

Maryland Center for Developmental Disabilities 2024 Annual Learning Series Course Catalog

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Course #: 001

[Fostering Meaningful Inclusion and Belonging at Work and in Life Spaces: Why it Matters and How to Prioritize it.](#)

Presenters: Kristine Nellenbach, MS, and Mirian Ofonedu, PhD, LCSW-C

Date: Thursday, April 4, 2024; **Location:** Online Event/Live Interactive Webinar

Time: 9 a.m. – 12:15 p.m. EST

CEUs/Category: 3.0 Cat. 1 CEUs

Course Description:

To address the inequalities faced by people with disabilities and their families, the concept of social inclusion must go beyond narrow understandings and promotion of increased presence of marginalized groups but rather on the need for them to occupy and play valued social roles within society and community life. This session will provide opportunity for participants to learn what meaningful inclusion and belonging means, why it matters, factors that hinder or facilitate it, and effective strategies for fostering meaningful inclusion at individual community and organizational levels. Participants will have the opportunity to work in small groups to apply the strategies and develop their own action plan for increasing meaningful inclusion and belonging in various spaces.

Instructional Level: Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Describe ways to prioritize the cultivation of meaningful inclusion and belonging for people with disabilities and others.
2. List 2-4 examples of ways to address barriers and factors that hinder meaningful inclusion.
3. Discuss strategies for effective implementation of meaningful inclusion at individual, community, and organizational levels.

Target Populations:

- Psychologists
- Social workers
- Counselors
- Educators
- Parents and caregivers
- Nurses
- Clinical and medical staff
- Direct support professionals and other community service providers
- Speech-language pathologists
- Physical and occupational therapists
- Students and trainees



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Course #: 002

Examining Structural Violence through an Intersectional Disability Justice Lens: Active Shooter Drills, Resource Officers and Police Brutality

Presenters: Christopher Mason-Hale, BSW and Tyler Cochran, JD

Date: Thursday, April 25, 2024; **Location:** Online Event/Live Interactive Webinar

Time: 9 a.m. – 12:15 p.m. EST

CEUs/Category: 3.0 Cat. 1 CEUs

Course Description:

Violence against People with Disabilities (PWD) is common and a widespread phenomenon. PWD are at higher risk of negative psychological consequences resulting from violence compared to those without disabilities. Many of the policies intended to protect PWD in many areas were created without participation of PWD, leaving them vulnerable to structural violence. This session examines the ways PWD are impacted by structural violence through: 1) a lack of consideration in emergency preparedness and active shooter drills in K-12 schools, 2) disproportionate discipline and arrest rates including by School Resource Officers and disproportionate rates of police brutality, and 3) offer strategies for effective advocacy.

Instructional Level: Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Describe how ableism intersects with key public policy debates including mass shootings, police brutality and use of school resource officers.
2. Identify ways to improve the quality of active shooter drills in schools and organizations to prioritize the wellbeing and safety of people with disabilities in the crisis planning.
3. Identify how the presence of school resource officers in schools impacts students with disabilities and students of color.
4. Discuss the state of research and the current gaps in reporting surrounding disability and police brutality and offer strategies for effective advocacy.

Target Populations:

- Psychologists
- Social workers
- Counselors
- Educators
- Parents and caregivers
- Nurses
- Clinical and medical staff
- Direct support professionals and other community service providers
- Speech-language pathologists
- Physical and occupational therapists
- Students and trainees



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Course #: 003

Supporting Children and Youth in Foster Care through Effective Engagement of Foster Parents in the Community

Presenters: Christyn Hand, LCSW-C and Barbra Obst, MEd, BSN, NCSN

Date: Wednesday, May 1, 2024; **Location:** Online Event/Live Interactive Webinar

Time: 9 a.m. – 12:15 p.m. EST

CEUs/Category: 3.0 Cat. 1 CEUs

Course Description:

Children and youth in foster care and their foster parents encounter barriers within the system that can impact their well-being and engagement with health care providers, educators and others in community settings. This session explores how strengthening partnerships and clarifying of roles between child welfare workers, foster parents and community providers positively impacts the services, supports and care that foster youth receive. Tips, strategies and best practices, including Focus of Change and Partnering for Success, an evidence-based model focusing on cross-system collaboration and engagement of treatment foster parents, child welfare and mental health/medical professionals will be discussed.

