



START National Training Institute

Austin, Texas | May 1-3, 2023

*Building Connections & Activating Strengths:
35 Years of START*

Location:

Sheraton Austin Hotel at the Capitol
701 E 11st Street
Austin, Texas 78701

2023 Registration Rates

Full price registration	\$750.00
Single Day Rate: Monday	\$300.00
Single Day Rate: Tuesday	\$300.00
Single Day Rate: Wednesday	\$150.00

Visit <https://centerforstartservices.org/2023-snti> to learn more and register.

Registration Policy

Advance registration for SNTI is required. Payment or a copy of a purchase order must be provided prior to attending the SNTI.

Accommodation Statement

At the time of registration, please provide any dietary (allergies, gluten free, vegetarian, etc.) or accessibility accommodations needed (ASL interpretation, CART captioning, etc.). Please note, we will do our best to fulfill accommodation requests received after April 7, 2023.

Cancellation Policy

To receive a full refund, cancellations must be received in writing by Monday, April 10th, 2023. Cancellations made after that date cannot be refunded. Please send all correspondence to ncss.training.iod@unh.edu

The National Center for START Services (NCSS) welcomes persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation in order to participate in this program or you have any questions about the physical access that will be provided, please contact the NCSS Training Team at ncss.training.iod@unh.edu in advance of the event.

Training Evaluations

Training evaluations will be made available via a QR code in each presentation room, so participants can complete the training evaluation on site. In addition, an e-mail will be sent at the conclusion of each SNTI day, with training evaluation links for each session. On Wednesday, a QR code for the training evaluations will be displayed in the communal space of the Sheraton Austin Hotel at the Capitol. Lastly, an e-mail will be sent after the SNTI has concluded, with the link to the overall SNTI evaluation. Your feedback, comments, and ideas are very important to us, we thank you for taking the time to tell us what you think.

Who should attend?

The SNTI welcomes mental health & IDD professionals, psychologists, psychiatrists, physicians, researchers, administrators, family members, self-advocates, educators, direct support professionals, social workers, service coordinators, students, and anyone interested in promoting wellness for people with IDD-MH.

2023 SNTI Theme

Building Connections & Activating Strengths: 35 Years of START

Overall Objectives

1. Demonstrate at least three (3) practices that build connections and activate strengths for people with IDD-MH and their families.
2. Identify at least three (3) resources found within research, policies and practices that promote building connections and activating strengths.
3. Describe how building connections and activating strengths can be implemented as strategies to enhance the quality of services provided to people with IDD-MH and their families.

Sunday, April 30 th	
6:00p m- 8:00p m	Early Registration
	SNTI Coffee House Local artist showcase Music/START trivia/board games Live music Book reading/signing
Monday, May 1 st	
7:00a m	Check-In for SNTI Registrants/Information Desk Available
7:00a m- 7:45a m	Morning Meditation/Chair Yoga <i>Ashley Fleming, Down Home Ranch (Austin, TX)</i>
8:45a m- 9:00a m	Event Overview & Housekeeping <i>Beth Grosso, MSW, NCSS Director of Training & Professional Development</i>
9:00a m- 9:45a m	Welcome & Opening Remarks <i>Haley Turner, MSW, Deputy Executive Commissioner Community Services, Chief Program and Services Office</i> <i>Kelly Nye-Lengerman, PhD, MSW, Director, Institute on Disability</i> <i>Pam Flaherty, MEd, Executive Director, NCSS</i> <i>Nirbhay Singh, PhD, BCBA-D, Clinical Professor of Psychiatry and Health Behavior at the Medical College of Georgia, Augusta University</i>
9:45a m- 10:45a m	Keynote The START Model: A 35th Anniversary Retrospective <i>Joan Beasley, PhD, Research Professor, University of New Hampshire, Director, National Center for START Services, Author of the START model</i> Instructional Level: Introductory Total CEs: 1.0

		<p>This keynote presentation will explore the history and evolution of the START model, a 35-year-old evidence-based practice. Dr. Beasley will take attendees on a journey back to the 1980’s when START was first conceptualized and travel through the decades to describe the significant developments that have contributed to the present-day START model. She will review the essential elements that have contributed to the foundation of the model. This retrospective journey will illustrate what makes the START model evidence-based and highlight key factors and partners that have contributed to the success of START over the past three and a half decades.</p> <p>At the conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Describe three (3) obstacles to effective service delivery that led to the development of the START model. • Identify at least three (3) outcomes of the model that contributed to its impact. • Describe at least three (3) significant developments that contributed to the present-day START model. <p>Empirical References:</p> <p>Beasley, J., Kalb, L.G., & Klein A. (2018). Improving mental health outcomes for individuals with intellectual disability through the Iowa START (I-START) program. <i>Journal of Mental Health Research in Intellectual Disabilities</i>, 11(4), 287-300. https://doi.org/10.1080/19315864.2018.1504362</p> <p>Caoili, A., Barnhill, J., Beasley, J. B. (Eds.). (2020). Integrated Best Practice Mental Health Prescribing Guidelines in Intellectual and Developmental Disabilities. Institute on Disability/UCED, University of New Hampshire.</p> <p>Holingue, C., Kalb, L. G., Klein, A., & Beasley, J. B. (2020). Experiences with the mental health service system of family caregivers of individuals with an intellectual/developmental disability referred to START. <i>Intellectual and Developmental Disabilities</i>, 58(5), 379–392. https://doi.org/10.1352/1934-9556-58.5.379</p> <p>Kalb, L.G., Beasley, J., Caoili, A., & Klein, A. (2019). Improvement in mental health outcomes and caregiver service experiences associated with the START program. <i>American Journal of Intellectual and Developmental Disabilities</i>, 124(1), 25-34. https://doi.org/10.1352/1944-7558-124.1.25</p> <p>Kalb, L.G., Beasley, J.B., Caoili, A., McLaren, J.L., & Barnhill, J. (2021). Predictors of Mental Health Crises Among Individuals With Intellectual and Developmental Disabilities Enrolled in the START Program. <i>Psychiatric Services</i>, 72(3), 273-280. https://doi.org/10.1176/appi.ps.202000301</p> <p>Kalb, L. G., Beasley, J., Klein, A., Hinton, J., & Charlot, L. (2016). Psychiatric hospitalisation among individuals with intellectual disability referred to the START crisis intervention and prevention program. <i>Journal of Intellectual Disability Research</i>, 60(12), 1153-1164. https://doi.org/10.1111/jir.12330</p>
10:45a m- 11:00a m	Recognizing 35 Years	
11:00- 11:15a m	Break	

11:15a m- 12:15p m	Plenary	<p>Strength Activation <i>Dan Tomasulo, PhD, TEP, MFA, MAPP, psychologist, writer, & professor. Academic Director & Core Faculty, Spirituality Mind Body Institute, Teachers College, Columbia University</i></p> <p>Instructional Level: Introductory</p> <p>Total CEs: 1.0</p> <p>This interactive plenary presentation will provide a history and description of character strengths, an overview of research on the over and under-use of strengths and their relationship to the DSM. At the core of this presentation will be the introduction of Mindfulness-Based Strengths Practice (MBSP) to identify strengths in the moment. This fuses dispositional mindfulness with character strengths in a new way- a sampling of MBSP research will also be shared. This presentation will offer multiple opportunities for experiential exercises.</p> <p>At the conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Describe the history of character strengths and their impact on the science of psychology. • Identify, explain, and use their signature strengths to assist in the amelioration of obstacles in their professional life. • Explain and demonstrate the use of Mindfulness-Based Strengths Practice (MBSP) to enhance dispositional mindfulness while identifying character strengths. <p>Empirical References:</p> <p>Ivtzan, I., Niemiec, R. M., & Briscoe, C. (2016). A study investigating the effects of Mindfulness-Based Strengths Practice (MBSP) on wellbeing. <i>International Journal of Wellbeing</i>, 6(2).</p> <p>Verhaeghen, P. (2021). There is virtue in mindfulness: The relationship between the mindfulness manifold, virtues, and eudemonic wellbeing. <i>Personality and Individual Differences</i>, 176, 110767. https://doi.org/10.1016/j.paid.2021.110767</p> <p>Whelan-Berry, K., & Niemiec, R. M. (2021). Integrating mindfulness and character strengths for improved well-being, stress, and relationships: A mixed-methods analysis of Mindfulness-Based Strengths Practice. <i>International Journal of Wellbeing</i>, 11(1), 38-50. https://doi.org/10.5502/ijw.v11i2.1545</p>
12:15p m- 2:00p m	Lunch	
2:00p m- 3:30p m	Content Strand	<p>Breakout Session Attendees can choose from one of the following breakout sessions and earn 1.5 CEs</p>
	<i>Strength-Based Approaches, Inclusion, Commun</i>	<p>Application of the Convergence of Cultural Contexts Framework in START <i>Tawara Goode, MA, Associate Professor, Director, Georgetown University National Center for Cultural Competence, Georgetown University Center for Excellence in Developmental Disabilities</i> <i>Beth Grosso, MSW, NCSS Director of Training & Professional Development</i></p> <p>Instructional Level: Introductory</p>

