

# 2023

## NORTH GEORGIA AUTISM CONFERENCE



PRESENTED BY:



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Parent to Parent of Georgia  
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Epilepsy Foundation of Southeast Tennessee  
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Chattanooga Allergy Clinic  
The Buddy Project  
SensaCalm  
Chattanooga Autism Center  
Chattanooga Autism Center: GCA  
Children's Autism Center  
LifeLine, Inc.  
North Georgia Health District  
Katie Walker Counseling, LLC



# NORTH GEORGIA AUTISM CONFERENCE

# AGENDA

FRIDAY, OCTOBER 27, 2023

**DALTON CONVENTION CENTER**  
**2211 Tony Ingle Parkway | Dalton, GA 30720**  
 (formerly 2211 Dug Gap Battle Rd)

Track/Presentación	Room / Sala
PARENT TRACK	LECTURE HALL (upstairs)
NEW TEACHER TRACK	BANQUET HALL II (upstairs)
EXPERIENCED TEACHER TRACK	BANQUET HALL I (upstairs)
HEALTHCARE TRACK	A1 - AIII (downstairs)
SPANISH TRACK	BI (downstairs)
Breakfast and Lunch Desayuno y Almuerzo	Exhibit Hall (downstairs) Salon de expositores

7:30 - 8:30 AM	<b>REGISTRATION</b>				
8:30 - 9:30 AM	<b>BREAKFAST KEYNOTE:</b> Deeply Meaningful Advocacy Stephanie O. Hubach				
9:30 - 9:45 AM	<b>BREAK: VISIT EXHIBITORS</b>				
	<b>PARENT</b>	<b>NEW TEACHER</b>	<b>EXPERIENCED TEACHER</b>	<b>HEALTHCARE</b>	<b>SPANISH</b>
9:45 - 10:45 AM	<b>Navigating the Journey: A Mother's Perspective</b> LaTonya Winfrey	<b>Communication and Literacy Instruction: A Package Deal</b> Hannah Cannon Jessica Burns	<b>Autism Gives Me Superpowers</b> Payton Biggers	<b>Growing Your Practice Using Precise Service</b> Rodney Kellum	<b>Medicaid HCBS &amp; NOW-COMP Waiver</b> Irma Infinger
10:45 - 11:00 AM	<b>BREAK: VISIT EXHIBITORS</b>				
11:00 - 12:00 PM	<b>Leaning In: Unrelenting Love in the Face of Relentlessness</b> Stephanie O. Hubach	<b>Communication: Building Emotional Equity</b> Pam Wiles J. Ben Wiles	<b>How Understanding Behavior Improves Learning Potential</b> Amanda Williamson	<b>Autism and ADHD: Shared and Separate</b> Nancy Carnevale	<b>Apoyando a Cuidadores Después de un Diagnóstico de Autismo</b> Karen Guerra
12:00 - 12:15 PM	<b>BREAK: VISIT EXHIBITORS</b>				
12:15 - 1:15 PM	<b>LUNCH KEYNOTE: THE SECRET TO SERVICE</b> Rodney Kellum				
1:15 - 1:30 PM	<b>BREAK: VISIT EXHIBITORS</b>				
1:30 - 2:30 PM	<b>Common Questions for Our Dietitian</b> Emily Brandt Ashley Broadrick	<b>When a Plan Comes Together</b> LaTonya Winfrey	<b>Using Direct Instruction to Improve Group Responding for Learners with Autism</b> Amanda Williamson	<b>Changes in ABA</b> Hannah Burris and Kelsey Cameron	<b>Revitalizar y Prosperar: Auto-cuidado y Límites Saludables para los cuidadores de niños con TEA</b> Andrea Cecilia G. Dunn
2:30 - 2:45 PM	<b>BREAK: VISIT EXHIBITORS</b>				
2:45 - 3:45 PM	<b>Special Needs Estate Planning and Decision Making</b> David Roberts Amy Boulware	<b>Autism Gives me Superpowers</b> Payton Biggers	<b>Utilizing AAC to Access Curriculum Standards</b> Hannah Cannon Jessica Burns	<b>Let's Talk AAC: Tips, Tricks, and Trouble Shooting</b> Laurie Shaw Lynn Sams	<b>Mírame Crecer</b> Jenesis Yanez Lorena Ferreira

## BREAKFAST TOPIC

### Deeply Meaningful Advocacy

**8:30 AM – 9:30 AM**

Do you long to see children with disabilities and their families flourish in the world, and yet feel like it always ends up as a fistfight for power and control? During this presentation, we will explore what deeply meaningful advocacy can look like in practice, what its aims can be, and how constructive engagement can actually take place. This presentation will help conference attendees identify the aims of advocacy, affective ways to engage in advocacy, and the outcomes of successful advocacy.