Instructional Level: Intermediate

Learning Objectives: This workshop is designed to help participants:

1. List national and local statistics regarding children in the foster care system and positive/negative outcomes
2. Summarize the similarities and differences between youth placed in licensed foster homes through the Department of Social Services vs. Treatment Foster Care (TFC) Programs as it relates to routines and specialty health care, trauma, medication administration, education, legal involvement, and training of foster parents.
3. Describe the roles of TFC parents and interdisciplinary team members in cross-system collaboration
4. Discuss best practices for serving children and youth in foster care from admission to discharge/after-care in some case examples.

Target Populations:

- Educators
- Psychologists
- Social workers
- Counselors
- Nurses
- Clinical and medical staff
- Speech-language pathologists
- Physical and occupational therapists
- Community members
- Students and trainees



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Course #: 004

Suicidal Behaviors in People with Intellectual and/or Developmental Disabilities: Strategies for Successful Care

Presenters: Mirian Ofonedu, PhD, LCSW-C

Date: Thursday, May 23, 2024; **Location:** Online Event/Live Interactive Webinar

Time: 9 a.m. – 12:15 p.m. EST

CEUs/Category: 3.0 Cat. 1 CEUs

Course Description:

People with intellectual and/or developmental disabilities (IDD) are at increased risk for undetected suicidal thoughts and behaviors and for developing suicidal thoughts and behaviors, which usually creates high anxiety for professionals, parents and caregivers caring for and working with them. This training aims to increase professionals', parents' and caregivers' knowledge and skills to recognize risk and protective factors, warning signs and suicidal behaviors in people with IDD, and to facilitate early referral of those at risk for suicide.

Instructional Level: Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Summarize what is known about suicide in the IDD population.
2. List 2-3 false assumptions that limited cognitive abilities serve as protective factors and list 2-3 ways to address them.
3. Recognize risk and protective factors and their existence on multiple levels, and why suicide prevention in the IDD population involves everyone and should be targeted at all levels.
4. Explain why we need to routinely screen for suicidality in this population. List 2-3 available screening measures.
5. Apply practical strategies for successful care outcomes.

Target Populations:

- Psychologists
- Social workers
- Counselors
- Educators
- Parents and caregivers
- Nurses
- Clinical and medical staff
- Direct support professionals and other community service providers
- Speech-language pathologists
- Physical and occupational therapists
- Students and trainees



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Course #: 005

Cultural Humility and Working with Culturally Diverse Population: Applying the Family as Host Model for Culturally Responsive Practice

Presenter: Mirian Ofonedu, PhD, LCSW-C

Date: Thursday, June 6, 2024; **Location:** Online Event/ Live Interactive Webinar

Time: 9 a.m. – 12:15 p.m. EST

CEUs/Category: 3.0 Cat. 1 CEUs

Course Description:

For diverse individuals, families and communities to be meaningfully engaged in service, education and/or research programs, they first need to feel understood, respected and valued. When professionals deliberately and proactively use culturally responsive strategies to provide information, resources and support to individuals and families who are from diverse cultural backgrounds, they create opportunities for meaningful engagement, which then yields better outcomes. This workshop will provide professionals with the opportunity to learn how to apply the “Family as Host” model for culturally responsive practice in their work to foster better and more comprehensive relationships with culturally diverse families and communities. **This seminar reflects continuing education program content that is intended to meet most professional licensing board requirements of enhancing competency in the provision of culturally responsive practice to diverse populations. It also meets the Anti-Oppressive Social Work Practice content requirement.**

Instructional Level: Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Describe 2-3 facilitators and 2-3 barriers to effective engagement with culturally diverse individuals and families in treatment and service programs.
2. List 3-4 best practices that produce more equitable treatment experiences and outcomes for culturally diverse individuals and families.
3. Discuss best practices for targeting engagement early and throughout the care and service provision process and practice cultural humility to promote positive outcomes.
4. Apply the “Family as Host” model for culturally responsive practice in their work to foster better and more comprehensive relationships with culturally diverse families and communities.

