

WELCOME

Welcome to the 2023 TN NADD conference hosted by the TN-NADD Board, the Inn at Opryland, and the UT-Knoxville virtual team. Our theme this year is Dealing With Difficult Emotions: Come Walk With Me. We all have experienced both day-to-day stressors and more significant one-time stressors which have left a lasting impact on how we function. These stressors happen in all types of environments including but not limited to home, school, and the workplace. Most of us have reached out to our own personal resources for help to cope when needed and developed systems to continue moving forward. But how have we prepared persons with intellectual and developmental disabilities and their caregivers for these same stressors? Within many systems, we are required to “protect” persons with IDD from harm but we cannot protect them from experiencing feelings of frustration, confusion, sadness, etc. Nor should we. These are feelings all persons need to learn how to manage. This year we are going to learn how to teach persons with intellectual and developmental disabilities and their caregivers how to develop systems of support. By providing open communication, sharing relevant information, and developing relationships with others; persons with intellectual and developmental disabilities and their caregivers can find safety, stability, and build resilience. They can build bridges and assemble personal toolboxes of practical self-care. These can be difficult conversations and persons may struggle along the journey. But it is necessary journey.

TARGET AUDIENCE

This event is relevant for clinical professionals (psychologists, social workers, case managers, certified developmental disability nurses, certified family support specialists, behavior analysts, etc.), residential providers, educators, caregivers, families, and persons with intellectual and developmental disabilities.

CONTINUING EDUCATION UNITS

Frontier Health is approved by the American Psychological Association to sponsor continuing education for psychologists. Frontier Health is committed to conducting all activities in conformity with the American Psychological Association’s Ethical Principles for Psychologists and maintains responsibility for this program and its contents. In this conference, there are a total of 12 possible trainings available; however, the maximum number of trainings any single participant can attend is 6 due to the overlapping schedule for breakout sessions. In order to receive 1 hour of CE credit for any training, the virtual participant must log in on time, remain logged in throughout the training, and complete the post-training evaluation afterwards. Technical challenges that prevent continuous access will be handled on a case-by-case basis with the emphasis being placed on ensuring that the participant was able to satisfy the learning objectives. The in-person participant must also check-in on time, and remain present throughout the training, and complete the post-training evaluation afterwards. Partial credit for any individual training is not available. For the whole conference, the maximum number of CE credits available for any single participant is 6. Therefore, participants may earn as little as 1 hour of CE credit and as much as 6 hours of credit. The same policy applies to the remaining professional disciplines regarding logging in and out of sessions virtually.

PRIVACY AND CONFIDENTIALITY

Frontier Health is also committed to accessibility and non-discrimination in continuing education activities. Participants are asked to be aware of the need for privacy and confidentiality throughout the program. If the program becomes stressful, participants are encouraged to process these feelings during discussion periods. Please address requests, questions, concerns, and or any complaints to Lori J. Klinger, PhD. (Coordinator of Continuing Education) at 423 224 1065. If there are any immediate issues of concern, please let a TN-NADD Board member on site know so your concern can be addressed.

SPECIAL ACCOMODATIONS

TN-NADD, the Inn at Opryland, and Frontier Health are happy to accommodate special needs requests. We ask that you contact us using the information below at least one week prior to the event to ensure sufficient time to make any necessary arrangements. The Inn at Opryland is a fully compatible ADA venue. Please ask an Inn at Opryland staff member or a TN-NADD Board member if there is an immediate need onsite during the day of the conference.

FEEDBACK

Your Feedback is critical to us. We want to hear from you regarding how we did. By providing feedback you help us know what worked and what changes are needed for future conferences. Please take a minute to complete the conference evaluation and completing the conference survey.