#### **Stephanie O. Hubach MATS, MA**

Stephanie O. Hubach is a Research Fellow in Disability Ministries in affiliation with Covenant Theological Seminary. She has an MATS from Covenant Seminary, and MA in Economics from Virginia Tech, and is a Phi Beta Kappa graduate of Western Maryland College with dual degrees in Economics and Business Administration.

From 2007-2016 she served as the Founding Director of Mission to North America's Special Needs Ministries (Presbyterian Church in America). She is also a founding member of the Lancaster Christian Council on Disability (LCCD). Stephanie is the author of "Parenting & Disabilities: Abiding in God's Presence" (P&R Publishing, 2021), "Same Lake, Different Boat: Coming Alongside People Touched by Disability" (P&R Publishing, 2006, Revised & Expanded Edition 2020), and "All Things Possible: Calling Your Church Leadership to Disability Ministry" (Joni and Friends, 2007). She has been published in ByFaith magazine, Focus on the Family magazine, and Breakpoint online magazine and produced a Christian Education DVD series based on Same Lake, Different Boat.

Stephanie also has written for multiple online outlets, including enCourage, Key Ministry, Walk Right in Ministries, and The Gospel Coalition. Stephanie and her husband have two deeply loved sons, the younger of whom has Down Syndrome.

For further information on her work, go to [www.stephaniehubach.com](http://www.stephaniehubach.com).





# AUTISM CONFERENCE SESSION TIMES & DESCRIPTIONS

## 9:45<sub>AM</sub> – 10:45<sub>AM</sub> SESSIONS

### PARENT TRACK - LECTURE HALL

#### **Navigating the Journey: A Mother's Perspective**

LaTonya Winfrey, LPSC, M.Ed.

Parenting a child with autism can be overwhelming and mind-blowing. Join LaTonya Winfrey as she utilizes her experiences as an educator and parent of a son diagnosed with autism to bring a humorous outlook to the challenges and strengths of their journey, from pre-diagnosis to high school. Attendees will walk away with strategies and resources for parents to advocate for the success of students, build a "village," and strengthen school and community relationships. In addition, attendees will learn how to access early intervention services and create support groups, how to advocate for their child's inclusion in the classroom and extracurricular activities, as well as recognize and identify feelings and emotions of caregivers pre and post diagnosis.

### NEW TEACHER TRACK – BANQUET HALL II

#### **Communication and Literacy Instruction: A Package Deal**

Hannah Cannon, M.S., CCC-SLP

Jessica Burns, M.Ed.

Teachers in both general and special education roles are faced with the challenge of supporting the academic growth of their students in a variety of areas. Students with significant communication deficits are particularly challenged when learning to read and write. In this presentation, you will learn lesson planning strategies to improve student outcomes in the areas of communication, literacy, and writing in an all-in-one, integrated approach!

### EXPERIENCED TEACHER TRACK – BANQUET HALL I

#### **Autism Gives Me Superpowers!**

Payton Biggers, author, self-advocate, and public speaker

Payton will share her own experiences on the autism spectrum and how attendees can better understand autism from the perspective of an autistic person. Truly understanding autism comes from knowing someone's first-hand experiences. Payton will explain the reason behind meltdowns, so people will understand that meltdowns are not bad behavior, but instead how an autistic person might express their discomfort.

Payton's presentation aims to explain the autism spectrum, as someone on it. Attendees can expect to learn how to calm someone having a meltdown, instead of scolding them, how they can encourage special interests instead of ignoring them, and instead of viewing autism as something to be "cured" or "fixed" the audience can instead focus on an autistic person's strengths more than their weaknesses. Someone on the autism spectrum will have a lot more success when the people around them praise their progress and talents instead of obsessing over their social struggles.

## **HEALTHCARE TRACK – AI – AIII**

### **Growing Your Practice Using Precise Service**

**Rodney Kellum, Inspirational Speaker and Father**

In my talk "Growing Your Practice Using Precise Service," I will share the proven strategies I have learned in the sales and service industries and combine them with my experience as a father of a special needs child, to help practitioners and business owners grow their business. Implementing a service minded practice, in a numbers driven world, presents a unique challenge when you add in special needs individuals. This presentation will help attendees identify the right people to serve with, how to use a new metric system to track progress, and create connections and grow client base. Let's take a refreshing dive into using service in an impactful and measurable way.

## **SPANISH TRACK – BI**

### **Servicios a domicilio y comunitarios (HCBS) de Medicaid y los Programas de exención de nuevas opciones (NOW) y exención de apoyos integrales (COMP)**

**Irma Infinger, Coordinadora regional de Parent to Parent of Georgia.**

Durante esta presentación, conversaremos acerca de los beneficios de las exenciones NOW y COMP. Los asistentes obtendrán información sobre el rango de servicios que ofrecen dichas exenciones y comprenderán las diferencias entre el modelo tradicional y el de participación directa. Asimismo, los asistentes aprenderán cómo realizar el proceso de solicitud desde el principio hasta el momento de recibir el servicio.

