

*Autism Society of the Bluegrass and  
Cardinal Hill Rehabilitation Hospital  
proudly present:*

# **BLUEGRASS AUTISM SYMPOSIUM**

*Exploring educational, biomedical and therapeutic interventions  
for Autism Spectrum Disorders*



**CARDINAL HILL REHABILITATION HOSPITAL**  
*Lexington, Kentucky*

**SATURDAY, FEBRUARY 25, 2006**

# WELCOME TO THE BLUEGRASS AUTISM SYMPOSIUM

*Exploring educational, biomedical and therapeutic interventions  
for Autism Spectrum Disorders*

The Autism Society of the Bluegrass and Cardinal Hill Rehabilitation Hospital welcome you to the Bluegrass Autism Symposium, featuring presentations on a variety of topics of interest to parents, caregivers, health care professionals, educators, students and therapists. The presentations will include **educational issues**, **biomedical interventions**, and **therapeutic options**.

## **Conference Goals:**

1. To increase understanding of the special health care needs of patients with autism spectrum disorders, and identify some biomedical options available for treatment.
2. To provide educational strategies to help individuals on the autism spectrum achieve their learning potential.
3. To present information on a wide variety of therapies available for the sensory, motor, communication, social, and other needs of people on the autism spectrum.

## **About the Autism Society of the Bluegrass**

The Autism Society of the Bluegrass is a chapter of the Autism Society of America. Our mission is to provide education, advocacy and support to families, educators and health professionals affected by autism spectrum disorders in the Bluegrass area. Meetings are generally held on the last Monday of the month at St. Michael's Episcopal Church, 2025 Bellefonte Drive, Lexington, from 6:30 to 8:30 p.m.

## **About Cardinal Hill Rehabilitation Hospital**

Cardinal Hill Rehabilitation Hospital's mission is to provide benchmark patient and customer services in physical rehabilitation. A leader in delivering significant clinical and programmatic advances in healthcare, Cardinal Hill offers a full continuum of care through comprehensive rehabilitative services.



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# - Conference Schedule -

		<u>Room #</u>
7:30-8:15 a.m.	<b>Registration &amp; Continental Breakfast</b> .....	2
8:15-8:30	<b>Welcome &amp; Announcements</b> .....	3 & 4
8:30-9:30	<b>Mary N. Megson, M.D., F.A.A.P.</b> .....	3 & 4
	<i>Vitamin A and Bethanecol</i>	
	<b>Amanda Ralston, B.S., B.C.A.B.A.</b> .....	1
	<i>Introduction to Verbal Behavior: Applied Behavior Analysis</i>	
9:30-10:30	<b>Boyd Haley, Ph.D.</b> .....	3 & 4
	<i>The Role of Mercury in Developmental Disorders</i>	
	<b>Tori Carraway, MA CCC-SLP</b> .....	1
	<i>Introduction to Relationship Development Intervention</i>	
10:30-11:00	<b>Break - sponsored by Sensory Learning Center</b>	
11:00-12:00	<b>Sheila Wagner M.Ed.</b> .....	3 & 4
	<i>Including Elementary Students with ASD: Setting the Stage for the Future</i>	
	<b>Paul E.A. Glaser, M.D., Ph.D.</b> .....	1
	<i>Medication Interventions</i>	
12-1:30 p.m.	<b>Lunch on your own</b>	
1:30-2:30	<b>Sheila Wagner M.Ed.</b> .....	3 & 4
	<i>Including Middle/High School Students with ASD: Realizing the Dream</i>	
	<b>Camille Skubik-Peplaski, M.S., OTR/L, BCP</b> .....	1
	<i>Sensory Integration: Making it Work for You!</i>	
2:30-3:30	<b>Frank Kersting, Ed.D.</b> .....	3
	<i>Higher Education and the Autism Spectrum Continuum</i>	
	<b>Neelkamel S. Soares, M.D., F.A.A.P.</b> .....	4
	<i>Early Intervention in Autism</i>	
	<b>Cheryl Dunn, Early Childhood Consultant</b> .....	1
	<i>Utilizing Visual Strategies to Facilitate Successful Participation in Both Home and Academic Settings</i>	
3:30-3:45	<b>Break - sponsored by Central Bank &amp; Trust Co.</b>	
3:45-4:45	<b>M. Nicholas Martin, M.D.</b> .....	3 & 4
	<i>Vitamin B6</i>	
	<b>Tanya R. Sturgill, M.S., CCC-SLP</b> .....	1
	<i>Respecting Autism: What We Learn From Our Friends on the Spectrum</i>	
4:45-5:00	<b>Wrap-up/Evaluations</b>	