<p>ity Connecti on</p>	<p>When working within the IDD-MH space it is necessary to recognize and understand the role of culture within the lives of persons with IDD-MH, their families, the communities in which they live, and systems that support them. This presentation will provide an overview of the Convergence of Cultural Contexts Framework and its application within the START Network to advance cultural and linguistic competence.</p> <p>At the conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Define culture and cultural diversity. • Identify cultural influences on beliefs and practices related to IDD-MH • Describe the core tenets of the Convergence of Cultural Contexts Framework. • Utilize the framework as a lens to build connections and support persons with IDD-MH and their families to navigate complex systems of supports and services. <p>Empirical References:</p> <p>Andrews, E. E., Forber-Pratt, A. J., Mona, L. R., Lund, E. M., Pilarski, C. R., & Balter, R. (2019). # SaytheWord: A disability culture commentary on the erasure of “disability”. <i>Rehabilitation Psychology, 64</i>(2), 111.</p> <p>Babik, I., & Gardner, E. S. (2021). Factors affecting the perception of disability: A developmental perspective. <i>Frontiers in Psychology, 12</i>, 702166. 10.3389/fpsyg.2021.702166</p> <p>Bigby, C., & Beadle-Brown, J. (2018). Improving quality of life outcomes in supported accommodation for people with intellectual disability: What makes a difference?. <i>Journal of Applied Research in Intellectual Disabilities, 31</i>(2), e182-e200.</p> <p>Cummings, K. P., & Hardin, B. J. (2017). Navigating disability and related services: Stories of immigrant families. <i>Early Child Development and Care, 187</i>(1), 115-127.</p> <p>Forber-Pratt, A. J. (2019). (Re) defining disability culture: Perspectives from the Americans with Disabilities Act generation. <i>Culture & Psychology, 25</i>(2), 241-256.</p> <p>Magaña, S., & Vanegas, S. B. (2021). Culture, race, and ethnicity and intellectual and developmental disabilities. In L. M. Glidden, L. Abbeduto, L. L. McIntyre, & M. J. Tassé (Eds.), <i>APA handbook of intellectual and developmental disabilities: Foundations</i> (pp. 355–382). American Psychological Association. https://doi.org/10.1037/0000194-014</p> <p>Shogren, K. A., Luckasson, R., & Schalock, R. L. (2014). The definition of “context” and its application in the field of intellectual disability. <i>Journal of Policy and Practice in Intellectual Disabilities, 11</i>(2), 109-116.</p> <p>Šubic, N., & Ferri, D. (2022). National disability strategies as rights-based cultural policy tools. <i>International Journal of Cultural Policy, 1</i>-17.</p>
<p>Integrate d Health & Wellbein g</p>	<p>Integrated mental health treatment guidelines for Prescribers in Intellectual and Developmental Disabilities Andrea Caoili, LCSW, Director of Quality Assurance & Research, NCSS Joan Beasley, PhD, LMHC, Research Professor, Director, National Research Consortium on IDD-MH, Author of the START model Jennifer McLaren, MD, Chief Medical Advisor, NCSS Micah Peace-Urquilla, BA, NCSS Research and Training Assistant</p>

		<p>Instructional Level: Intermediate</p> <p>Individuals with Intellectual and Developmental Disabilities experience significant health inequities in medical and psychiatric care. Few prescribers receive guidance on the unique needs of individuals with intellectual and developmental disabilities and mental health service experiences (IDD-MH). The Integrated Mental Health Treatment Guidelines for Prescribers in Intellectual and Developmental Disabilities, funded with a grant from the WITH Foundation, was developed in 2020 in response to the need for more information to improve practices in the mental health system. This presentation will provide an overview of the Guidelines and describe the development process which included focus groups, peer review, evaluation and revision, and dissemination. Treatment recipients, families, and prescribers were integral partners in the development of effective guidelines, and to assure prescribers are made aware of the impact that medical and psychosocial factors have on emotional well-being.</p> <p>At the conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Recognize that people with intellectual and developmental disabilities (IDD) and co-occurring mental health (MH) needs experience gaps in healthcare services more often than the general population. • Identify a specific resource aimed toward holistic, interdisciplinary, integrated care approaches that can address several issues that lead to mental healthcare disparities. • Discuss best practices in caring for an individual with comorbid IDD and mental health diagnoses. <p>Empirical References:</p> <p>Caoili, A., Barnhill, J., Beasley, J. B. (Eds.). (2020). Integrated Best Practice Mental Health Prescribing Guidelines in Intellectual and Developmental Disabilities. Institute on Disability/UCED, University of New Hampshire.</p> <p>Charlot, L. R., Doerfler, L. A., & McLaren, J. L. (2020). Psychotropic medications use and side effects of individuals with intellectual and developmental disabilities. <i>Journal of Intellectual Disability Research, 64</i>, 852– 863. https://doi.org/10.1111/jir.12777.</p> <p>Magaña, S., Parish, S., Morales, M. A., Li, H., & Fujiura, G. (2016). Racial and ethnic health disparities among people with intellectual and developmental disabilities. <i>Intellectual and Developmental Disabilities, 54</i>(3), 161-172.</p> <p>Stirling, M., Anderson, A., Ouellette-Kuntz, H., Hallet, J., Shooshtari, S., Kelly, C., Dawe, D., Kristjanson, M., Decker, K. & Mahar, A. L. (2021). A scoping review documenting cancer outcomes and inequities for adults living with intellectual and/or developmental disabilities. <i>European Journal of Oncology Nursing, 54</i>, 102011.</p>
	<p><i>Evidence - Informed Practices & Policy</i></p>	<p>Doing it For the Clicks: Storytelling Through Statistics Ann Klein, MA, NCSS Director of Evaluation and Outcomes Ginny Reding, LPC, LMFT, NCSS Quality Assurance/SIRS Specialist Maya Hu-Morabito, MA, NCSS Program Development Lead</p> <p>Instructional Level: Intermediate</p> <p>This fun and interactive session will focus on the START stories told through SIRS data. A formal presentation will define data, including both qualitative and quantitative data sets. Presenters will then explore how to translate and use data to tell stories and reflect the work of START, as well as the importance of clear and quality data interpretation. Attendees will participate in</p>

		<p>exercises to practice using SIRS data to inform their work and share their outcomes with others.</p> <p>At the conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Utilize quantitative information from the SIRS database to explore qualitative experiences. • Identify opportunities for START practitioners to use SIRS data to reflect outcomes associated with START work. • Create a plan for how SIRS data can be used to inform clinical work at the individual/program level. <p>Empirical References:</p> <p>Southam-Gerow, M. & Prinstein, M.J. (2014). Evidence base updates: the evolution of the evaluation of psychological treatments for children and adolescents. <i>Journal of Clinical Child & Adolescent Psychology</i> 43(1): 1-6, https://doi.org/10.1080/15374416.2013.855128</p> <p>Spruce, L. (2015). Back to basics: implementing evidence-based practice. <i>AORN Journal</i> 101(1): 106-114. https://doi.org/10.1016/j.aorn.2014.08.009</p> <p>Vincent, D., Hastings-Tolsma, M., Gephart, S., Alfonzo, P. (2015). Nurse practitioner clinical decision-making and evidence-based practice. <i>The Nurse Practitioner</i> 40(5): 47-54. https://doi.org/10.1097/01.NPR.0000463783.42721.ef</p> <p>Wike, T.L., Bledsoe, S.E., Manuel, J.I., et al. (2014). Evidence-based practice in social work: challenges and opportunities for clinicians and organizations. <i>Clin Soc Work J</i> 42: 161–170. https://doi.org/10.1007/s10615-014-0492-3</p>
<p><i>Cross-Systems Crisis Prevention & Intervention Through Connection</i></p>		<p>Structural Systemic Approaches used in Crisis Intervention <i>Jillaine Baker, MSW, LCSW, NCSS Associate Director of Quality Assurance</i> <i>Alyce Benson, MSW, LCSW, NCSS Associate Project Facilitator</i> <i>Russell Lehmann, Speaker, Writer, Poet, Advocate</i></p> <p>Instructional Level: Intermediate</p> <p>This session will explore systemic engagement regarding its role in crisis response. Integrating the lens of personal lived experiences, the speakers will discuss the importance of various system partners in successful crisis prevention and intervention. This session will also provide multiple effective strategies for connecting with system partners.</p> <p>At the conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Discuss systemic engagement within the context of the START model. • Describe the importance of systemic engagement in successful crisis prevention and intervention. • Demonstrate three (3) effective strategies for connecting with system partners. <p>Empirical References:</p>