**10: 45 AM – 11: 00 AM BREAK**  
**VISIT EXHIBITORS**  
**BOOK SIGNING**



# 11: 00 AM – 12:00 PM SESSIONS

## PARENT TRACK – LECTURE HALL

### **Leaning In: Unrelenting Love in the Face of Relentlessness**

Stephanie O. Hubach, MATS, MA

It's been said, "Disability is not like cancer—you don't get to the other side of it." That statement is not meant, in any way, to diminish the harsh realities of living with a diagnosis of cancer. Instead, it communicates the relentless nature of living with diagnosable disability: a life-changing reality in a family that doesn't come to any ultimate "resolution" in this lifetime.

As parents, we are called (and I would add, privileged) to provide unrelenting love in the face of relentlessness. During our time together we will explore what are the roots of relentlessness in disability, why are people prone to run from relentlessness wherever they encounter it, what are the risks that those living with relentlessness contend, and what is needed to flourish as parents in the midst of relentlessness. This will ensure that we continue to offer unrelenting love to our children.

## NEW TEACHER TRACK – BANQUET HALL II

### **Communication: Building Emotional Equity**

Pam Wiles, Ed.S.

J. Ben Wiles, PhD.

The presentation aims to educate attendees on how to implement effective communication strategies in all areas of life, specifically at home and in the classroom. Attendee will learn how to listen for deeper meaning, ask powerful questions to open up new avenues of insight and problem solving, implement strategies for conflict resolution, and implement practical ways to facilitate communication

## EXPERIENCED TEACHER TRACK – BANQUET HALL I

### **How Understanding Behavior Improves Learning Potential**

Amanda Williamson, MA, BCBA, LBA

This presentation aims to increase understanding of human behavior and how to analyze the context in which behavior occurs. Attendees will be able to identify when assent is given and withdrawn and what to do. They will also leave with a better understanding of the effect the immediate environment has on learning, how to arrange their environment to avoid problem behaviors and increase learning. Lastly, attendees will learn what degrees of freedom are, how to increase these degrees in their child or student's life, and what impact that will have on their learning.



## **HEALTHCARE TRACK – AI – AIII**

### **Autism and ADHD: Shared and Separate**

Nancy Carnevale, MD

This presentation aims to shed light on the shared characteristics and distinctions between autism and ADHD. Using case studies and clinical examples, we will look at the scientific basis of the overlap and examine the diagnostic criteria. By delving into the finer nuances of these differences, attendees will gain a deeper understanding of how to distinguish between the two disorders, as well as increased awareness of their co-occurrence.

## **SPANISH – BI**

### **Apoyando a Cuidadores Después de un Diagnóstico de Autismo**

Karen Guerra, M.S., CCC-SLP

Los patólogos del habla y el lenguaje (SLP) desempeñan un papel importante en la evaluación y el tratamiento de niños autistas y en el apoyo a sus familias. Pueden proporcionar evaluación y tratamiento en una multitud de entornos. Pueden realizar sesiones individuales en un entorno clínico o proporcionar más intervenciones en el hogar, guarderías o escuelas. También pueden ser parte de un equipo interdisciplinario de proveedores que se centran en las señales temprana y en la detección/identificación de TEA o liderar grupos de cuidadores que brindan el apoyo social.

**12:00 PM – 12: 15 PM**

**BREAK**

**VISIT EXHIBITORS**

**BOOK SIGNING**

**12:15 PM – 1:15 PM**  
**LUNCH KEYNOTE**  
**The Secret to Service**



As a speaker and a parent to a daughter on the spectrum, I have come across the many challenges that most parents of a child on the spectrum encounter. I have found that many of our service providers are burned out as well as parents. Providers are burned out from the demand of serving those with special needs. Parents are burned out from the constant care and advocacy required to provide the best quality of life for our children.

My talk “The Secret To Service” will help service providers and parents understand the true purpose, power and impact of the service we provide, all while giving attendees the thanks needed, the motivation to continue, and the power of understanding why we must do what we are doing to the best of our abilities.

The impact of my talk is that service providers and parents alike will leave with a new sense of gratitude for themselves. They will be refreshed by the gratitude I will pour out on them. Lastly, they will be empowered to provide the best service possible for those that are in their care.