***Exhibits will be open from 7:45-5:00 p.m.***

## **Vitamin A and Bethanecol**

**Mary N. Megson, M.D., F.A.A.P.**

This session will include clinical trials with cod liver oil, which represents one piece in the puzzle of autism. She will also discuss how this piece fits with other biomedical approaches used for this complex disorder.

*Dr. Mary Megson is a developmental pediatrician in private practice in Richmond, Virginia. She is board certified by the American Academy of Pediatrics. Her research area is use of vitamin A and Bethanecol in treatment of autistic spectrum disorders. She conducted a clinical trial to investigate her hypothesis that G-alpha protein defect is a high risk factor for developing autism after vaccination. Currently Dr. Megson's private practice is devoted to diagnosing and treating developmentally delayed children specializing in autism.*

## **Introduction to Verbal Behavior: Applied Behavior Analysis**

**Amanda Ralston, B.S., B.C.A.B.A.**

This workshop is designed for parents, educators, professionals, and paraprofessionals seeking to learn about Skinner's behavioral classification of language. The Verbal Operants, first described in Skinner's work Verbal Behavior, provide a more in-depth analysis of the functional antecedent, consequent, and motivational factors that influence language in all children. Understanding the 8 different conditions under which language tends to occur is imperative for effective teaching of functional, fluent, and spontaneous language that is maintained naturally in children with language disorders.

*Amanda Ralston is a Board Certified Associate Behavior Analyst providing consultative services to families, schools, and agencies. These services include behavior analysis, observations, recommendations, data collection and interpretation, hands-on demonstration, workshops, and ongoing supports while working with individuals with autism spectrum disorders ages ranging from 2-16 years of age. Ms. Ralston conducts introductory and intermediate level workshops for parents and professionals in Kentucky, Indiana, and Ohio and is a contractor to agencies in Kentucky and Ohio providing behavioral supports to children with challenging behavior.*



# *The Role of Mercury in Developmental Disorders*

**Boyd Haley, Ph.D.**

The EPA and the National Academy of Sciences (NAS) have stated that 8 to 10% of American women have such high body mercury burdens that any child they give birth to would be susceptible to neurological diseases. The CDC states that one of six children in this country have a neurodevelopmental disorder. Today, parents in the USA spend more on drugs (e.g. Ritalin) to treat neurodevelopmental disorders than they spend on antibiotics and asthma treatments. Regarding autism, data will be presented that shows that autistic children represent a subset of the population that cannot effectively excrete mercury. Therefore, these children retain the mercury and are more dramatically affected by the low level exposures from amalgams and vaccines. Numerous examples will be presented that show that the aberrant biochemistry found in autistic children is consistent with inhibition of certain enzymes.

*Dr. Boyd Haley received his BS in Chemistry/Physics from Franklin College in 1963. After a tour in the U.S. Army (Medic MOS) he completed his M.S. in Chemistry at the University of Idaho (1966) and his Ph.D. in Chemistry/Biochemistry at Washington State University (1971). In 1985 he was appointed as the first scientist hired in the Markey Cancer Center at the University of Kentucky with academic appointments as professor in the College of Pharmacy and in the Department of Biochemistry of the University of Kentucky Medical Center. He is co-founder and scientific advisor of Affinity Labeling Technologies, Inc., a biotech company that synthesizes and markets nucleotide photoaffinity analogs to major research institutes for biomedical research.*

## *Introduction to Relationship Development Intervention*

**Tori Carraway MA, CCC-SLP**

Relationship Development Intervention™ (RDI™) is a systematic and developmental intervention, developed by Dr. Steven Gutstein and Dr. Rachelle Sheely. It is a parent-based program that is designed to address the core deficits of autism. These core deficits impact social communication, relationship building, motivation, critical thinking, abstract language comprehension, problem solving, and executive functioning. RDI™ is a powerful step-by-step model that is based on typical development and the latest research on the brain, developmental psychology, and autism.