Target Populations:

- Psychologists
- Social workers
- Counselors
- Educators
- Parents and Caregivers
- Nurses
- Clinical and medical staff
- Support staff and other community service providers
- Speech-language pathologists
- Physical and occupational therapists
- Students and trainees



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Course #: 006

Transition Planning and Preparing for the Future for Students with Disabilities: Strategies for Positive Outcomes

Presenters: Jennifer Falter, Esq. and Rebecca Colangelo, EdD

Date: Thursday, June 13, 2024; **Location:** Online Event/Live Interactive Webinar

Time: 9 a.m. – 12:15 p.m. EST

CEUs/Category: 3.0 Cat. 1 CEUs

Course Description:

For youth with disabilities and their families, the transition period to adult healthcare and psychosocial needs presents many challenges. Many parties play a critical role in supporting the success of transitioning youth with disabilities who are moving from school into the adult world. Understanding factors that facilitate or hinder the transition planning process is critical to ensure that best practice models of intervention and support that are culturally responsive are in place to meet the needs of the youth and their families. This session will provide a broad overview of the process of transition planning and ways to identify and create specific plans to support the life goals and needs of students with disabilities after high school and into adulthood.

Instructional Level: Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Describe the transition planning process required by the Individuals with Disabilities Education Act (IDEA) and Supported Decision-Making Agreements laws and how they can be utilized as part of the transition planning goals of the student's Individualized Education Plan (IEP).
2. Describe available legal options for less restrictive alternatives to Guardianship and what is required to be able to effectively utilize those alternatives.
3. Summarize the Guardianship process and list what is required to obtain an order of Guardianship from the court.
4. Apply best practices associated with supporting the psychological and social needs of transitioning youth with disabilities that build a foundation for life-long wellness.
5. Describe the difference between eligibility and entitlement funding to help facilitate a seamless transition into appropriate services, and after graduation.

Target Populations:

- Psychologists
- Social workers
- Counselors
- Educators
- Parents and caregivers
- Nurses
- Clinical and medical staff
- Direct support professionals and other community service providers
- Speech-language pathologists
- Physical and occupational therapists
- Students and trainees



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Course #: 007

Designing IEPs for Children Exposed to Trauma and Using IEP to Address the Effect of Trauma

Presenters: Annie Carver, Esq. **and** Tyler Cochran, JD

Date: Thursday, June 20, 2024; **Location:** Online Event/Live Interactive Webinar

Time: 9 a.m. – 12:15 p.m. EST

CEUs/Category: 3.0 Cat. 1 CEUs

Course Description:

Traumatic experiences can impact a child's cognitive, social-emotional, and academic development. This session will include a discussion on how to address the effects of traumatic experiences on a child through an individualized education program (IEP), identify federal eligibility categories children who have experienced trauma may be eligible under, and outline supports and services that help a child access their education. Finally, best practices for collaborating with a child's out-of-school healthcare professionals to better meet their educational needs will be discussed.

Instructional Level: Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Discuss how trauma affects a child's cognitive and academic development.
2. Identify how trauma fits into IEP eligibility categories.
3. Describe how trauma manifests on school-based assessments.
4. Select the types of supports and services a child can get to address the effects of trauma.
5. Discuss how to coordinate with out-of-school health care and mental health providers.

Target Populations:

- Psychologists
- Social workers
- Counselors
- Educators
- Parents and caregivers
- Nurses
- Clinical and medical staff
- Support staff and other community service providers
- Speech-language pathologists
- Physical and occupational therapists
- Students and trainees



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Course—#: 008

Hot Topics: Informal School Removals and How Those Working with Students with Disabilities can Respond

Presenters: Mallory Legg, Esq. and Maureen van Stone, Esq., MS

Date: Thursday, July 18, 2024; **Location:** In-Person Event – PACT Building

Time: 9 a.m. – 12:15 p.m. EST

CEUs/Category: 3.0 Cat. 1 CEUs

Course Description:

Educators, parents, advocates, attorneys and other professionals can effectively respond to informal school removals to protect the rights of children with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504). This session will include review of federal laws and guidance relevant to informal school removals, types of informal removals, and how to respond to these informal removals. The types of removals that meaningfully reduce the amount of class time per week (including undocumented suspensions, informal removal from the classroom, overuse of quiet or calm down rooms, and misuse of home and hospital teaching as behavioral management) will be reviewed. Highlights from the July 2022 United States Department of Education (USDOE) federal discipline guidance will also be covered.