		<p>Pinals, D. A., Hovermale, L., & Mauch, D. (2022). Persons with intellectual and developmental disabilities in the mental health system: part 1. Clinical considerations. <i>Psychiatric Services, 73</i>, 313–320.</p> <p>Pinals, D. A., Hovermale, L., & Mauch, D. (2022). Persons with intellectual and developmental disabilities in the mental health system: part 2. Policy and systems considerations. <i>Psychiatric Services, 73</i>, 321–328.</p> <p>Whitehead, R., Hopkins, L., Hughes, E., Kehoe, M., & Pedwell, G. (2021). Everyone on the same team, all working together: Implementing a coordinated multidisciplinary approach to supporting young people with co-occurring intellectual disability and mental health issues. <i>Journal of Mental Health Research in Intellectual Disabilities, 14</i>(1), 1-22.</p> <p>Zisman-Ilani, Y. (2022). The mental health crisis of individuals with intellectual and developmental disabilities. <i>Psychiatric Services Online</i>.</p>
3:30p m- 3:45p m	Break	
3:45p m- 5:15p m	Content Strand	Breakout Session <i>Attendees can choose from one of the following breakout sessions and earn 1.5 CEs</i>
	<i>Strength-Based Approaches, Inclusion, Community Connection</i>	<p>Let’s Talk Brass Tacks: Translating START Principles into Effective Facilitation Strategies Val Tetreault, MAPP, NH START Program Director Beverly Richardson, MEd, NH START Clinical Team Lead Kristal Garcia, LMSW, NCSS Program Development Lead</p> <p>Instructional Level: Introductory</p> <p>Are you are a newly certified START Coordinator and are now wondering “How do I apply what I’ve learned? How do I put the START tools into practice?” Are you a seasoned coordinator struggling with effective meeting facilitation? This workshop is designed to prepare you to conduct engaging outreach meetings, to employ START tools in a way that fosters collaboration and growth and promote PERMA-V across the system. We will use the 3 A’s of the START model to build the foundation of your approach to meeting facilitation. You will take home a toolkit and strategies to enhance your START practice.</p> <p>At the conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Create a meeting agenda and presence that promotes meaningful dialogue and an atmosphere of collaboration. • Utilize START principles and START tools to build engagement and foster the advancement of agreed-upon goals. • Demonstrate how strength-spotting and PERMA-V concepts can be used as a roadmap to wellness and growth (on both individual and team levels). <p>Empirical References:</p> <p>Beasley, J., Kalb, L. G., & Klein A. (2018). Improving mental health outcomes for individuals with intellectual disability through the Iowa START (I-START) program. <i>Journal of Mental Health</i></p>

	<p><i>Research in Intellectual Disabilities</i>, 11(4), 287-300. https://doi.org/10.1080/19315864.2018.1504362</p> <p>Kalb, L. G., Beasley, J. B., Caoili, A., McLaren, J. L., & Barnhill, J. (2021). Predictors of mental health crises among individuals with intellectual and developmental disabilities enrolled in the START program. <i>Psychiatric Services</i>, 72(3), 273-280. https://doi.org/10.1176/1ppi.ps.202000301</p> <p>Schwartz, A. E., Caoili, A., Beasley, J. B., Kramer, J. M., & Kalb, L. G. (2022). Clinical applications of the VIA inventory of strengths with individuals with intellectual/developmental disabilities. <i>The Journal of Positive Psychology</i>, 1-10.</p> <p>Seligman, M. (2018). PERMA and the building blocks of well-being. <i>The Journal of Positive Psychology</i>, 13(4), 333–335. https://doi.org/10.1080/17439760.2018.1437466</p>
<p>Integrated Health & Wellbeing</p>	<p>“I’m Not Psychotic!”: Recognizing and Responding to Trauma-Based Dissociation <i>Rémy Jodrey Flores, MS, LCMHC, NC Central START Therapeutic Coaching Team Lead</i> <i>Mallory Willis, CTRS, LRT, NC Central Therapeutic Coach</i> <i>Maggie Robbins, MA, LCAT, RDT, NC START Central Clinical Director</i> <i>Jenee Lewis-Walker, PsyD, LCP, NCSS Director of Child Mental Health Services</i> <i>Roberto Blanco, MD, NC Central START Medical Director</i></p> <p>Instructional Level: Advanced</p> <p>Dissociation is a powerful protective mechanism for coping with overwhelming situations. This presentation will introduce learners to the brain’s limitless creativity in using dissociation to survive childhood trauma. The session will focus on defining complex dissociation and how to recognize signs of complex dissociative disorders in individuals with IDD, while differentiating these signs from psychotic symptoms. Presenters will cite de-identified examples from NC START Therapeutic Coaching to bring awareness to the prevalence of trauma-based dissociation among START recipients and will discuss the harms caused by misdiagnosis and psychopharmacological overprescribing. Participants will also leave with knowledge of three evidence-based dissociation screeners that can be adapted for use this population.</p> <p>At the conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • List at least three (3) indicators of complex dissociation in individuals with IDD. • Explain the key differences between psychotic symptoms and dissociative symptoms. • Describe at least two (2) harmful impacts of overprescribing antipsychotics for individuals with IDD and dissociation. <p>Empirical References:</p> <p>Ducharme, E. L. (2017). Best practices in working with complex trauma and dissociative identity disorder. <i>Practice Innovations</i>, 2(3), 150–161. https://link.edgepilot.com/s/75c69f2a/msf741TVjEu3cKi2VwenbA?u=https://doi.org/10.1037/pri0000050</p> <p>Keesler, J. M. (2020). Trauma-specific treatment for individuals with intellectual and developmental disabilities: A review of the literature from 2008 to 2018. <i>Journal of Policy and Practice in Intellectual Disabilities</i>, 17(4), 332-345.</p> <p>Reuben, K. E., Stanzione, C. M., & Singleton, J. L. (2021). Interpersonal Trauma and Posttraumatic Stress in Autistic Adults. <i>Autism in Adulthood</i>, 3(3), 247-256.</p>

	<p>https://link.edgepilot.com/s/e30dada1/WXB97X29wkiZhzgJNTRDIQ?u=https://doi.org/10.1089/aut.2020.0073</p> <p>Ross C. A. (2020). Voices: Are They Dissociative or Psychotic?. <i>The Journal of Nervous and Mental Disease</i>, 208(9), 658–662. https://link.edgepilot.com/s/c0cb1d95/ykqWaODhKkOMPigVAOCwuw?u=https://doi.org/10.1097/NMD0000000000001206</p>
<p><i>Evidence - Informed Practices & Policy</i></p>	<p>Giving a Voice to START Recipients: The Person Experiences Interview Survey (PEIS) <i>Jessica Kramer, PhD, OTR/L, Associate Professor, Dept of OT, Univ. of Florida</i> <i>Janie Poncelet, MSW, NCSS Research Assistant</i> <i>Micah Peace-Urquilla, BA, NCSS Research and Training Assistant</i></p> <p>Instructional Level: Intermediate</p> <p>START has long used the Family Experiences Interview Schedule (FEIS) as a central component of the intake and ongoing assessment process. Adapted from the FEIS, the Person Experiences Interview Survey (PEIS) was developed to ensure the perspectives of START recipients inform START practices. This presentation will highlight the value of including the voices of START recipients, specifically regarding their mental health treatment. We will describe how people with disabilities, families, and mental health providers contributed to the development of the PEIS. Participants will learn the PEIS administration procedures, and strategies to ensure accessibility for START recipients with diverse abilities. Finally, we will provide examples of how information gathered from the PEIS can be incorporated into START practices and review the timeline for adopting the PEIS into standard START practices.</p> <p>At the conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Articulate the value and importance of obtaining the perspectives of START recipients to gain a better understanding of their experiences with mental health services and providers. • Understand the collaborative process used to develop the PEIS. • Describe the PEIS administration process and accompanying resources. • Identify PEIS administration strategies to ensure accessibility for START recipients with diverse abilities. • Understand how to incorporate information gathered from the PEIS to inform START practices. <p>Empirical References:</p> <p>Kramer, J. M., & Schwartz, A. (2017). Reducing barriers to patient-reported outcome measures for people with cognitive impairments. <i>Archives of Physical Medicine and Rehabilitation</i>, 98(8), 1705-1715.</p> <p>Maddox, B. B., Crabbe, S., Beidas, R. S., Brookman-Frazee, L., Cannuscio, C. C., Miller, J. S., Nicolaidis, C., & Mandell, D. S. (2020). "I wouldn't know where to start": Perspectives from clinicians, agency leaders, and autistic adults on improving community mental health services for autistic adults. <i>Autism</i>, 24(4), 919-930.</p> <p>Nicolaidis, C., Raymaker, D. M., McDonald, K. E., Lund, E. M., Leotti, S., Kapp, S. K., Katz, M., Beers, L.M., Kripke, C., Maslak, J., Hunter, M., & Zhen, K. Y. (2020). Creating accessible survey instruments for use with autistic adults and people with intellectual disability: Lessons learned</p>