*Tori Carraway is a Speech Language Pathologist and a Relationship Development Intervention (RDI) Program™ Consultant in Training. Her areas of interest include Autism Spectrum Disorders, Speech-Language Development (assessment and treatment), oral motor assessment and treatment, Apraxia of Speech, and Relationship Development Intervention™ (RDI™). Ms. Carraway is a graduate of the University of Tennessee and is a self-employed Speech Language Pathologist.*

**Including Elementary Students with ASD:**  
**Setting the Stage for the Future**  
**Sheila Wagner, M.Ed.**

This session will discuss the necessary components for developing a strong, positive inclusive program for elementary students with ASD. Too often, students with ASD are placed within general education classrooms without the training and support necessary to make the program a success. This style of inclusion leads to disruptions in classroom routines, negative opinions engendered by the peers and teachers, and does not promote success for the targeted student. Students with ASD have intense needs in the areas of social, language and behavior, as well as academics – all of which need to be considered when developing inclusion programs. In-depth analysis, practical teaching strategies and a foundation of inclusive philosophy will be the highlight of this session. Examples will be provided and video clips will be used to track a student's progress overtime.

**Including Middle / High School Students with ASD:**  
**Realizing the Dream**  
**Sheila Wagner, M.Ed.**

This session will discuss the necessary components for developing a strong, positive inclusive program for middle and high school students with ASD. Too often, students with ASD are placed within general education classrooms without the training and support necessary to make the program a success. This style of inclusion leads to disruptions in classroom routines, negative opinions engendered by the peers and teachers, and does not promote success for the targeted student. Students with ASD have intense needs in the areas of social, language and behavior, as well as academics – all of which need to be considered when developing inclusion programs. In-depth analysis, practical teaching strategies and a foundation of inclusive philosophy will be the highlight of this session. Examples will be provided and video clips will be used to track a student's progress overtime.

*Sheila Wagner earned her undergraduate education degree from University of Wisconsin-Whitewater, and graduate degree from Georgia State University. Ms. Wagner is a former special education teacher and teacher consultant on educating students with autism for over 20 years. Currently an Assistant Director of the Emory Autism Center in Atlanta, Georgia, and Program Coordinator for the MONARCH School Program (K-12), she consults with school districts and families throughout the state of Georgia and nation on school issues for students with autism/AS.*

## **Medication Interventions**

**Paul E. A. Glaser, M.D., Ph.D.**

Thankfully most people diagnosed with Autism Spectrum Disorders will never need to take medication for troublesome behaviors. Although there is no known medication that “cures” Autism, there are many medications that help with symptoms and troublesome behaviors as they arise. Also, children and adults with ASD can have a variety of other mental health difficulties, such as depression, anxiety, and ADHD; that are sometimes treated with medication. We will explore the good and the bad of these medications, as well as mentioning promising medications that have been disproven, and new medications that still have promise.

*Dr. Paul Glaser is a research scientist, involved in basic, clinical, and translational studies which focus on increasing our understanding of the behavior development and treatment of brain disorders. A graduate of the University of Kentucky and Washington University in St. Louis, MO, Dr. Glaser is involved with teaching roles in the community, classroom, and clinic. He is currently an Assistant Professor in the departments of Psychiatry, Pediatrics, and Anatomy & Neurobiology at the University of Kentucky.*

## **Sensory Integration: Making It Work For You!**

**Camille Skubik-Peplaski, M.S., OTR/L, BCP**

Sensory Integration and Sensory Processing is the way our body perceives and interprets sensory information in our environment. The ability to take in, sort out and connect information is critical to form positive relationships and be successful in life. Difficulty understanding sensory input results in sensory processing deficits. The consequences of sensory processing deficits can contribute to developmental lags, behavioral, emotional and learning problems. One way these issues can be addressed is by improving one’s organization and modulation through occupational therapy treatment. This presentation will review sensory processing concepts and discuss several intervention strategies, including The Alert Program (How Does Your Engine Run), and Sensory Diets.