Instructional Level: Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Identify which federal laws and guidance are relevant to informal school removals.
2. List the types of informal removals and outline relevant federal legal principles, such as least restrictive environment, free appropriate public education (FAPE), and the discipline provisions contained in the IDEA and Section 504.
3. Describe strategies and supports that can be used to address the issue of informal school removals.

Target Populations:

- Psychologists
- Social workers
- Counselors
- Educators
- Faith leaders
- Parents and caregivers
- Nurses
- Clinical and medical staff
- Support staff and other community service providers
- Speech-language pathologists
- Physical and occupational therapists
- Students and trainees



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Course #: 009

Neurodiversity in the Workplace: Practical and Ethical Considerations for Neurodiversity Inclusion in Organizations

Presenters: Tracy Waller, Esq., MPH and Maureen van Stone, Esq., MS

Date: Wednesday, July 24, 2024; **Location:** In-Person Event – PACT Building

Time: 9 a.m. – 12:15 p.m. EST

CEUs/Category: 3.0 Cat. 1 CEUs

Course Description:

Neurodiversity touches one in eight people around the world. Although people who identify as neurodivergent may bring new perspectives to an organization's efforts to create or recognize value, they are much more likely to be unemployed compared to their neurotypical counterparts. Promoting a cultural shift of inclusion for neurodivergent individuals in the workplace is critical to expanding diversity within organizations. This presentation will expand providers and organization leaders' knowledge on the equitable inclusion of neurodiverse people, implications and considerations for practice, and strategies for facilitating inclusive education among providers.

Instructional Level: Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Discuss the importance of equitable inclusion of neurodiverse people in workplaces.
2. Describe the ethical considerations and legal protections available at all stages of the process: from interviewing to hiring to working with others.
3. Describe reasonable accommodation and recognize how they can impact and improve workplace relationships.
4. Recognize communication gaps and apply strategies for conflict resolution and inclusive education for successful outcome.

Target Populations:

- Psychologists
- Social workers
- Counselors
- Educators
- Parents and caregivers
- Nurses
- Clinical and medical staff
- Direct support professionals and other community service providers
- Speech-language pathologists
- Physical and occupational therapists
- Students and trainees



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Course #: 010

Social Justice and Promoting Positive Mental Health Outcomes for Black Youth: How School, Home and Community Members Can Help

Presenter: Mirian Ofonedu, PhD, LCSW-C

Date: Thursday, September 12, 2024; **Location:** Online Event/Live Interactive Webinar

Time: 9 a.m. – 12:15 p.m. EST

CEUs/Category: 3.0 Cat. 1 CEUs

Course Description:

To achieve health equity, eliminate disparities and improve the health of all groups, there is the a need for coalition building and strategies for promoting positive mental health outcomes for youth of color and other racial and ethnic groups. For the marginalized and underserved youth, families, and communities, the pathways to effective mental health services and supports are complex and challenging to navigate. This workshop will provide a unique learning opportunity for participants on prevention and effective strategies, which promote positive mental health outcomes for the marginalized and underserved youth, families, and communities. **This seminar reflects continuing education program content that is intended to meet most professional licensing board requirements of enhancing competency in the provision of culturally responsive practice to diverse populations. It also meets the Anti-Oppressive Social Work Practice content requirement.**

Instructional Level: Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Describe the critical role that providers and community members play in addressing social injustices and promoting positive mental health outcomes for youth of color.
2. Describe 2-3 facilitators and 2-3 barriers to effective engagement with youth of color and their families in treatment and service programs.
3. Demonstrate understanding and knowledge of best practices that produce more equitable experiences and outcomes for Black youth.
4. Apply the "Family as Host" model for culturally responsive practice and learn practical strategies for targeting engagement early and throughout the care and service provision process to promote positive health outcomes for Black youth.