**Rodney Kellum, Inspirational Speaker and Father**

From humble beginnings to a prosperous life, Rodney Kellum has discovered the power of “Speaking Life” into existence. In addition to accomplishing some major milestones, such as playing Division I basketball, being internationally recognized by CNN for the book he Co-authored titled “What Yo Nayme Iz: What Not To Name Your Child”, and launching Speak Life Inspirational Speaking, Rodney has learned the extremely valuable lesson that his most important work is done at home, as husband and father.

Life changed for Rodney when he was forced to choose between his dream job and his then, very young first child Randall. Once Rodney chose Randall over what he thought was his dream job, his paradigm shifted and fatherhood became his inspiration for doing everything that he does now.

**1:15 PM – 1:30 PM**  
**BREAK**  
**VISIT EXHIBITORS**  
**BOOK SIGNING**

## 1:30 PM – 2:30 PM SESSIONS

### PARENT TRACK – LECTURE HALL

Common Questions for Our Dietician

Emily Brandt, MD

Ashley Broadrick, RD

Many families have similar questions that they would like to discuss with a dietitian so, we will plan to talk through some of the most common questions we get. This may include topics like ways to provide supplements for a child with a limited diet, concerns about the impact of certain food groups, and dietary strategies for common challenges like constipation. Attendees will learn to implement strategies for managing constipation, understand safe ways to trial dietary changes, and recognize additional strategies to supplement limited diets.

### NEW TEACHER TRACK – BANQUET HALL II

When a Plan Comes Together

LaTonya Winfrey, LPSC, M.Ed.

How can you play a direct role in ensuring that students with exceptional needs are presented with opportunities for success? Are your students considered in all discussions regarding student performance? By shifting the conversations, you can shift the data. Advocacy is key! Join LaTonya Winfrey, LPSC and parent, as she presents strategies for collaboration of all educators to increase the rate of success for all students.

After this presentation, attendees will be able to create an ideal environment that promotes the success of students with exceptional needs, learn strategies to promote growth mindsets while shifting the conversations surrounding students with exceptional needs, and identify resources for the education system, including early intervention, elementary, secondary, and post secondary levels.

### EXPERIENCED TEACHER TRACK – BANQUET HALL I

Using Direct Instruction to Improve Group Responding for Learners with Autism

Amanda Williamson, MA, BCBA, LBA

This presentation will help attendees understand the importance of using Direct and Explicit Instruction (DI) for building fluency and academic retention. Amanda will also share the history of DI and the groundbreaking research that supports it's use ("Project Follow Through"). Attendees will learn how using cumulative approach to teaching academic skills to mastery leads to improved learning outcomes, the effects of DI on improved classroom behavior, and how coral responding insures active student participation. Lastly, attendees will learn how DI leads to the development of generative learning.

## HEALTHCARE TRACK – AI – AIII

Changes in ABA

Hannah Burris, M.S., BCBA

Kelsey Cameron, M.S., BCBA

Applied Behavior Analysis (ABA) is a form of behavior therapy that was developed in the 1960s. ABA uses scientific and evidenced based practices to improve socially significant behaviors that will lead to an overall improved quality of life. As the research has expanded and more studies are conducted the field continues to grow. Over the years, practitioners have learned more effective procedures and have updated their techniques that will increase the likelihood of a positive outcome. However, because the field is still relatively new and growing, there are several myths about ABA that must be addressed.

## SPANISH TRACK – BI

Revitalizar y Prosperar: Auto-cuidado y Límites Saludables para los cuidadores de niños con TEA

Andrea Cecilia G. Dunn, CBCT® Instructor, Spanish CMI

En el mundo del cuidado de niños con trastorno del espectro autista (TEA), nos embarcamos en un viaje para desentrañar los intrincados desafíos que hacen que cada día sea único. A medida que avanzamos, nuestra misión es empoderar a los cuidadores a través de la práctica del Auto-cuidado y la Autocompasión, ofreciéndoles herramientas para restaurar su vitalidad. A lo largo del camino, exploraremos el poderoso concepto de establecer Límites Saludables, otorgando a los cuidadores la fuerza para fomentar su propio bienestar. A lo largo de nuestra exploración, presentaremos tres actividades transformadoras diseñadas para cambiar perspectivas, revitalizar las rutinas diarias e inspirar energía renovada. Nuestro objetivo final es elaborar un plan personalizado para los cuidadores, fomentando su resiliencia y permitiéndoles maximizar sus recursos mientras se dedican al éxito de sus hijos.

**2:30 PM – 2:45 PM**

**BREAK**

**VISIT EXHIBITORS**

**BOOK SIGNING**

## 2:45 PM – 3:45 PM SESSIONS

### PARENT TRACK – LECTURE HALL

#### Special Needs Estate Planning and Decision Making

David Roberts, Esq.