		and recommendations. <i>Autism in Adulthood</i> , 2(1), 61-76.
	<p><i>Cross-Systems Crisis Prevention & Intervention Through Connection</i></p>	<p>In the Moment: Crisis Response Strategies <i>Anne LaForce, MA, Director of Therapeutic Coaching</i> <i>David O’Neal, MS, LMHC, MHP, NCSS Project Facilitator</i> <i>Russell Lehmann, Speaker, Writer, Poet, Advocate</i></p> <p>Instructional Level: Intermediate</p> <p>Responding to crisis situations is a critical aspect of the START Model. START team members provide trauma-informed, solution-based strategies during times of crisis. These strategies are shared with community partners through collaboration to enhance the system of supports’ capacity. This presentation will describe crisis response strategies for START teams and provide opportunities for engagement with participants.</p> <p>At the conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Demonstrate the role of mindfulness in preparation for responding to crisis events. • Describe environmental safety considerations and how to minimize safety concerns. • Apply compassionate trauma informed strategies to diffuse crisis situations and leave the system with tools for continued stabilization. <p>Empirical References:</p> <p>Kalb, L. G., Beasley, J. B., Caoili, A., McLaren, J. L., & Barnhill, J. (2021). Predictors of mental health crises among individuals with intellectual and developmental disabilities enrolled in the START program. <i>Psychiatric Services</i>, 72(3), 273-280. https://doi.org/10.1176/appi.ps.202000301</p> <p>Keesler, J. M. (2014). A call for the integration of trauma-informed care among intellectual and Developmental Disability Organizations. <i>Journal of Policy and Practice in Intellectual Disabilities</i>, 11(1), 34–42. https://doi.org/10.1111/jppi.12071</p> <p>White, S. E., McMorris, C., Weiss, J. A., & Lunsy, Y. (2012). The experience of crisis in families of individuals with autism spectrum disorder across the lifespan. <i>Journal of Child and Family Studies</i>, 21, 457-465</p>
5:15p m- 5:30p m	Break	
5:30p m- 6:00p m	Monday Meet-Up on Patio	
Tuesday, May 2nd		
7:00a m- 8:00a m	Check-in for SNTI Registrants/Information Desk Available	
7:15a m- 8:15a m	START Breakfast Sessions – Best Practices & New Strategies <i>Attendees can choose from one of the following breakout sessions and earn 1.0 CE</i>	

<p>Session 1</p>	<p>Don't Believe Everything You Think <i>Nirbhay Singh, PhD, Clinical Professor of Psychiatry and Health Behavior, Medical College of Georgia, Augusta University</i></p> <p>Instructional Level: Introductory</p> <p>Stress in daily life is often associated with believing what we think. We reinforce thoughts by paying attention to them, holding on to them, and acting on them as if they are grounded in fact even when evidence to support them is either very thin or non-existent. Participants will learn that (1) they are not their thoughts, (2) thoughts occur of their own accord, and (3) thoughts are transient. They will learn how to teach their minds to behave through simple mindfulness-based strategies of non-judgmental observation and letting go. By embodying mindfulness, we can learn to interrupt our usual automatic chain of reactions that lead to stress, frustration, and anger, which in turn lead to mental health issues. Mindfulness meditation leads to a soothing stillness which heals the body and mind, and results in peace and boundless joy.</p> <p>At the conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Explain two reasons why we should not believe everything we think. • Demonstrate two ways of teaching our minds to behave. • List three (3) examples of how to use pause following a thought before acting. • Describe the steps for meditation on letting go of thoughts. <p>Empirical References:</p> <p>Singh, N. N., Lancioni, G. E., Medvedev, O. N., Hwang, Y-S., & Myers, R. (2021). A component analysis of the Mindfulness-Based Positive Behavior Support (MBPBS) program for mindful parenting by mothers of children with autism spectrum disorder. <i>Mindfulness, 12</i>(2), 463-475.</p> <p>Singh, N.N., Lancioni, G. E., Medvedev, O. N., Hwang, Y.-S., Myers, R. E., & Townshend, K. (2020). Using mindfulness to improve quality of life in caregivers of individuals with intellectual disabilities and autism spectrum disorder. <i>International Journal of Developmental Disabilities, 66</i>(5), 370-380.</p> <p>Singh, N. N., Lancioni, G. E., Medvedev, O. N., Myers, R. E., Chan, J., McPherson, C. L., Jackman, M. M., & Kim, E. (2020). Comparative effectiveness of caregiver training in mindfulness-based positive behavior support (MBPBS) and positive behavior support (PBS) in a randomized controlled trial. <i>Mindfulness, 11</i>(1), 99-111.</p>
<p>Session 2</p>	<p>START Program Implementation Overview <i>Karen Weigle, PhD, Associate Director, NCSS</i> <i>Pam Flaherty, MEd, Executive Director, NCSS</i></p> <p>Instructional Level: Introductory</p> <p>This breakfast session is designed for those interested in developing START programs and will be discussion-based. The START model will be presented. Outcomes associated with START program implementation will be discussed as will components of program development, including systems analysis, designing START programs to meet local needs, and National Center for START Service's role in development of START programs.</p> <p>At the conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Describe general outcomes associated with START program implementation.

		<ul style="list-style-type: none"> List potential components of START programs (coordination/clinical team, coaching, resource center). Identify next steps in potential START program development. <p>Empirical References:</p> <p>Beasley, J., Kalb, L.G., & Klein A. (2018). Improving mental health outcomes for individuals with intellectual disability through the Iowa START (I-START) program. <i>Journal of Mental Health Research in Intellectual Disabilities</i>, 11(4), 287-300. https://doi.org/10.1080/19315864.2018.1504362</p> <p>Holingue, C., Kalb, L. G., Klein, A., & Beasley, J. B. (2020). Experiences with the mental health service system of family caregivers of individuals with an intellectual/developmental disability referred to START. <i>Intellectual and Developmental Disabilities</i>, 58(5), 379–392. https://doi.org/10.1352/1934-9556-58.5.379</p> <p>Kalb, L.G., Beasley, J.B., Caoili, A., McLaren, J.L., & Barnhill, J. (2021). Predictors of Mental Health Crises Among Individuals With Intellectual and Developmental Disabilities Enrolled in the START Program. <i>Psychiatric Services</i>, 72(3), 273-280. https://doi.org/10.1176/appi.ps.202000301</p>
	<p>Session 3</p>	<p>DSM 5-TR Updates, Use of DM-ID 2 & Prescriber’s Guide <i>Jen McLaren, MD, Chief Medical Advisor, NCSS</i></p> <p>Instructional Level: Introductory</p> <p>This session will highlight updates to the DSM-5-TR, the use of the DM-ID 2, which focuses on neurodevelopmental disorders, and the role of the IDD-MH Prescriber’s Guidelines in aiding physicians in making informed decisions.</p> <p>At the conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> Describe the updates and changes in the DSM-5-TR (Diagnostic and Statistical Manual of Mental Disorders, 5th Edition, Text Revision). Utilize the DM-ID 2 (Diagnostic Manual for Intellectual Disability) when evaluating and diagnosing mental health needs in individuals with intellectual disabilities. Describe the Prescriber's Guide for Psychotropics and its role in providing information on the safe and effective use of psychotropic medications. <p>Empirical References:</p> <p>Fletcher, R. J., Barnhill, J., Cooper, S. A., Forness, S. R., & Griller Clark, H. (2019). The DSM-5 and intellectual disability: The impact on diagnosis and treatment of people with intellectual disability. <i>Journal of Policy and Practice in Intellectual Disabilities</i>, 16(1), 13-23.</p> <p>Lord, C., Petkova, E., Hus, V., Gan, W., Lu, F., Martin, D. M., ... & Ousley, O. (2019). A multisite study of the clinical diagnosis of different autism spectrum disorders. <i>Archives of General Psychiatry</i>, 76(2), 127-137. https://doi.org/10.1001/archgenpsychiatry.2018.2641</p> <p>Mandy, W. P., Charman, T., Gilmour, J., & Skuse, D. H. (2018). Toward specifying Pervasive Developmental Disorder-Not Otherwise Specified. <i>Autism Research</i>, 11(3), 459-465. https://doi.org/10.1002/aur.1927</p>
	<p>Session 4</p>	<p>Evaluation of Telehealth Services on Mental Health Outcomes for People with IDD</p>