Target Populations:

- Psychologists
- Social workers
- Counselors
- Educators
- Parents and caregivers
- Nurses
- Clinical and medical staff
- Direct support professionals and other community service providers
- Speech-language pathologists
- Physical and occupational therapists
- Students and trainees



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Course #: 011

Sexual Health and Intellectual and Developmental Disabilities: How Providers can Help

Presenter: Mirian Ofonedu, PhD, LCSW-C

Date: Thursday, October 10, 2024; **Location:** Online Event/Live Interactive Webinar

Time: 9 a.m. – 12:15 p.m. EST

CEUs/Category: 3.0 Cat. 1 CEUs

Course Description:

For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled (WHO, 2006). People with intellectual and developmental disabilities (IDD) are often left out of the conversation about sexuality, almost as if they are incapable of having thoughts, feelings and needs. In reality, they, too, are sexual beings that need information and skills for making healthy decisions about sexuality. This workshop will help providers who work with people with developmental disabilities and their families become more comfortable talking about this topic with people with developmental disabilities and their parents/caregivers, and how to help people with IDD have safe and satisfying relationships.

Instructional Level: Intermediate

Learning Objectives: This workshop is designed to help participants:

1. Describe specific issues about sexuality for people with developmental disabilities.
2. Discuss their own values and attitudes regarding sexuality and people with developmental disabilities.
3. Utilize effective strategies in communicating about sexuality with people with developmental disabilities and their parents/caregivers.
4. Demonstrate understanding and knowledge of effective strategies while communicating with people with IDD and their families.

Target Populations:

- Psychologists
- Social workers
- Counselors
- Educators
- Parents and caregivers
- Nurses
- Clinical and medical staff
- Direct support professionals and other community service providers
- Speech-language pathologists
- Physical and occupational therapists
- Students and trainees



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Presenter Bios



Annie Carver, Esq. is a staff attorney at Project HEAL (Health, Education, Advocacy, and Law). She received a bachelor's degree in Political Science and English from University of Rochester and a Juris Doctorate at University of Maryland Francis King Carey School of Law. While in law school, Annie served as a Project HEAL trainee and as a student attorney at her school's public health policy clinic. For the last five years, Annie has volunteered with Youth Rally, a summer camp for teens with serious medical conditions.



Barbara Obst, RN, MS is the Nurse Coordinator of the Therapeutic Foster Care Program at Kennedy Krieger Institute. She is a graduate of Russell Sage College with a BS in Nursing in 1974, and Johns Hopkins University, Master of Science in Education in 1993. She is a member of Sigma Theta Tau. She has been a clinical adjunct professor at various community colleges in Maryland, as well as Johns Hopkins School of Nursing and the Graduate School of Education at Johns Hopkins University. Prior to joining the Kennedy Krieger Therapeutic Foster Care Program, she was the Senior Nurse Educator and Coordinator for the Specialized Health Needs Interagency Collaboration (SHNIC), a grant program with MSDE and Kennedy Krieger Institute, for 20 years.



Christopher Mason-Hale, BSW had his spinal cord injury at sixteen years old during a high school football game in 2008, resulting in a quadriplegia diagnosis. In 2016, he went on to become a certified peer mentor through the Christopher & Dana Reeve Foundation. Mason-Hale is a former trainee of the LEND program and graduated from the University of Maryland, Baltimore County, where he received a bachelor's degree in social work. Mason-Hale is now the Community Advocate at the Maryland Center for Developmental Disabilities (MCDD) and the Faculty Advocate with the Maternal and Child Health Leadership Education in Neurodevelopmental and Other Related Disabilities (LEND), both at Kennedy Krieger Institute.