OVERALL LEARNING OBJECTIVES

1. Demonstrate an understanding of how to prepare persons with intellectual and developmental disabilities and their caregivers for emotional stressors
2. Demonstrate how to develop systems of support by building relationships for emotional stressors
3. Apply the techniques learned to assemble personal toolboxes of practical self-care

8:00AM – 8:10AM

Welcome

John Weston, President of TN-NADD

8:10AM – 8:20AM

Opening Statement

Bruce Davis PhD, President of NADD Board

8:30AM – 9:30AM

100: Keynote Address

How and Why to Stay Connected – Monty Burks, Director of Faith-Based Initiatives and Special Projects
TDMHSAS

Instructional Level: Introductory

This session will discuss the importance of self-care and mindfulness in our everyday activities and also include practical resources and other information to promote positive mental health!

Learning Objectives:

1. Understand what being mindful in the workplace is
2. Identify tools and resources to help deal with day to day stress
3. Learn about the importance of staying connected

9:30AM – 9:40AM

Break

9:40AM – 10:40AM

Breakout Sessions

101: Supporting The Wounded Healers: Maintaining Resiliency in Our Recovery While Helping Others Begin Theirs

Jaime Harper

Instructional Level: Introductory

Personal and professional research over the years has proven the necessity for individuals in the helping field to seek out their own sources of help, support, and goal setting. While knowledge of this importance is understood, few are willing to put it into practice. For individuals who are walking their own recovery journey while helping others, it becomes even more difficult to reach out for help. This session will discuss triggers that affect our Mental Health, our fears for seeking help, and methods to encourage emotional, physical, and spiritual restoration – from one wounded healer to other wounded healers.

Learning Objectives:

1. Identify personal triggers that may affect our own mental health.
2. Understand the barriers for individuals in the helping field which keep them from seeking help for themselves.
3. Learn how to ask for help in maintaining one's own resiliency.

201: Working Together to Help Manage Difficult Emotions in the Hospital Setting

Krista White

Instructional Level: Intermediate

In the hospital setting, we typically meet patients during crisis situations, both emotionally and behaviorally. Many come from group home placements that have failed, family situations that have become untenable, homelessness, and trauma. Many have not learned appropriate coping skills, and may not have a stable support network to help them manage the understandably difficult emotions that can occur. Departments such as Social Work, Nursing, Psychiatry, Recreation Therapy, and ABA use a variety of intervention strategies to help the patient through the crisis, develop a repertoire of coping skills, with the goal of maintenance of these skills post-discharge.

Learning Objectives:

1. Learn how different departments work together as a team, using a variety of intervention strategies, to develop an individualized treatment plan.
2. Identify intervention strategies for helping patients manage sometimes difficult emotions when they occur.
3. Compare how interventions for IDD patients differ from non-IDD patients.

301: Trauma Informed Care: A Behavioral Systems Approach

Paul Malanga

Instructional Level: Intermediate

Trauma informed care has been a topic in behavior analysis as far back as 2009 but has gain momentum in recent years. An exact definition of trauma, however, is absent. It is impossible to identify controlling variables based on topography, yet, it appears routinely when 'trauma' is used as an explanation of aberrant behavior. The same is true for 'anxiety'; when hypothetical constructs are elevated to a controlling relationship to current behavior. Ultimately, the defining dimensions of trauma is defined by the person's behavior and the contingencies of which it is a function. 'Trauma' is not the focus of intervention, but rather the conditions eliciting those respondent/operant patterns of behavior. This presentation discusses a behavioral systems approach focusing on respondent/operant relations vis a' vis 'traumatic' events and their effect on proximal environmental arrangements to the aberrant behavior of which 'trauma' is the function. Meta contingencies and the effect of verbal behavior on emotional states will be addressed.

Learning Objectives:

1. Describe operant behavioral processes including interaction of setting/consequent relationships
2. Describe respondent behavioral processes
3. Describe the relationship of operant and respondent behavioral process
4. Describe the role self-talk plays in sustaining respondent relations and one method for changing.

11:00AM – 12:00PM

Breakout Sessions

102: Life Hack to Get Your Body Back Into Control

Samantha Slagle

Instructional Level: Introductory

Life can hold many ups and downs for any BODY. The world is just in the beginning stages of understanding how the mind and body work together, or against each other in life's process. In this session, we will explore tools that can be used and practiced to improve reactions to frustration, anxiety, anger, fear, and other emotions that negatively impact day to day life. Areas of epigenetics, frontal lobe jobs, executive functioning and life's basic needs being met will be introduced. Coping areas such as sensory knowledge, boundary setting, breath work, grounding, emotional intelligence and more will be added to our toolboxes for life.