	<p><i>Andrea Caoili, LCSW, Director of Quality Assurance & Research, NCSS</i> <i>Lacey Eaton, LPC, PCORI Stakeholder Engagement Coordinator</i> <i>Jessica Kramer, PhD, OTR/L, Associate Professor, Dept of OT, Univ. of Florida</i> <i>Joan Beasley, PhD, LMHC, Research Professor, Director, National Research Consortium on IDD-MH, Author of the START model</i> <i>Luke Kalb, PhD, Chair, National Research Consortium in IDD-MH, Assistant Professor, Kennedy Krieger Institute Johns Hopkins Bloomberg School of Public Health</i> <i>Tawara Goode, MA, Director, Georgetown University Center for Child Development, National Center for Cultural Competence</i> <i>Micah Peace-Urquilla, Research and Training Associate, NCSS</i></p> <p>Instructional Level: Introductory</p> <p>This session will provide an update about the study titled: Evaluation of Telehealth Services on Mental Health Outcomes for People with IDD. It is recommended that START programs involved in the study attend this session. An overview and update on the project and next steps will be discussed.</p> <p>At the conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Describe the methods utilized within this study. • Explain the role of START team members in the study. • Describe the next steps for the implementation of the study protocols. <p>Empirical References:</p> <p>Beasley, J., Kalb, L.G., & Klein A. (2018). Improving mental health outcomes for individuals with intellectual disability through the Iowa START (I-START) program. <i>Journal of Mental Health Research in Intellectual Disabilities</i>, 11(4), 287-300. https://doi.org/10.1080/19315864.2018.1504362</p> <p>Holingue, C., Kalb, L. G., Klein, A., & Beasley, J. B. (2020). Experiences with the mental health service system of family caregivers of individuals with an intellectual/developmental disability referred to START. <i>Intellectual and Developmental Disabilities</i>, 58(5), 379–392. https://doi.org/10.1352/1934-9556-58.5.379</p> <p>Kalb, L.G., Beasley, J., Caoili, A., & Klein, A. (2019). Improvement in mental health outcomes and caregiver service experiences associated with the START program. <i>American Journal of Intellectual and Developmental Disabilities</i>, 124(1), 25-34. https://doi.org/10.1352/1944-7558-124.1.25</p> <p>Kalb, L.G., Beasley, J.B., Caoili, A., McLaren, J.L., & Barnhill, J. (2021). Predictors of mental health crises among individuals with intellectual and developmental disabilities enrolled in the START program. <i>Psychiatric Services</i>, 72(3), 273-280. https://doi.org/10.1176/appi.ps.202000301</p>
Session 5	<p>Choose Your Own PERMA Adventure <i>Barb Drotos, LICSW, NH START Clinical Director</i> <i>Beth Grosso, MSW, NCSS Director of Training & Professional Development</i></p> <p>Instructional Level: Introductory</p> <p>PERMA can be life changing! We know this when we engage in our START work, but do we apply this to ourselves and our lives? Join us for an in depth look at PERMA and start a journey that</p>

		<p>can bring you joy along with increased mental and physical health. This workshop will be fun and interactive. You will leave refreshed and hopeful as you PERMA your way toward health and happiness.</p> <p>At the conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Define the meaning of PERMA. • Describe the importance of applying PERMA to their own lives as much as applying it to individuals, families, and communities where they work. • Develop a draft personal PERMA plan that participants can use in their own lives. <p>Empirical References:</p> <p>Goodman, F. R., Disabato, D. J., Kashdan, T. B., & Kauffman, S. B. (2018). Measuring well-being: A comparison of subjective well-being and PERMA. <i>The Journal of Positive Psychology, 13</i>(4), 321-332.</p> <p>Seligman, M. (2018). PERMA and the building blocks of well-being. <i>The Journal of Positive Psychology, 13</i>(4), 333-335.</p> <p>Slavin, S. J., Schindler, D., Chibnall, J. T., Fendell, G., & Shoss, M. (2012). PERMA: A model for institutional leadership and culture change. <i>Academic Medicine, 87</i>(11), 1481.</p>
<p>8:30a m- 8:45a m</p>	<p>Opening Remarks</p>	
<p>8:45a m- 9:45a m</p>	<p>Plenary Panel</p>	<p>Inclusion STARTs with Us: A Panel on Inclusive Practices <i>Leslie Rubin, MD, Associate Professor, Department of Pediatrics at Morehouse School of Medicine, Medical Director, Developmental Pediatric Specialists, Co-director of the Southeast Pediatric Environmental Health Unit at Emory University, President & Founder of Break the Cycle of Health Disparities, Inc.</i> <i>Tawara Goode, MA, Associate Professor, Director, Georgetown University National Center for Cultural Competence, Georgetown University Center for Excellence in Developmental Disabilities</i> <i>Joan Beasley, PhD, LMHC, Research Professor, Director, National Research Consortium on IDD-MH, Author of the START model</i> <i>Micah Peace-Urquilla, BA, NCSS Research and Training Assistant</i></p> <p>Instructional Level: Introductory</p> <p>Total CEs: 1.0</p> <p>This moderated panel will explore the concept of inclusion and offer viewpoints from policy, cultural, developmental, and first-person experiences. The panel will also highlight how we can work together to create opportunities to promote and achieve health equity for people with IDD-MH through inclusion and belonging.</p> <p>At the conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Describe the implications of the Americans with Disabilities Act and the Olmstead decision. • Differentiate between at least three (3) definitions of inclusion from different sources. • Describe at least three (3) examples of how the concept of inclusion has an impact on promoting health equity.

		<ul style="list-style-type: none"> Describe at least three (3) lessons learned that can help create a better future. <p>Empirical References:</p> <p>Jansen-van Vuuren, J., & Aldersey, H. M. (2020). Stigma, acceptance and belonging for people with IDD across cultures. <i>Current Developmental Disorders Reports</i>, 7, 163-172.</p> <p>Miller, V., Leigers, K., Howell, D., Kitzman, P., & Ault, M. (2022). Using social network analysis to measure social inclusion for individuals with intellectual and developmental disabilities. <i>Physical & Occupational Therapy In Pediatrics</i>, 1-15. https://doi.org/10.1080/01942638.2022.2136509</p> <p>Presnell, J., & Keesler, J. (2021). Community inclusion for people with intellectual and developmental disabilities: A call to action for social work. <i>Advances in Social Work</i>, 21(4), 1229-1245.</p>
<p>9:45a m- 10:45a m</p>	<p>Research Panel</p>	<p>NCSS Research Panel <i>Andrea Caoili, LCSW, Director of Quality Assurance & Research, NCSS</i> <i>Joan Beasley, PhD, Director, National Research Consortium on IDD-MH</i> <i>Jessica Kramer, PhD, Associate Professor, Dept of Occupational Therapy, University of Florida</i> <i>Luke Kalb, PhD, Chair, National Research Consortium in IDD-MH, Assistant Professor, Kennedy Krieger Institute Johns Hopkins Bloomberg School of Public Health</i></p> <p>Instructional Level: Intermediate</p> <p>Total CEs: 1.0</p> <p>Recent research will be shared by the National Center for START Services Research Committee and partners about the work being done to improve the wellbeing of persons with IDD, their families, and communities. The National Center for START Services Research Committee is made up of START experts, researchers, policy experts, and persons with IDD and mental health service experiences. Topics that will be covered in this presentation include:</p> <ul style="list-style-type: none"> - Telehealth information and communication technology access for family caregivers of people with intellectual and developmental disabilities and mental health needs - An evaluation of a tool to assess PERMA among individuals with IDD/ASD - Outcomes associated with a training program for healthcare providers focused on the mental health aspects of IDD <p>At the conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> Describe the research being conducted by the National Center for START Services Research Committee Identify strategies for inclusive research practices involving persons with IDD-MH Identify implications for training, practice, and policy related to the community-based services and supports for persons with IDD-MH and their families. <p>Empirical References:</p> <p>Caoili, A., Hecker, M., Klick, S., McLaren, J., Beasley, J., & Barnhill, J. (2022). Integrated mental health treatment guidelines for prescribers in intellectual and developmental disabilities. <i>Journal of Policy and Practice in Intellectual Disabilities</i>, 1-13. https://doi.org/10.1111/jppi.12447</p> <p>McLaren, J. L., Lichtenstein, J. D., Metcalfe, J. D., Charlot, L. R., Doerfler, L. A., Drake R. E., & Beasley, J. B. (2021). Psychotropic use among youths with intellectual and developmental</p>

