process of early identification of developmental concerns and signs of autism in the first few years of life. Information on next steps for referral, assessment, and needs for increasing assessment and services support in Georgia will be discussed.



Thursday, April 30

Early Identification & Screening Breakout Details

Autism Plan for Georgia (APG) Definition

Early Identification refers to a parent, educator, health professional, or other adult's ability to recognize developmental milestones in children and to understand the value of early intervention.

Screening refers to the use of standardized developmental or autism specific assessments to identify delays in development that may indicate the need for further evaluation.

APG Implementation Quality Indicators

QI 1: All children receive coordinated broad developmental and autism-specific screening at prescribed intervals, as well as when concerns are raised about a child's development.

QI 2: Developmental concerns of all children are recognized early as part of routine surveillance and screening.

QI 3: If developmental concerns are identified, families receive timely referrals for evaluation.

Presnters, Time & Location

Thursday, April 30

10:30am – 11:30pm

Upper level 303

Diana Robins, PhD

Associate Professor, AJ Drexel Autism Institute, Philadelphia, Pennsylvania

APG Quality Indicators addressed: QI 1 & 2

Standardized Screening Facilitates Early Detection of Autism Spectrum Disorder (ASD)

Standardized screening and ongoing developmental surveillance are crucial for early detection of Autism Spectrum Disorder (ASD). This presentation will review the presentation of ASD in toddlers, define screening and surveillance, describe how to evaluate strategies for screening and surveillance, and present data demonstrating the efficacy of screening to identify children at risk for ASD. Data will highlight large primary care studies using the Modified Checklist for Autism in Toddlers, with Follow-Up, and its revised version (M-CHAT/F and M-CHAT-R/F).

Thursday, April 30

12:30pm – 1:30pm

Upper level 303

Camille Smith, M.S., EdS

Behavioral Scientist, Prevention Research Branch, National Center on Birth Defects and Developmental Disabilities (NCBDDD), Center for Disease Control, Atlanta, GA

APG Quality Indicators addressed: QI 1, 2, & 3

Learn the Signs, Act Early (LT SAE)

This session will highlight CDC's "Learn the Signs. Act Early." program which aims to improve early identification of young children with autism spectrum disorder and other developmental disabilities and implements strategies that promote the importance of acting early if a delay is suspected. This session will provide an overview of resources and tools available through the "Learn the Signs. Act Early" program, including the on line training tool for child care providers. In addition, information will be provided on the HHS/Dept. of Education developmental and behavioral screening initiative designed to promote developmental screening in all systems of care that serve young children.



Thursday, April 30

Medical & Behavioral Health Services Breakout Details

Autism Plan for Georgia (APG) Definition

Health Services are the care provided to children, youth, and adults with autism to ensure their physical health and well-being.

Behavioral Health Services are comprehensive and coordinated services for children and adults by medical and other health professionals trained in supporting the unique needs of people with autism and other co-occurring behavioral health diagnoses.

In a **Medical Home**, families work closely with primary care providers in ensuring coordinated, comprehensive, and continuous health care. The medical home is a partnership between physicians and families that addresses both medical and non-medical needs.

APG Implementation Quality Indicators

QI 1: Health care providers, including medical, dental, behavioral health, and other health professionals, are knowledgeable about how to support the routine needs of children with autism and their families.

QI 2: Children with autism and their families can access health and dental specialists who are able to support the needs of children with autism.

QI 3: Children with autism have access to a medical and dental home that provides comprehensive, coordinated care.

QI 4: Children with autism have access to behavioral health professionals who are knowledgeable of and trained in the unique needs of children with autism and their families.

Presenters, Time & Location

Thursday, April 30

10:30am – 11:30pm

Upper Level 306

Patricia Matthews, MD, FAAP

WellStar Medical Group Pediatric & Adolescents Center

APG Quality Indicators addressed: QI 1

Autism and the Medical Home. Visiting the Pediatrician from the Eyes of a Parent.

A discussion on ways that a primary care physician diagnoses and treats autism. Conversation about making an office visit with a child on the Autism Spectrum more comfortable and productive for the parents and child. Discussion about making a medical home for patients with ASD, involving specialists, therapists, educators.