*Camille Skubik-Peplaski is Practice Coordinator for Occupational Therapy at Cardinal Hill Rehabilitation Hospital. As Coordinator she is responsible for guiding best practices for occupational therapists, implementing student programs and competency programs. She is board certified by the American Occupational Therapy Association. A graduate of Wayne State University in Detroit, Michigan and Eastern Michigan University she is currently enrolled in the Rehabilitation Science Program at the University of Kentucky.*



## *Higher Education and the Autism Spectrum Continuum*

**Frank Kersting, Ed.D.**

The Kelly Autism Program has comprehensive services for middle school, high school and post-secondary students and individuals. Our goal is to address the needs of adolescent and young adults diagnosed along the Autism Spectrum Continuum as they transition into educational and employment settings, as well as their families. The conceptual framework, necessary supports, and collaboration opportunities will be discussed.

*Dr. Frank Kersting is the Director of the Kelly Autism Program and a Professor in the Department of Communications at Western Kentucky University. Program development at the university encompasses three areas: middle school, high school and post-secondary. As Director of the autism program, he is responsible for providing services for adolescents and young adults who are autistic, as well as services for their families.*

## *Early Intervention in Autism*

**Neelkamal S. Soares, M.D., F.A.A.P.**

Autism spectrum disorders are a group of neurodevelopmental disorders affecting approximately one in every 166 children in the US and around the world. They significantly impact a child's behavior, and their ability to communicate, socialize and play.

There are significant improvements in our early recognition of autism including the use of various "tools" as early as 18 months of age. Early recognition is associated with early intervention, which has been proven to be an effective educational modality toward improvement of these children. There is a recent strong move in KY to improve both early diagnosis and intervention for children with autism. Dr. Soares' talk will focus on these aspects, with the purpose of educating professionals, therapists, educators and caregivers of children with autism spectrum disorders to be better advocates for these children to improve life outcomes.

*Dr. Neelkamal S. Soares is an Assistant Professor of Pediatrics at the University of Kentucky. A graduate of the University of Mumbai, India, Dr. Soares is board certified by the American Board of Pediatrics. His special interests and training are in the areas of autism, cerebral palsy, attention deficit hyperactivity disorder, neurodevelopment outcome of NICU graduates and developmental disabilities.*

## **Utilizing Visual Strategies to Facilitate Successful Participation in Both Home and Academic Settings**

**Cheryl Dunn, Early Childhood Consultant**

This session will provide participants with general information related to the characteristics of autism; along with strategies to address the associated learning challenges. Participants can expect to see how the implementation of visual strategies can facilitate independence in both home and academic settings. Several strategies will be discussed and demonstrated. All of the strategies are based on TEACCH (Treatment and Education for Autism and related Communication Handicapped Children), University of North Carolina, Chapel Hill.

*Cheryl Dunn serves student, families, and school personnel through evaluation of needs including consultation services on programming and behavior management, linking individuals with resources and provision of professional development opportunities. A graduate of Murray State University, Ms. Dunn is currently an Early Childhood Consultant with the Calloway County Early Childhood Regional Training Center.*

## **Respecting Autism:**

### **What We Learn From Our Friends on the Spectrum**

**Tanya R. Sturgill, M.S., CCC-SLP**

The focus of this session will be to discuss the “culture of autism” and some of the ways that our school communities can support the unique learning styles of people on the autism spectrum. We will explore general strategies that target improved organization, language and social skills, including learning environments and peer education.