Learning Objectives:

1. Identify a few reasons why life impacts each BODY differently
2. Recognize a few ways to hack the body and brain for better coping
3. Recognize parts of how environments impact the experiences in the body.

202: Developing Acceptance and Commitment Skills to Deal With Difficult Emotions During Vocational Tasks

Clayton Cea and Carlos Gonzalez

Instructional Level: Intermediate

A stressful work environment can become a significant barrier for a person with an intellectual disability. Work situations such as confusing tasks and supervisor's feedback usually trigger frustration, anxiety, anger, fear, and other emotions that negatively impact the person's work experience. We added Acceptance and Commitment sessions in-between work tasks for people participating in vocational/social skills training. During the exercises participants practice making healthy contact with thought and feelings using mindfulness, acceptance, diffusion, and perspective taking.

Learning Objectives:

1. Identify some difficult emotions that could occur in a vocational environment
2. Identify and describe the six main components of ACT
3. Recognize and use ACT components in an actual implementation

302: Surviving or Thriving? Building Everyday Resilience

Patti van Eys

Instructional Level: Introductory

This session normalizes our collective experience of mental and emotional health challenges such as anxiety, grief, depression, loneliness, burnout, and insomnia. We're not alone. We're all struggling at various levels in these unsettled times. In the context of day-to-day practical living, this session considers the power of positive stress, the dangers of negative stress, and the role of resilience. Participants will consider solutions to mitigate stress, enhance resilience, and live an intentional life of calm, confidence, and compassion.

Learning Objectives:

1. Identify positive and negative stress and the role of resilience.
2. Learn the neuroscience behind building a more resilient brain.
3. Learn various solutions and practice a technique to mitigate stress and raise resilience.

12:00PM – 1:15PM

Lunch

12:45PM – 1:15PM

TN-NADD Annual Membership Meeting

1:15PM – 2:15PM

103: Plenary Address

Arts Speak

Lori Kissinger, Executive Director of Borderless Arts Tennessee and Master Instructor of Communication Studies at Middle Tennessee State University
Instructional Level: Intermediate

In this presentation, an overview will be provided on the importance of communication for emotional wellbeing. In addition, information will be provided on how disabilities can impact the communication process. The audience will then participate in activities that will allow them to understand the impact on emotions when communication is impaired. Activities will then include the arts to demonstrate how the arts can provide a bridge in the communication process.

Learning Objectives:

1. Learn how the suppression of communication impacts emotions
2. Participate in activities to see how the arts can bridge communication barriers
3. Learn how the arts can be adapted to various ability levels

2:15PM – 2:35PM

Break

2:35PM – 3:35PM

Breakout Sessions

104: Behavioral Health: A New Shared Values Framework

Lauren Pearcy, Caitlin Wright, Michelle Bagby

Instructional Level: Intermediate

This session is about pushing us, as a community dedicated to behavioral health, to think about the shared values that underpin approaches across the lifespan. Presenters will talk about why establishing and adopting shared values is a necessary precursor to developing an effective system of supports. We will talk about the system in the broadest sense of the term – shared values that impact our entire community and can be specialized for distinct stakeholders and populations.

Learning Objectives:

1. Understand why establishing shared values are necessary for effective supports
2. Learn about how evidence supports the values proposed by presenters
3. Give input into the shared values framework proposed by presenters

204: Using Possibility Training to Guide Difficult Discussions

Shane T. Spiker

Instructional Level: Intermediate

In an ever-evolving world where tensions appear to be at an all-time high, the ability to have compassionate discussions seems like a relic of the past. However, we are capable of having difficult conversations and achieving meaningful outcomes with a bit of intention. In this discussion, we will discuss the idea of possibility training and how that can be applied to help guide difficult decisions within interpersonal relationships.