Thursday, April 30

12:30pm – 1:30pm

Upper Level 306

Roy Sanders, MD

Psychiatrist, Decatur Family Psychiatry, Decatur, GA

APG Quality Indicators addressed: QI 2 & 4

Psychoactive Medications Use in ASD

Exploring the use of psychopharmacologic agents to treat problems in a person with Autism Spectrum Disorder (ASD).



Thursday, April 30

Transition from Youth to Adult Systems Breakout Details

Autism Plan for Georgia (APG) Definition

The time of **Transition from Youth to Adult Systems** for individuals with autism is notable for the movement from services and supports that are available as entitlements to those requiring that eligibility be established. This includes the transition from an IEP to employment, post-secondary education, or other supports; the move from pediatric services to adult health providers; and the need for greater independence in utilizing transportation, residential options, and community living. The transition period begins at age 14 and extends to age 22 and older.

APG Implementation Quality Indicators

QI 1: Professionals, parents, and students work together in planning transitions from one program or service to another with consideration of the individual's gifts, talents, and abilities.

QI 2: Youth with autism between the ages of 14 and 22, after career and interest assessments, are provided with a variety of vocational, educational, recreational, and residential opportunities that reflect personal preferences in preparing for the transition to adulthood.

QI 3: Youth with autism transition to adult medical services provided by primary care providers knowledgeable about autism.

Presenters, Time & Location

Thursday, April 30

10:30am – 11:30pm

Upper Level 308

Roy Sanders, MD

Psychiatrist, Decatur Family Psychiatry, Decatur, GA

APG Quality Indicators addressed: QI 3

Sexuality-Issues for People Living with ASD

Understanding the sexual development of individuals with ASD.

Thursday, April 30

12:30pm – 1:30pm

Upper Level 308

Janice Nodvin

Executive Director and Clinical Director, Adult Disability Medical Home, Inc. (ADMH)

APG Quality Indicators addressed: QI 1 & 3

A Medical Home is not a House, but Everyone Needs One.

Health and wellness for all individuals with developmental disabilities transitioning to adult care is often fragmented and difficult to access. We will present a best practice model of the Patient Centered Medical Home which places the needs of patients at the center of healthcare services. This includes a holistic approach to care for successful areas of health, wellness, living and recreational options. This session provides the participant with strategies, and a timeline for transferring from pediatric to adult services and then maintaining the healthcare partnership.



Thursday, April 30

Emergency Preparedness & First Responders Breakout Details

Autism Plan for Georgia (APG) Definition

Emergency Preparedness is the capability of the public health and health care infrastructure, communities, families, and individuals, to prevent, respond to, and recover from emergencies in a coordinated and continuous manner. First Responders are law enforcement, fire, and medical emergency personnel that interact, support, treat, and meet the needs of children, youth and adults with autism.

APG Implementation Quality Indicators

QI 1: Needs of children, youth, and adults with autism are considered in state and local emergency preparedness plans.

QI 2: Children, youth, and adults with autism are informed and prepared to handle emergencies. For example, families have the knowledge and resources to plan and practice emergency plans.

QI 3: First responders, such as police officers and emergency medical personnel, are equipped to support children, youth, and adults with autism in times of crisis.

Presenters Time & Location

Thursday, April 30

10:30am – 11:30pm

Lower Level D & E

Debi Taylor

Autism Specialist, Founder of Spirit of Autism, Inc. ("Training for emergency Responders") and co-founder/active member of the Fire Rescue Reserve, Atlanta, GA

Austin Harris

Self-advocate, currently pursuing a degree in Criminal Justice at Gwinnett Technical College

APG Quality Indicators addressed: QI 1, 2, & 3

Debi has a child with Autism and Austin is an adult with Asperger's. This gives Spirit of Autism a unique edge to be able to train emergency responders using real-life scenarios and first-hand experiences on both sides of the spectrum.

Thursday, April 30

10:30am – 11:30pm

Lower Level D & E

Ninetta Violante, BA, MS

Captain, City of Decatur Fire Department, Decatur, GA

APG Quality Indicators addressed: QI 1, 2, & 3

Safety and special issues for emergency personnel when responding, special issues we consider when responding. For the parent and families, what we tell our special needs community to be better prepared.