Christyn Hand, MSW, LCSW-C is manager of Therapeutic Foster Care at Kennedy Krieger Institute. She earned her Master's Degree in Social Work from the University of Maryland, School of Social Work (UMSSW) in 2006. She interned and was later employed with UMSSW's Family Connections of Baltimore, a research-based early intervention program grounded in neglect prevention to families in Baltimore City. For the past 17 years, Christyn has worked within the child welfare system, beginning as a clinical social worker with Baltimore County Department of Social Services and most recently as a clinical social work manager with the Therapeutic Foster Care (TFC) Program at the Kennedy Krieger Institute. Christyn has been trained in Trauma-Focused CBT, the ARC model of intervention for children with complex trauma, and she has worked extensively to implement, nationally present and train on TFC's Trauma-Integrated Model (TIM) which incorporates the use of evidence-based, trauma-informed frameworks, such as the ARC model, with the children and families involved in the program. Christyn has also assisted in the development of clinical case documentation, a program-specific CANS assessment, and a relevant CANS-ARC Mapping tool that addresses trauma-related strengths and needs of the youth and caregivers served.



Jennifer Falter, Esq. is a staff attorney for Project HEAL (Health, Education, Advocacy, and Law) focusing on alternatives to guardianships. Falter is an experienced attorney who worked in a private law firm specializing in disability-related legal issues for more than 12 years prior to joining Project HEAL.



Kristine Nellenbach, MS is the program coordinator for the Resource Finder at Kennedy Krieger Institute. Prior to her current role, she was an Elementary School teacher and Library Media Specialist for many years, and served as an eCoach and Volunteer Coordinator.



Mallory Legg, Esq. is the director of Project HEAL (Health, Education, Advocacy, and Law), a community-based program of the Maryland Center for Developmental Disabilities at Kennedy Krieger Institute. Project HEAL is Maryland's only comprehensive medical-legal partnership, which provides advocacy and legal services for low- and moderate-income children with disabilities who receive clinical services at Kennedy Krieger. [Click](#) to read presenter's bio.



Presenter Bios



Maureen van Stone, Esq., MS is the director and assistant vice president of the Maryland Center for Developmental Disabilities (MCDD) at Kennedy Krieger Institute and the founding director of Project HEAL (Health, Education, Advocacy, and Law), an MCDD community-based program. Project HEAL is Maryland's only comprehensive medical-legal partnership, which provides advocacy and legal services to children with disabilities who receive services at Kennedy Krieger Institute.

Maureen is faculty for Kennedy Krieger Institute's Center for Innovation and Leadership in Special Education, adjunct faculty at Towson University and the University of Baltimore School of Law, and a faculty affiliate with the Wendy Klag Center for Autism and Developmental Disabilities at The Johns Hopkins Bloomberg School of Public Health. Maureen is a member of Kennedy Krieger Institute's ethics program. [Click](#) to read presenter's bio.



Mirian Ofonedu PhD, LCSW-C is the director of training at the Maryland Center for Developmental Disabilities at Kennedy Krieger Institute and an associate professor at the University of Maryland Baltimore (UMB) Graduate School and the Johns Hopkins University Bloomberg School of Public Health (JHBSPH), Department of Mental Health. She is an adjunct professor at the UMB School of Social Work and a faculty affiliate of the Johns Hopkins Wendy Klag Center for Autism and Developmental Disabilities. Dr. Ofonedu is a psychologist, licensed clinical social worker and a fellow of the

American Psychological Association (APA). She served as APA Division 37 Program Chair and Task Force on Diversity Initiatives and currently serves as Chair for Division 37 Diverse, Racial, Ethnic, and Multicultural Special Interest Group (DREAM SIG) and liaison to the Committee on International Relations in Psychology. She is a recipient of the Association of University Centers on Disabilities (AUCD) Multicultural Council Award for Leadership in Diversity and the Kennedy Krieger Institute Social Justice Award. [Click](#) to read presenter's bio.



Rebecca Colangelo, EdD is the assistant director of Meaningful Community Services at Kennedy Krieger Institute.

She helps to oversee the Project SEARCH and CORE Foundations programming at Kennedy Krieger. In 2018, Dr.