Learning Objectives:

1. Define and describe critical elements of possibility training
2. Identify factors that may create difficult conversations
3. Develop compassionate and solution-oriented approaches to resolving challenging conversations

304: Creating Safe and Supportive Schools for ALL Students

Joey Ellis and Karen Harrison

Instructional Level: Introductory

Student safety is on the minds of many, and creating safe and supportive school environments for all students in today's schools is essential. This session will provide information on how understanding the impact of trauma can lead to a safer school environment; the importance of open communication and information sharing; the benefits of school safety plans; and how One-Page Profiles can inform and prepare students and school staff for stressful and emergency situations. Families will learn how to work with school teams to ensure their children with disabilities feel safely supported throughout their school day.

Learning Objectives:

1. Learn how to build effective teams and increase communication and sharing knowledge to lead to a safer school environment, especially in high-stress or crisis situations, for children and youth, including those who have experienced trauma, disability, or adverse childhood experiences and will understand that School Resource Officers (SROs) and other school safety team members can be a vital and positive resource for children, especially children with disabilities.
2. Identify strategies on how to minimize the impact of Adverse Childhood Experiences (ACEs) and trauma through building a strong and responsive school support system.
3. Develop knowledge on how "One-Page Profiles" can provide a snapshot of a student's strengths and needs, along with specific instructions on how to ensure a student is safe and happy at school and how individualized school safety plans can assist in being prepared for crisis and emergency situations.

3:45PM – 4:45PM

105: Panel Discussion

Turning Difficult Emotions Into Positive Actions Forward

La'Wanda Jenkins, Roddey Coe, Carlos Gonzalez, Wendy Ellmo

Instructional Level: Introductory

We have learned day to day stress impacts us just as much as a single stressful experience. Learning to cope with these stressors is important for positive mental health. Many factors are involved in having positive mental health. These factors come not only from within ourselves but the environment around us including the physical environment and other people. We have learned what we have control to change and not change. There are many things we can change to make stressful situations more positive. We have discovered what is possible. By using our body and mind together effective systems can be developed. The panel will address questions related to this movement forward.

Learning Objectives:

1. Learn how others have used nonverbal communication to begin talking about difficult emotions
2. Be able to ground yourself in an environment out of your control using community resources
3. Identify how to stay connected during difficult times and keep moving forward by watching others

SPEAKER BIOGRAPHIES

Michelle Bagby serves as the statewide Director of Behavioral Health & Crisis Services for the Tennessee Department of Intellectual and Developmental Disabilities. She is also the statewide Clinical Director for the Tennessee START Assessment & Stabilization Teams. Michelle is a licensed behavior analyst and holds a master's degree in clinical psychology from Middle Tennessee State University. She has more than 15 years of clinical experience working with individuals with intellectual and developmental disabilities and mental/behavioral health needs. Michelle has been with DIDD since 2016 and began working within the Behavior Analysis Unit at the Middle Tennessee Regional Office and has since been promoted to her current central office position. She has had a variety of past clinical experience, including providing behavior analysis services for children with IDD and their caregivers in home and community settings, working as a mental health specialist at Vanderbilt Psychiatric Hospital, and working as a residential counselor at a residential treatment center for juvenile sex offenders.

Monty Burks serves as the Director of Faith-Based Initiatives for the Tennessee Department of Mental Health and Substance Abuse Services, where his role is engaging and connecting Tennessee's faith communities to the behavioral health care system, with the goal of expanding addiction and mental health support services across the state. He also oversees the Tennessee Lifeline Peer Project, a state program aimed at reducing the stigma associated with people who suffer from addiction, and the Tennessee Faith Based Community Coordinators, who seek to help congregations build their capacity to combat addiction and mental health issues in their respective community. Burks earned his master's degree in criminal justice from Middle Tennessee State University, his Doctorate in theology from Heritage, and wears the honorable badge of Certified Peer Recovery Specialist. Burks has more than 22 years' experience working with the criminal justice system in various roles, including adjunct criminal justice professor at Motlow State Community College, Criminal Justice Student Research Analyst at Middle Tennessee State University, and Criminal Justice Program coordinator and adjunct professor at Tennessee State University. Previously, Dr. Burks earned national recognition as the "Outstanding Professional of the Year" from the Southern Criminal Justice Association for helping ex-offenders break down employment barriers. He also belongs to several professional organizations including: Tennessee Supreme Court: Access to Justice Commission, Community Anti-Drug Coalitions of America (CADCA) Advisory Board, and the National Rx and Illicit Drug Summit Advisory Board. His hobbies include: Brazilian Jiu Jitsu Instructor and Fight Coach at Nashville MMA, and as a Hot Yoga Novice.