		<p>disabilities. <i>Psychiatric Services</i>. Advanced online publication https://doi.org/10.1176/appi.ps.201900465.</p> <p>Schwartz, A. E., Caoili, A., Beasley, J. B., Kramer, J. M., & Kalb, L. G. (2022). Clinical applications of the VIA inventory of strengths with individuals with intellectual/developmental disabilities. <i>The Journal of Positive Psychology</i>, 1-10.</p>
10:45a m- 11:00a m	Break	
11:00a m- 12:30p m	Content Strand	<p>Breakout Session Attendees can choose from one of the following breakout sessions and earn 1.5 CEs</p>
	<p><i>Strength-Based Approaches, Inclusion, Community Connection</i></p>	<p>Short Informal Mindfulness-Based Practices for Use in Daily Life <i>Nirbhay Singh, PhD, Clinical Professor of Psychiatry and Health Behavior, Medical College of Georgia, Augusta University</i></p> <p>Daily hassles are ubiquitous. Our response to them varies depending on the nature of the interaction we are having, either internally with ourselves or externally with others. When daily hassles add up and become burdensome, we find ways of coping with them, often in ways that we later regret. This presentation will include experiential strategies for dealing with daily hassles that anyone can use effectively. Initially, use of these strategies will result in small positive changes but, if used consistently, these small changes will grow exponentially to make your life flow with ease, joy, and less suffering. In this session, participants can sample strategies such as Soles of the Feet, Patience/Pause, RAIN, STOP, Surfing the Urge, SOBER, and others.</p> <p>Instructional Level: Introductory</p> <p>At the conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Use the Soles of the Feet meditation. • Describe the Patience/Pause strategy. • Demonstrate the RAIN strategy. <p>Empirical References:</p> <p>Felver, J. C., Clawson, A. J., Ash, T. L., Martens, B. K., Wang, Q., & Singh, N. N. (2022). Meta-analysis of mindfulness-based program soles of the feet for disruptive behaviors. <i>Behavior Modification</i>, 46(6), 1488-1516.</p> <p>Singh, N. N., Lancioni, G. E., Karazsia, B. T., Myers, R. E., Kim, E., Chan, J., Jackman, M. M., McPherson, & Janson, M. (2019). Surfing the Urge: An informal mindfulness practice for the self-management of aggression by adolescents with autism spectrum disorder. <i>Journal of Contextual Behavioral Science</i>, 12, 170-177.</p> <p>Singh, N. N., Lancioni, G. E., Myers, R. E., Karazsia, B. T., McPherson, C. L., Jackman, M. M., Kim, E., & Thompson, T. (2018). Effects of SOBER Breathing space on aggression in children with autism spectrum disorder and collateral effects on parental use of physical restraints. <i>Advances in Neurodevelopmental Disorders</i>, 2, 362-374.</p>

<p>Integrated Health & Wellbeing</p>	<p>Addressing Health Disparities for People with IDD <i>Jennifer McLaren, MD, Chief Medical Advisor, NCSS</i> <i>Leslie Rubin, MD, Associate Professor, Department of Pediatrics at Morehouse School of Medicine, Medical Director, Developmental Pediatric Specialists, Co-Director of the Southeast Pediatric Environmental Health Unit at Emory University, President & Founder of Break the Cycle of Health Disparities, Inc.</i> <i>Karyn Harvey, PhD, Director of Training and Program Development, The Park Avenue Group</i></p> <p>Instructional Level: Intermediate</p> <p>This talk aims to educate attendees about the health disparities faced by individuals with Intellectual and Developmental Disabilities (IDD) and how they can be addressed. It will cover the major health disparities, best practices for addressing these disparities, and interventions and resources. Attendees will also learn about the importance of culturally competent care, advocacy, and policy change in addressing health disparities for individuals with IDD. The goal of this talk is to empower attendees to be active agents of change in promoting health and wellness for individuals with IDD.</p> <p>At the conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Identify the major health disparities faced by individuals with IDD and how they are different from the general population. • Describe at least two (2) practices for addressing health disparities for individuals with IDD, including the role of START coordinators, community providers and organizations, and policy makers. • Explain the importance of advocacy in addressing health disparities for individuals with IDD. <p>Empirical References:</p> <p>Havercamp, S. M., Scandlin, D., & Roth, M. (2018). Health disparities among adults with developmental disabilities, adults with other disabilities, and adults not reporting disability in North Carolina. <i>Public Health Reports</i>, 133(6), 665-673. https://doi.org/10.1177/0033354918792318</p> <p>Krahn, G. L., Walker, D. K., & Correa-De-Araujo, R. (2015). Persons with disabilities as an unrecognized health disparity population. <i>American Journal of Public Health</i>, 105(Suppl 2), S198-S206. https://doi.org/10.2105/AJPH.2014.302182</p> <p>Marks, B., Sisirak, J., & Heller, T. (2017). Addressing health disparities for people with intellectual and developmental disabilities: The role of the public health system. <i>Journal of Public Health Management and Practice</i>, 23(3), 256-263. https://doi.org/10.1097/PHH.0000000000000346</p> <p>Parish, S. L., Moss, K., Richman, E. L., & Andrews, M. E. (2018). Implementation and evaluation of the health meet curriculum for adults with intellectual and developmental disabilities: A train-the-trainer pilot study. <i>Journal of Applied Research in Intellectual Disabilities</i>, 31(6), 1069-1079. https://doi.org/10.1111/jar.12459</p>
<p>Evidence - Informed Practices & Policy</p>	<p>Lessons Learned about START Telehealth Services and Supports <i>Andrea Caoili, LCSW, Director of Quality Assurance & Research, NCSS</i> <i>Luke Kalb, PhD, Johns Hopkins University Bloomberg School of Public Health, Kennedy Krieger Institute</i> <i>Jessica Kramer, PhD, OTR/L, Associate Professor, Dept of OT, Univ. of Florida</i></p>

		<p><i>Janie Poncelet, MSW, Research Assistant</i></p> <p>Instructional Level: Intermediate</p> <p>This session will focus on outcomes from a qualitative study about START telehealth services. Findings from focus groups and interviews (n=87) will be provided. Participants included START staff, START service users, and family caregivers. Lessons learned and guidelines for START telehealth practices will be provided.</p> <p>At the conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Explain the telehealth preferences of different stakeholder groups. • Describe lessons learned about START telehealth and their practice implications. • Apply lessons learned to their work. <p>Empirical References:</p> <p>Beasley, J., Kalb, L.G., & Klein A. (2018). Improving mental health outcomes for individuals with intellectual disability through the Iowa START (I-START) program. <i>Journal of Mental Health Research in Intellectual Disabilities</i>, 11(4), 287-300. https://doi.org/10.1080/19315864.2018.1504362</p> <p>Holingue, C., Kalb, L. G., Klein, A., & Beasley, J. B. (2020). Experiences with the mental health service system of family caregivers of individuals with an intellectual/developmental disability referred to START. <i>Intellectual and Developmental Disabilities</i>, 58(5), 379–392. https://doi.org/10.1352/1934-9556-58.5.379</p> <p>Kalb, L.G., Beasley, J., Caoili, A., & Klein, A. (2019). Improvement in mental health outcomes and caregiver service experiences associated with the START program. <i>American Journal of Intellectual and Developmental Disabilities</i>, 124(1), 25-34. https://doi.org/10.1352/1944-7558-124.1.25</p> <p>Kalb, L.G., Beasley, J.B., Caoili, A., McLaren, J.L., & Barnhill, J. (2021). Predictors of mental health crises among individuals with intellectual and developmental disabilities enrolled in the START program. <i>Psychiatric Services</i>, 72(3), 273-280. https://doi.org/10.1176/appi.ps.202000301</p>
<p><i>Cross-Systems Crisis Prevention & Intervention Through Connection</i></p>		<p>Understanding and Responding to Suicidality in People with IDD-MH <i>Jill Hinton, PhD, NCSS Clinical Director</i> <i>Anne LaForce, MA, Director of Therapeutic Coaching</i></p> <p>Instructional Level: Intermediate</p> <p>Research on suicidality in people with IDD-MH is in the early stages, yet we are beginning to understand that the risk may be higher than has historically been acknowledged. Understanding the characteristics and vulnerabilities of IDD-MH and how these may impact the risk factors for suicide is critical. This presentation will describe current research, what we know about risk factors, and potential strategies and tools for prevention and intervention.</p> <p>At the conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Describe key findings of current research in suicidality in IDD. • Identify unique risk factors specific to IDD. • Discuss potential strategies for identification of risk prevention.