*Tanya Sturgill is an Autism Resource Specialist for Fayette County Schools. She provides trainings for teachers, counselors, related service providers, and para-educators to increase awareness and understanding of the characteristics of autism and strategies to enhance student achievement. Ms. Sturgill also provides on-site technical support for schools and students pre-school through 12th grade. A graduate of the University of Kentucky, she has participated in trainings and workshops that include the Picture Exchange Communication System (PECS), Project TEACCH, and Carol Gray’s Social Stories and attended workshops provided by Barry Prizant, Temple Grandin, Tony Atwood, Brenda S. Myles, Rebecca Moyes, Linda Burkhart, and Jed Baker.*

## Vitamin B6

**M. Nicholas Martin, M.D.**

The cellular biochemistry found in most autistic children and young adults is the result of a genetically susceptible group of individuals who have experienced exposure to chemical and metal toxins resulting in alterations of biological function and therefore development. Autism affects children in areas of academics, behavior, and neuromuscular function. This combination of genetics when exposed to toxins results in impedance of nonverbal communication skills accompanied by irritability and self-stimulation. These individuals are deficient in certain vitamins and their food cravings reflect their need for these vitamins.

This presentation will compare nutrition at the blood and cellular levels that reflect the nutritional status of the child. Some of the deficiencies will reflect the inadequate cofactors that limit the enzymatic products that reflect the inherited biochemical defects that are the basis for some of the difficulties that these children encounter. Comparative examples of biochemical-nutritional levels of both parent and child will be presented. Recent research and the nutritional intervention therapy that is designed to produce the deficient products that result due to a single nucleotide mutation will be reviewed.

*Dr. M. Nicholas Martin is active in the research of immunology at the cellular level and defining environmental risk factors for specific diseases. Certified by the American Board of Family Practice and American Board of Anti-Aging Medicine, his interests include preventative medicine with emphasis on control of man's environmental health hazards and management of illnesses within the capacity of family practice. Dr. Martin is the owner and administrator of the Lancaster Family Health Center in Lancaster, KY.*

# *Special Thanks*

*We would like to thank the individuals and businesses that helped make the  
Bluegrass Autism Symposium a reality.  
Special thanks go to our sponsors and donors:*

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Sara Spragens, President

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[www.asbg.org](http://www.asbg.org)

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## Autism Society of the Bluegrass

### Remaining 2006 Schedule

Feb. 27	Aug. 28
Mar. 27	Sept. 25
April 24	Oct. 30
May - no meeting	Nov. - no meeting
June 26	Dec. - TBA
July 31	

*Please join us! Meetings are generally held on the  
last Monday of the month at St. Michael's Episcopal  
Church, 2025 Bellefonte Drive, Lexington, from  
6:30 to 8:30 p.m. Dues are \$12 per year.*

Check out our website: [www.asbg.org](http://www.asbg.org)

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502-899-9128





# *Welcome to Cardinal Hill Rehabilitation Hospital*

## *General Information*

### ***Food Service:***

Our cafeteria is located on the first floor. Please take the elevators to the first floor, exit left and follow the corridor into the dining room.

General Entree:	\$2.06
Specialty Entree:	2.75
Vegetable:	1.06
Salad Bar:	3.25 lb.
Dessert:	1.08
Large Drink:	.80
Small Drink:	.70

### ***Fast Food Restaurants:***

CHRH is located at the corner of Mason Headley and Versailles Road. On Versailles Road there are numerous fast food restaurants. Across the street on Versailles Road to the right is Dairy Queen, on the left is Long John Silvers, Kentucky Fried Chicken, Pizza Hut, Burger King, McDonald's, and Arby's, which is just a few minutes drive.

### ***Dine-In Restaurants:***

Located on Harrodsburg Road, you can dine at Logan's Restaurant (turn left at Harrodsburg Road and Mason Headley intersection) or at Frisch's Big Boy, which is located by turning right at the same intersection of Harrodsburg Road and Mason Headley. Further down from Frisch's Big Boy, you will find additional restaurants including Longhorn Steaks, O'Charley's, Ruby Tuesday's and Chick-Fil-A.

### ***Rest Rooms:***

To the left as you exit Conference Rooms 3 & 4.

### ***Emergency Phone Calls:***

Cardinal Hill's phone number is (859) 254-5701. The operator must be told that this is an emergency and that you are attending a seminar in the Center of Learning.

### ***In Case of Fire:***

All participants are to leave by the closest doors marked by exit signs. Please stay together in a group until a Cardinal Hill official gives approval for re-entering the facility.