Amy Boulware, LAP, MSW

Amy Boulware and David Roberts will guide families and educators through various special needs planning tools and tactics. The team will go into detail on considerations for a comprehensive plan, common legal concerns, and why the planning process requires a multi-disciplinary approach. Amy and David will provide insight on necessary legal documents, including conservatorships and incapacity documents, roadblocks that you may encounter and the preservation of your special needs plan.

### NEW TEACHER TRACK – BANQUET HALL II

#### Autism Gives Me Superpowers!

Payton Biggers, author, self-advocate, and public speaker

Payton will share her own experiences on the autism spectrum and how attendees can better understand autism from the perspective of an autistic person. Truly understanding autism comes from knowing someone's first-hand experiences. Payton will explain the reason behind meltdowns, so people will understand that meltdowns are not bad behavior, but instead how an autistic person might express their discomfort.

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### EXPERIENCED TEACHER TRACK – BANQUET HALL I

#### Utilizing AAC to Access Curriculum Standards

Hannah Cannon, M.S., CCC-SLP

Jessica Burns, M.Ed.

Grade level standards are heavy in rich, complex language and often contain curriculum specific vocabulary. This presents challenges for students with cognitive and communication deficits, especially those who use AAC systems, which often don't contain this content specific vocabulary. In this presentation, you will learn practical strategies to provide access to the curriculum for students of all abilities as they move from early elementary to upper grade levels.

### REMINDERS

- 1. Conference Surveys:** PLEASE BE SURE TO FILL OUT THE SURVEY ON THE BACK OF YOUR BOOKLET AND RETURN AS YOU LEAVE.
- 2. CEUs:** IF YOU PURCHASED CEUs COMPLETE THE CEU EVALUATION FORM AND RETURN IN THE BIN AS YOU LEAVE. CERTIFICATE WILL BE MAILED TO YOU.
- 3. Bright from the Start:** IF YOU ARE IN NEED OF BRIGHT FROM THE START CREDITS, BE SURE TO GET A CERTIFICATE FROM THE DESIGNATED TABLE. ALSO, COMPLETE THE BFTS SURVEY AND RETURN IN THE BIN AS YOU LEAVE.

## HEALTHCARE TRACK – AI – AIII

Let's Talk AAC: Tips, Tricks, and Troubleshooting

Laurie Shaw, M.S., CCC-SLP

Lynn Sams, M.Ed, CCC-SLP

Working with augmentative and alternative communication (AAC) systems can feel overwhelming at times. How do you know which system is the best fit for your child? How do you incorporate it into your sessions and into your child's daily life? In this interactive session, participants will learn evidence-based considerations when crafting AAC systems to best support nonspeaking communicators and their families. Time will be spent sharing tips and tricks as we help each other troubleshoot common challenges in the world of AAC. Attendees will learn what AAC is, the differences between core words and fringe vocabulary, principals of motor learning and how it applies to AAC, and share successes and challenges in working with AAC.

## SPANISH TRACK - BI

Mírame Crecer

Jenesis Yanez, M.D.

Lorena Ferreira, M.D.

En esta presentación hablaremos sobre el desarrollo en niños de 0-5 años y como reconocer retrasos en el desarrollo. Además conversaremos sobre cómo pedir una evaluación de desarrollo.

**THANK YOU FOR COMING!  
WE LOOK FORWARD TO SEEING YOU NEXT YEAR  
ON FRIDAY, OCTOBER 25TH 2024**

## SPEAKER BIOGRAPHIES

### **Payton Biggers, Author, Advocate, and Public Speaker**

Payton is fourteen years old and autistic herself. Last year, she published her first book, *Autism Gives Me Superpowers!* Before she wrote it, she noticed that most children's books about autism were written by neurotypical adults, so she wanted to educate people about the autism spectrum from real experiences she has had. Since the book has been published, she has done public speaking in Georgia and South Carolina. She has spoken to school systems, law enforcement officers, autistic groups and parents of autistic people. She plans to write several more books, fiction and non-fiction, that view autism as a superpower. Payton's mission with her writing and public speaking is to help people further understand autism and celebrate it instead of mourning it. By speaking and advocating for autistic individuals, she is helping others to learn that an autistic person can achieve the amazing things they're capable of if the people around them praise their condition instead of grieving it.

### **Emily Brandt, MD, Anna Shaw Children's Institute**

Emily Brandt, MD is a board-certified Developmental-Behavioral Pediatrician at Anna Shaw Children's Institute in Dalton, GA. She specializes in care for children with developmental differences and has worked to share this knowledge with future medical professionals through training medical students and residents during her fellowship at the University of Iowa, as a member of the faculty at the University of Tennessee College of Medicine in Chattanooga, and as a member of the faculty of the Medical College of Georgia.