		<p>Empirical References:</p> <p>Belardinelli, C., Raza, M., & Taneli, T. (2016). Comorbid behavioral problems and psychiatric disorders in autism spectrum disorders. <i>Journal of Childhood & Developmental Disorders, 2</i>(11), 2472-1786.</p> <p>Chen, M. H., Pan, T. L., Lan, W. H., Hsu, J. W., Huang, K. L., Su, T. P., Li, C.T., Lin, W.C., Wei, H.T., Chen, T.J., & Bai, Y. M. (2017). Risk of suicide attempts among adolescents and young adults with autism spectrum disorder: A nationwide longitudinal follow-up study. <i>The Journal of Clinical Psychiatry, 78</i>(9), 1709.</p> <p>Culpin, I., Mars, B., Pearson, R. M., Golding, J., Heron, J., Bubak, I., Carpenter, P., Magnusson, C., Gunnell, D., & Rai, D. (2018). Autistic traits and suicidal thoughts, plans, and self-harm in late adolescence: Population-based cohort study. <i>Journal of the American Academy of Child & Adolescent Psychiatry, 57</i>(5), 313-320.</p>
12:30-12:45pm	Break	
12:45pm-2:15pm	Awards Luncheon	<p>Gardner Award-Policy: <i>Leslie Rubin, MD, Associate Professor, Department of Pediatrics at Morehouse School of Medicine, Medical Director, Developmental Pediatric Specialists, Co-Director of the Southeast Pediatric Environmental Health Unit at Emory University, President & Founder of Break The Cycle of Health Disparities, Inc.</i></p> <p>Gardner Award-Clinical Practice: <i>Karyn Harvey, PhD, Director of Training and Program Development, The Park Avenue Group</i></p> <p>START Team Awards</p>
2:15pm-3:45pm	Content Strand	<p>Breakout Session</p> <p><i>Attendees can choose from one of the following breakout sessions and earn 1.5 CEs</i></p>
	<i>Strength-Based Approaches, Inclusion, Community Connection</i>	<p>Hunting the Good – Strengths Spotting in Practice</p> <p><i>Dan Tomasulo, PhD, TEP, MFA, MAPP, psychologist, writer, & professor. Academic Director & Core Faculty, Spirituality Mind Body Institute, Teachers College, Columbia University</i></p> <p><i>Andrea Szucs, LMSW, Psychotherapist</i></p> <p>Instructional Level: Intermediate</p> <p>Character Strengths are the positive parts of your personality that impact how you think, feel, and behave. Scientists have identified 24-character strengths that you have the capacity to express (VIA Institute on Character, 2023). Effective utilization of character strengths has been proven to lead to increased wellbeing. This hands-on presentation will demonstrate dynamic techniques (such as ‘resource priming’) to spot and cultivate character strengths in yourself, people with IDD-MH you support and their families.</p> <p>At the conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Utilize methods to activate resource priming for character strengths. • Identify at least three (3) optimal ways to engage resource activation. • Demonstrate the use of dramatic role-playing for highlighting and enhancing character strengths for sustainable use.

		<p>Empirical References:</p> <p>Szucs, A., Schau, C., Muscara, K., & Tomasulo, D. (2019). Character strength activation for people with intellectual and developmental disabilities using video feedback in groups. <i>Journal of Education and Learning</i>, 8(1), 12-20. https://doi.org/10.5539/jel.v8n1p12.</p> <p>Szucs, A., Deebrah, M. R., & Hess, M. (2020). HOPE at PLAY: Mindfulness-informed group practices in action with people with intellectual and developmental disabilities before and during COVID-19. <i>International Journal of Arts, Humanities, and Social Sciences Studies</i>, 5(10), 69-79.</p> <p>Tomasulo, D., & Szucs, A. (2015). The ACTing cure: Evidence-based group treatment for people with intellectual disabilities. <i>Dramatherapy</i>, 37(2-3), 100-115. https://doi.org/10.1080/02630672.2016.1162824.</p>
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<p><i>Integrated Health & Wellbeing</i></p>		<p>The Gut-Brain Axis: Improving Gut Health in Supporting Optimal Physical and Emotional Well-Being</p> <p><i>Karen Weigle, PhD, Associate Director, NCSS</i> <i>Edie Ye, ASW, CA San Andreas START Coordinator</i> <i>Alexandra Roth, MS, MSW, CA START San Andreas Clinical Director</i> <i>Emaya Anbalagan, MD, CA START San Andreas Medical Director</i></p> <p>Instructional Level: Advanced</p> <p>The human gut microbiome is comprised of a vast collection of bacteria, fungi, and viruses. The makeup of the gut microbiome influences human physical and emotional health via the gut-brain axis. A flourishing gut microbiome contributes to better health and general well-being. Individuals who experience Intellectual and/or Developmental Disabilities tend to have poorer gut health, leading to decreased physical well-being, (e.g., pervasive gastrointestinal [GI] distress) and emotional well-being (e.g., irritability). This presentation will provide psychoeducation on the gut-brain axis, relevant data from several CA START program recipients, and a variety of accessible and relevant intervention strategies.</p> <p>At the conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Demonstrate the importance of the gut-brain-axis intersection between the gut microbiome and the central nervous system, as well as its influence on physical health, emotional health, and general well-being, especially within the IDD community. • Describe the significant impact various dietary patterns have on one’s emotional and behavioral expression as well as the barriers to changing those patterns for anyone, especially those within the IDD community. • Design basic and accessible action steps that START team members across the country can share with the systems they support. <p>Empirical References:</p> <p>Blume, M., Schmidt, R., & Hilbert, A. (2018). Executive functioning in obesity, food addiction, and binge-eating disorder. <i>Nutrients</i>, 11(1), 54. https://doi.org/10.3390/nu11010054</p> <p>Borre, Y. E., O’Keeffe, G. W., Clarke, G., Stanton, C., Dinan, T. G., & Cryan, J. F. (2014). Microbiota and neurodevelopmental windows: Implications for brain disorders. <i>Trends in Molecular Medicine</i>, 20(9), 509–518. https://doi.org/10.1016/j.molmed.2014.05.002</p>
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<p><i>Evidence - Informed Practices & Policy</i></p>		<p>What is the Evidence Behind START Therapeutic Coaching Strategies? <i>Jill Hinton, PhD, NCSS Clinical Director</i> <i>Anne LaForce, MA, Director of Therapeutic Coaching</i></p> <p>Instructional Level: Intermediate</p> <p>Coaching is an evidence-based approach designed to strengthen and build capacity of the person receiving coaching (often a family member/caregiver along with the START enrollees) and is an integral aspect of the work of START teams. START Coaching utilizes several strategies including Cognitive Behavioral Therapeutic Strategies, Positive Psychology Strategies, Motivational Interviewing Strategies, Adaptive Strategies, and Expressive Therapeutic Strategies. These strategies are derived from evidence-based practices and approaches. This session will describe the evidence behind each of these approaches, provide examples of strategies within the approaches, and offer adaptations to meet individual needs.</p> <p>At the conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Explain evidence-based practices that inform START coaching practices and strategies. • Identify the therapeutic strategies utilized in START therapeutic coaching. • Discuss adaptations to strategies that address individual needs. <p>Empirical References:</p> <p>Hume, K., Steinbrenner, J. R., Odom, S. L., et al. (2021). Evidence-based practices for children, youth, and young adults with autism: Third generation review. <i>Journal of Autism and Developmental Disorders</i>. Early Online. https://doi.org/10.1007/s10803-020-04844-2.</p> <p>Miller, W. R., & Moyers, T. B. (2017). Motivational interviewing and the clinical science of Carl Rogers. <i>Journal of Consulting and Clinical Psychology</i>, 85(8), 757–766. https://doi.org/10.1037/ccp0000179</p> <p>Sam, A., Cox, A., Savage, M., Waters, V., Odom, S. (2019). Disseminating information on evidence-based practices for children and youth with autism spectrum disorder: AFIRM. <i>Journal of Autism and Developmental Disabilities</i>, 50, 1931-1940.</p>
<p><i>Cross-Systems Crisis Prevention & Intervention Through Connection</i></p>		<p>Using Collaborative Goal Development to Positively Impact Resource Center Outcomes <i>Alyse Scura, MEd, NCSS Project Manager</i> <i>Robert Scholz, MS, LCMHC, NCSS Director of Resource Center Services</i> <i>Dave Gunter, BS, Tarrant County TX START Resource Center Director</i> <i>JoAnna Battle, MBA, BSHS, Tarrant County TX START Resource Center Program Manager</i> <i>Chelsea Tussing-Shepherd, LCSW, NY START Triborough Clinical Director</i></p> <p>Instructional Level: Intermediate</p>