Colangelo completed her doctorate in Educational Leadership from Drexel University. Her research explored the

transitional challenges that families face when adolescents with more severe diagnoses of autism spectrum disorder

transition from traditional school settings to placements with adult service agencies. In addition to her role as the assistant director, Becca serves as an adjunct faculty member for the University of Maryland and the University of the People. [Click](#) to read presenter's bio.



Tracy Waller, Esq., MPH is an attorney with the Maryland Center for Developmental Disabilities (MCDD). Prior to

joining the MCDD, she clerked for the Honorable Lawrence P. Fletcher-Hill of the Circuit Court for Baltimore City. She

was also a member of the American University Women and the Law Clinic. Prior to and concurrent with law school, she

spent several years as an Ethics Specialist for the U.S. Food and Drug Administration. She is licensed to practice law in

Maryland and Washington, D.C



Tyler Cochran, JD is a staff attorney at Project HEAL (Health, Education, Advocacy, and Law). Tyler received a

bachelor's degree in Global Studies from Loyola University Maryland and a Juris Doctorate at Stanford Law School. While

in law school, Tyler interned at the Nashville Public Defenders in Nashville, TN, as well as with Integrated Refugee and

Immigrant Services in New Haven, CT. He also served in his law school's full-time Immigrant Rights Clinic, where he

brought a successful defensive asylum case before the San Francisco Immigration Court alongside a fellow student. Prior

to law school, Tyler served as a Peace Corps Volunteer in Moshupa, Botswana, from 2017–2019. Tyler joined Project HEAL as a Legal Advocate in July of 2022 and became a Staff Attorney in October 2023. [Click](#) to read presenter's bio.



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Continuing Education Statement and Registration Information:

Kennedy Krieger Institute, Maryland Center for Developmental Disabilities is authorized by the Board of Social Work Examiners in Maryland to sponsor social work continuing education programs and maintains full responsibility for this program. This training qualifies for Category I continuing education units. Kennedy Krieger Institute is approved by the American Psychological Association to sponsor continuing education for psychologists. Kennedy Krieger Institute maintains responsibility for this program and its content. 3.0 Continuing Education Credits (Category 1) will be granted to social workers and licensed psychologists. A Certificate of Attendance will be made available for all other disciplines. No conflicts have been identified (this includes commercial support and research grants/funding). The registration fees include: \$60 for half-day workshop registrations for professionals, \$20 for half-day workshop registrations for parents/caregivers/individuals with disabilities, and \$15 for students/trainees workshop registrations.

Those registering as students must use their school email address at registration to confirm their student status. CEU credits will only be offered to those who registered and paid as professionals.

There is no processing fee required for payment by check. Apply promo code "PAYBYCHECK" at checkout. All checks must be received five business days prior to the training. If you are paying by check, please write the date of the session on the memo line. For example: "SLS June 22, 2024." Make check payable to: Kennedy Krieger Institute.

Mail check to: Maryland Center for Developmental Disabilities at Kennedy Krieger Institute, Attn: MCDD Training Program, 7000 Tudsbury Road, Baltimore, MD 21244

Kennedy Krieger Institute Employees ONLY: If your department will be covering the cost of the training, please enter your budget code when prompted. Enter promo code "KKISTAFF" at checkout. Your total will go to \$0.00 so that payment can be received via interdepartmental budget transfer. Those registering as KKI employees must use their Kennedy Krieger email address at registration to confirm their employee status.

Cancellation Policy: Refund requests must be received by e-mail Training.MCDD@kennedykrieger.org seven business days before the training. No refunds will be made thereafter.

Maryland Center for Developmental Disabilities at Kennedy Krieger Institute reserves the right to cancel any of its workshops due to unforeseen circumstances. In this event, we will refund the registration fee only and not additional costs associated with attending the workshop. Should you have any questions, call 443-923-4114.

For more information about our Annual Learning Series or to request an accommodation or assistance for individuals with disabilities, please contact us by phone at 443-923-4114 or 443-923-9555 or email at Training.MCDD@KennedyKrieger.org or visit KennedyKrieger.org/MCDDTraining; requests should be made as soon as possible but at least seven days prior to the scheduled meeting.



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