### **Amy Boulware, LAP MSW, Chambliss Law**

Amy Boulware is an elder care and special needs care manager and a Tennessee Licensed Advance Practice Social Worker (LAP MSW). For nearly three decades, she has devoted her time to serving elders, people with disabilities, and their families through advocacy and geriatric and special needs care coordination. Amy helps clients navigate a world of senior and disability services and provides hands-on assistance, from advising on geriatric-related matters like Medicare, Medicaid, and private insurance — to working with parents of adult children with disabilities as they age.

### **Ashley Broadrick RD, Hamilton Health Care System**

Ashley Broadrick, RD received her training at the University of Georgia and completed an internship at Vanderbilt University Medical Center. She has worked as a registered/licensed dietitian in clinical and community nutrition settings for 19 years. Her work has included time with the Chattanooga YMCA Mobile-Fit program, the ALS Clinic Team at Erlanger Neurology, the school system, and Hamilton Medical Center.

### **Jessica Burns, M.Ed., Whitfield County Schools**

Jessica is an educator with a combined total of 18 years of experience working in the Birth-3 and early elementary setting. She has a special interest in early intervention and using visuals to support learning. She believes in fostering independence in her students, giving them the supports they need to ensure they can fully participate in all activities. By focusing first on functional skills such as communication and adaptive behaviors, Mrs. Burns has developed



a comprehensive teaching style that not only teaches her students basic life skills, but allows them to progress academically through functional learning activities that foster literacy development.

### **Hannah Burris, M.S., BCBA, Anna Shaw Children's Institute**

Hannah Burris, M.S., BCBA is a board certified behavior analyst at Anna Shaw Children's Institute in Dalton, Georgia. After graduating from the University of Georgia in December of 2019 with her bachelor's degree in family consumer sciences, Hannah began her career as a behavior technician in January of 2020. During this time Hannah provided in-home ABA services under the direct supervision of qualified behavior analysts and focused on improving socially significant behaviors on an individual need basis. Seeing the positive impact that ABA can have on families and clients, she wanted to continue her education in the field and pursued her master's degree in psychology with an emphasis in ABA. While she was completing her master's program, she wanted to expand her knowledge and experience further by gaining clinical experience. She began working at Anna Shaw Children's Institute in August of 2022, and she became board certified in June of 2023. Hannah has an intense passion for providing quality ABA therapy within a positive and safe environment that supports learning enrichment for her clients. Hannah also strives to educate others about ABA and the importance of continuously growing and learning as the field expands.

### **Kelsey Cameron, M.S., BCBA, Anna Shaw Children's Institute**

Kelsey Cameron, M.S., BCBA is a board certified behavior analyst at Anna Shaw Children's Institute in Dalton, Georgia. Kelsey began her career as a behavior technician in 2012 while pursuing her bachelor's degree in psychology at Jacksonville State University. During this time, she fell in love with the field of Applied Behavior Analysis (ABA), and went on to pursue her master's degree in psychology with an emphasis in ABA. She became board certified in 2015. She worked in the Florida panhandle from 2015-2018, providing ABA therapy one-on-one for children and adolescents in school and home settings. She also provided training and support to their parents and family. In the summer of 2018, she moved to Georgia to be closer to family, where she began seeing individuals in a clinic setting, in addition to in-home. She enjoyed the collaboration and teamwork that a clinic setting provided. When Anna Shaw Children's Institute was announced, she kept tabs on it in hopes of one day coming onboard. She has been with ASCI since it opened in April 2019. Kelsey is currently the lead board certified behavior analyst where she supervises registered behavior technicians and board certified assistant behavior analyst while they provide ABA therapy for individuals on the autism spectrum.

### **Hannah Cannon, M.S. CCC-SLP, Anna Shaw Children's Institute**

Hannah Cannon is a Speech Language Pathologist at Anna Shaw Children's Institute. After receiving her Bachelor's Degree at Auburn University and her Master's Degree at Tennessee State University, Hannah has spent the past 18 years working in early intervention, school based and private settings. Hannah has a special interest in Augmentative and Alternative Communication, as well as language development on the Autism Spectrum. In her daily practice, Hannah strives to provide strengths based, child led, and family centered interventions that promote language growth in naturally occurring daily activities.



**Nancy Carnevale, MD, Anna Shaw Children's Institute**

After completing residency, Dr. Carnevale practiced general pediatrics for several years before returning to academics for specialized fellowship training in neurodevelopmental disabilities. After that, she worked as a developmental pediatrician in both academic and private practice settings. She is currently the medical director and a practicing developmental pediatrician at Anna Shaw Children's Institute.