		<p>Resource Centers are one part of START therapeutic supports available, being implemented in several START programs nationally. This presentation will describe how a resource center can be used as a tool to support an individual towards further development of PERMA.</p> <p>This presentation will offer generalizable strategies for collaborative goal development that takes into account a bio-psycho-social conceptualization, leading to improved understanding of the person referred and resulting in positive outcomes.</p> <p>At the conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Describe reasons why it is important to develop person-centered goals and objectives. • Identify the steps of successful development of goals and objectives. • Develop an understanding of how resource center supports enhance START model principles and approaches. • Analyze information learned from the “guest” presentations into participants’ own practice. <p>Empirical References:</p> <p>Carter, E. W., Harvey, M. N., Taylor, J. L., & Gotham, K. (2013). Connecting youth and young adults with autism spectrum disorders to community life. <i>Psychology in the Schools, 50</i>(9), 888-898. https://doi.org/10.1002/pits.21716</p> <p>Hodgetts, S., & Park, E. (2017). Preparing for the future: A review of tools and strategies to support autonomous goal setting for children and youth with autism spectrum disorders. <i>Disability and Rehabilitation, 39</i>(6), 535-543. https://doi.org/10.3109/09638288.2016.1161084</p> <p>Lang, J. K., Black, S. J., Murphy, D. D., Churilov, I., MacKenzie, M., Churilov, L., & Brock, K. A. (2022). The utility of short-term goal achievement as an early indicator of discharge destination in people admitted to neurological rehabilitation with severe functional deficits. <i>Disability and Rehabilitation, 44</i>(8), 1221-1226. https://doi.org/10.1080/09638288.2020.1793225</p>
3:45p m- 4:15p m	Break	
4:15p m- 5:45p m	START Research Poster Session	
Wednesday, May 3^d		
7:00a m	Information Desk Available	
8:00a m- 9:00a m	Practice Group Breakfast Sessions	
	Session 1	Program Directors <i>Felicia Bates, MPH, NCSS Project Facilitator</i> <i>Jillaine Baker, LCSW, NCSS Associate Director of Quality Assurance</i>
	Session 2	Team Leaders <i>Dave O’Neal, MS, LMHC, MHP, NCSS Project Facilitator</i> <i>Alyce Benson, LCSW, NCSS Project Facilitator</i>

	Session 3	Medical Directors (CME Eligible) <i>Jen McLaren, MD, Chief Medical Advisor, NCSS</i> <i>Karen Weigle, PhD, Associate Director, NCSS</i>
	Session 4	Clinical Directors <i>Jill Hinton, PhD, NCSS Clinical Director</i>
	Session 5	START Therapeutic Supports <i>Anne LaForce, MA, NCSS Director of Therapeutic Coaching</i> <i>Bob Scholz, MS, NCSS Director of Resource Center Services</i> <i>Alyse Scura, MEd, NCSS Project Manager</i>
	Session 6	START Coordinators Networking <i>Sara Stanton, MA, NCSS Training Content Coordinator</i> <i>Maya Hu-Morabito, MA, NCSS Program Development Lead</i>
9:15a m- 9:45a m	Opening Remarks & Research Poster Awards	
9:45a m- 10:45a m	Keynote	<p>Building Connections: Strategies for Supporting Healthy, Healing Relationships <i>Karyn Harvey, PhD, Director of Training and Program Development, The Park Avenue Group</i></p> <p>Instructional Level: Introductory</p> <p>Total CEs: 1.0</p> <p>This presentation will explore the healing power of relationships and their role in life-long fulfillment. Research findings as well as case studies will be presented to explore strategies and supports for facilitating healthy relationships, such as the coach role of supporting staff. Additionally, the Anti-Loneliness Initiative will be described. This initiative is designed to help persons with intellectual and developmental disabilities and autism find real connection.</p> <p>At the conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Identify two (2) factors correlated with life-long fulfillment. • Identify the coach role of supporting staff in relationships. • Describe the anti-loneliness initiative. <p>Empirical References:</p> <p>Frawley P., & McCarthy M. (2022, February 24). Supporting people with intellectual disabilities with sexuality and relationships. <i>Journal of Applied Research in Intellectual Disabilities</i>, 34(4), 919-920. https://doi.org/10.1111/jar.12983</p> <p>Schwartz, A. E., Caoili, A., Beasley, J. B., Kramer, J. M., & Kalb, L. G. (2022). Clinical applications of the VIA Inventory of Strengths with Individuals with Intellectual/Developmental Disabilities. <i>The Journal of Positive Psychology</i>, 1-10</p> <p>Silverman, A., Molton, I. R., Smith, A.E., Jensen, M., & Cohen, G. L. (2017). Solace in solidarity: disability friendship networks buffer wellbeing. <i>Rehabilitation Psychology</i>, 67(4), 525-533</p>
10:45a m- 11:00a m	Break	

<p>11:00a m- 12:00p m</p>	<p>Panel</p>	<p>The Transformative Power of Connection <i>Moderator: Karyn Harvey, PhD, Director of Training and Program Development, The Park Avenue Group</i> <i>Russell Lehmann, Speaker, Writer, Poet, Advocate</i> <i>Micah Peace-Urquilla, BA, NCSS Research and Training Assistant</i></p> <p>Instructional Level: Introductory</p> <p>Total CEs: 1.0</p> <p>This panel presentation, moderated by Dr. Karyn Harvey, will serve as a follow-up to her keynote topic. Two speakers with lived experience of IDD-MH will share their journeys including trials, tribulations, and successes toward meaningful connection. Speakers will identify what connection means to them and the impact it has on their daily lives. The presentation will conclude with strategies for supporting connection in the lives of people with IDD-MH.</p> <p>At the conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Describe at least three (3) challenges people with IDD-MH experience when seeking connection. • Describe at least three (3) positive outcomes resulting from meaningful connections. • Identify at least three (3) strategies to advocate for connections for people with IDD-MH. <p>Empirical References:</p> <p>Friedman, C., & Rizzolo, M. C. (2018). Friendship, quality of life, and people with intellectual and developmental disabilities. <i>Journal of Developmental and Physical Disabilities, 30(1)</i>, 39-54.</p> <p>Harrison, R. A., Bradshaw, J., Forrester-Jones, R., McCarthy, M., & Smith, S. (2021). Social networks and people with intellectual disabilities: A systematic review. <i>Journal of Applied Research in Intellectual Disabilities, 34(4)</i>, 973-992.</p> <p>Rushbrooke, E., Murray, C., & Townsend, S. (2014). The experiences of intimate relationships by people with intellectual disabilities: A qualitative study. <i>Journal of Applied Research in Intellectual Disabilities, 27(6)</i>, 531-541.</p>
<p>12:00p m- 12:30p m</p>		<p>Closing Remarks <i>Jill Hinton, PhD, NCSS Clinical Director</i> <i>Dan Tomasulo, PhD, Psychologist, Professor, Speaker, Author</i></p>