**Andrea Cecilia G. Dunn, CBCT® instructor, Spanish CMI, AKKNA Project, CEO**

Andrea Cecilia G. Dunn, CEO of AKKNA Project, is dedicated to empowering caregivers of ASD children. With six years of experience as a Spanish National Certified Medical Interpreter, she brings expertise in supporting ASD families. As a Certified CBCT® (Cognitive Based Compassion Training- Emory University) teacher and mindset coach, Andrea equips caregivers with practical tools to navigate challenges, fostering resilience, understanding, and compassion in their caregiving journey. Her transformational work and coaching techniques have proven to be instrumental in helping individuals and organizations recognize triggers and understand internal and external behaviors while embracing vulnerability, forgiveness, and gratitude to build authentic and trusting relationships. Andrea is grounded in a research-based theoretical framework and provides the practical tools to help individuals and organizations thrive

**Andrea Cecilia G. Dunn, CBCT® instructor, Spanish CMI, directora ejecutiva del Proyecto AKKNA, se dedica a empoderar a los cuidadores de niños con TEA.**

Con seis años de experiencia como intérprete médica certificada a nivel nacional en español, ofrece su experiencia para apoyar a las familias con TEA. Como Coach de transformación y instructora certificada CBCT® (Entrenamiento en compasión de Base Cognitiva, Emory University), Andrea equipa a los cuidadores con herramientas prácticas para afrontar los desafíos, fomentando la resiliencia, la comprensión y la compasión en su trayectoria de cuidado. Su trabajo transformacional y sus técnicas de coaching han demostrado ser fundamentales para ayudar a personas y organizaciones a reconocer los factores desencadenantes y comprender los comportamientos internos y externos mientras aceptan la vulnerabilidad, el perdón y la gratitud para construir relaciones auténticas y de confianza. Andrea se basa en un marco teórico basado en la investigación y proporciona herramientas prácticas para ayudar a las personas y las organizaciones a prosperar

**Karen Guerra, M.S. CCC-SLP, Marcus Autism Center/ Children's Healthcare of Atlanta**

As a bilingual, bicultural, speech-language pathologist with 20+ years of experience, I specialize in the assessment and intervention of Spanish and English-speaking children with autism spectrum disorder (ASD) and other learning differences. Currently, I am involved in several research studies which include helping create an early language and literacy curriculum for Latino children (Birth-5) and developing ASD caregiver coaching/support groups for Spanish-speaking caregivers. Clinically, I conduct evaluations and treatment in our early intervention and ABA programs within our center.

Karen Guerra es una terapeuta bilingüe y bicultural del habla y lenguaje con más de 20 años de experiencia especializándose en las evaluaciones y intervenciones de niños hispanohablante/bilingües con trastorno del espectro autista (TEA) y otras diferencias de aprendizaje. En el centro de Marcus en Atlanta, GA Karen participa en varios estudios de investigación que incluye ayudar a crear un currículo de lenguaje y alfabetizaron para niños y padres Hispanos en las edades (nacer-5 años). Su trabajo clínico incluye utilizando un programa mediante por padres (Project ImPACT) para niños y cuidadores apoyando el desarrollo de lenguaje y comunicación social. También está colaborando con el programa de ABA (Análisis de comportamiento aplicado).

### **Irma Infinger, Parent to Parent of Georgia**

Irma graduated with a degree in Civil Engineering and Surveyor Technology from the Community College of Sylva NC. She is currently the Regional Coordinator of Parent to Parent of Georgia. She enjoys helping families with children with disabilities to find the resources the child needs.

### **David Roberts, Esq., Chambliss Law**

David Roberts is an attorney in the estate planning section at Chambliss. He represents clients from all backgrounds with estate planning matters. He creates plans tailored to meet each client's needs, including drafting estate and wealth transfer strategies, from simple wills and end-of-life planning to complex, multigenerational strategies. David's personable, knowledgeable, and holistic approach to representation focuses on building relationships with each client to learn about their unique situation, enabling him to provide practical solutions.

### **Laurie Shaw, M.S. CCC-SLP, Anna Shaw Children's Institute**

Laurie Shaw, M.S. CCC-SLP is a pediatric Speech-Language Pathologist at Anna Shaw Children's Institute in Dalton, GA. She has over 14 years of clinical experience and is passionate about helping children find their voice. As a LAMP Certified Professional, she enjoys empowering caregivers to learn the tools needed to facilitate meaningful interactions with their child, however that may look. Her therapeutic approach is centered around the belief that communication comes in many forms and that each child has something important to say.

### **J. Ben Wiles, PhD, Pentecostal Theological Seminary**

J. Ben Wiles holds a PhD in Theology from Bangor University, North Wales. He currently serves as Special Assistant to the President of Pentecostal Theological Seminary and is an adjunct professor of Christian Formation. He holds a Master of Divinity degree in Practical Theology from Regent University in Virginia Beach, Virginia, a Bachelor of Science in Mathematics Education from Arkansas Tech University, and is a certified life coach through Lifeforming Leadership Coaching. Through experiences as a high school math teacher, various ministry roles at the local and state level with youth, music, and as a lead pastor, and currently teaching graduate students on a global platform, he has over 30 years of experience navigating relationships, developing healthy systems, building emotional intelligence, and facilitating conflict resolution.



**Pam Wiles, Ed.S., Dalton Public Schools**

Pam Wiles holds an Educational Specialist degree in Special Education Leadership from Arkansas State University, a Master of Science in Early Childhood Special Education from Henderson State University, and a Bachelor of Science in Business Education from Arkansas Tech University. She is the Executive Director of Special Education for Dalton Public Schools and has over 20 years of experience in the field of special education in the public school systems of Arkansas and Georgia. She is passionate about supporting students with disabilities through building relationships between families and school staff.

**Amanda Williamson, MA, BCBA, LBA, The CORE Project Inc.**

Amanda is an Clinical ABA Supervisor for The CORE Project Inc. in Mobile Alabama. She is an Autism mom, advocate, board certified behavior analyst (BCBA), and precision teacher. Amanda earned a master's degree from the University of West Florida In Comprehensive Exceptional Student Education with an emphasis in Applied Behavior Analysis (ABA) in 2015. She is also certified to administer the Autism Diagnostic and Observation Schedule second edition (ADOS-2) and is a certified PEERs® Young Adult provider. Throughout her career Amanda has worked with diverse populations including individuals diagnosed on the Autism Spectrum as well as other developmental and behavioral disorders. Her professional experience includes working with individuals from 18 months to 21 years of age providing companionate ABA in clinic, home, and community settings; as well as consulting with school systems in which she provided competency-based training for educators, parent, and support staff to help meet the needs of diverse learners. Amanda believes in an approach to ABA that emphasizes the importance of assent and creating a safe and stress free environment to increase learning potential.

**LaTonya Winfrey, LPSC, M.Ed., Metro Nashville Public Schools**

LaTonya Winfrey, LPSC, M.Ed., has worked in the field of education over 20 years. She has experience teaching on all tier levels, serving as a general education teacher and professional school counselor. She received a Bachelor of Science in Speech Communication from Tennessee State University and Master of Education in Instructional Effectiveness from Trevecca Nazarene University. LaTonya advocates for the needs of children with autism and their families, creating webs of support during the journey. She is also the proud mother of a 15 year old son with autism, who was diagnosed at the age of 2.

**Lynn Sams, M.Ed, CCC-SLP, Anna Shaw Children's Institute**

Lynn Sams is a pediatric SLP at Anna Shaw Children's Institute. She has worked in the field of pediatrics for over 11 years and in the healthcare setting for 6 years. She is an ASHA certified clinician who has specialized training in Augmentative and Alternative Communication.

**Jenesis Yanez, M.D., Siskin Children's Institute**

Dr. Yanez is a first-generation Cuban-American, born and raised in Miami, FL. She attended ,medical school at FIU Herbert Wertheim College of Medicine, completed her pediatric residency at Monroe Carell Jr. Children's Hospital at Vanderbilt, and fellowship in













# SAVE-THE-DATE

**FRIDAY, OCTOBER 25TH 2024**



**WE LOOK  
FORWARD TO  
SEEING YOU  
NEXT YEAR!**

# 8TH ANNUAL NORTH GEORGIA AUTISM CONFERENCE

October 27, 2023



Please print your name and mailing address. This is where your certificate will be mailed.

Name: \_\_\_\_\_ Birth Date: \_\_\_ / \_\_\_ / \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Agency Name: \_\_\_\_\_ Business Address: \_\_\_\_\_

Home Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Have you attended UTC in the past for either Credit or Non-Credit Programs? \_\_\_ Yes \_\_\_ No

**Please circle the number that most accurately describes your evaluation,  
using the following criteria: 1 = Poor 2 = Fair 3 = Good 4 = Excellent**

1. The meeting facilities (room size, setup, temperature, etc.): 1 2 3 4

2. Did the presenter(s) display a clear understanding of the content of this program? 1 2 3 4

3. How effective did you find the program presenter(s) to be (organized, clear, interesting)? 1 2 3 4

4. Did the presenter(s) have an effective style of presentation? 1 2 3 4

5. Will you be able to utilize the information obtained in this program? 1 2 3 4

6. Were your personal learning objectives met by this program? 1 2 3 4

7. What is your overall evaluation of this program? 1 2 3 4

8. What changes would you recommend for this program? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. We would like your suggestions for future program topics: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please return this evaluation at the end of the program to help us provide the best information and resources for future conferences.



# 2023

## NORTH GEORGIA AUTISM CONFERENCE

PRESENTED BY:



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