Clayton Cea serves as clinical director and BACB ACE Coordinator for Behavioral Services of Tennessee (BSTN), Inc. He is a Licensed Behavior Analyst in Tennessee, and has been a Board-Certified Behavior Analyst since December 31, 2006. Clayton earned his Master of Science in Behavior Analysis and Therapy from Southern Illinois University at Carbondale in 1998. Since being at BSTN, Clayton has produced trainings and systems enhancements for various audiences that include electronic, web-based and remote methods. The unique needs of persons with intellectual and developmental disabilities (IDD) and dual diagnosis have led Clayton to develop and strengthen health oversight methods and outcome tracking within his current agency. Within clinical and direct care professionals programs, he has implemented training components for persons with multiple intellectual and physical disabilities, persons with substance abuse and in the arena of domestic violence. His recent continuing education

and clinical applications have focused in the area of Acceptance and Commitment Training, with trainings completed with Stephen Hayes and other leaders in the field. Clayton has extensive experience with crisis intervention and prevention, focused on assisting supported persons to handle difficult emotions and develop independent skills related to emotional recovery and management

Roddey Coe is an impassioned advocate, computer nerd, and most importantly, Dad. Roddey is a Post 9-11 US Army veteran, having served with the 101st Airborne Division. Now, he is Dad to Melissa and Ethan. Driven by life, he takes pride in providing opportunities for as many people as possible. With his own son's autism diagnosis, Roddey immediately began to realize that opportunities were limited. With the belief everyone can live an independent life, for the last 12 years, he has devoted his life to creating opportunities for children with disabilities. Since this time, Roddey has served as the Vice President for the Autism Society East Tennessee and the Chattanooga Autism Center. He also served as a Governor appointed member of the Tennessee Council on Developmental Disabilities and currently serves on the Tennessee Council on Autism Spectrum Disorders. In partnership with the City of Chattanooga, Roddey is currently working to share the Take Me Home program, a program designed to help police officers better serve the needs of people with disabilities. In addition, Roddey has been working with Harvesting Inclusive Play to build a universally inclusive playground. Roddey continues to work with state leaders on legislative and policy decisions that affect all individuals and families.

Joey Ellis currently serves as Director of Youth Services at STEP (Support and Training for Exceptional Parents). Joey joined TNSTEP July of 2011. He holds a B.S. Special Education from the University of Tennessee at Martin and has 5 years of teaching experience in both CDC and Resource settings. As a person who experiences disability, a mild form of Cerebral Palsy, Joey had an IEP growing up. He watched as his parents advocated for his rights and he eventually began advocating for his own rights. Joey is passionate about helping both students with special needs and their families. His areas of expertise and special interest are transition planning, Autism, and Cerebral Palsy.

Wendy Ellmo is a speech-language pathologist and Brain Injury Specialist for Brain Links, a TN grant-based program supporting people with brain injuries. She is board certified by the ANCDs in neurologic communication disorders and was the Clinical Service Supervisor for JFK Johnson's Center for Head Injuries' Cognitive Rehabilitation Department where she worked with people with brain injuries for twenty years. She has served in many leadership roles, including President of the NJ Speech Language Hearing Association, and ultimately received their Honors of the Association Award for her distinguished service. Wendy is a Certified Brain Health Professional.

Carlos Gonzalez is founder and president of BSTN Home and Community Support, a position that has given him deep expertise in the unique operational challenges care agencies face in providing home care and promoting person and employee's safety, clinical behavior analysis, risk management and employee training for more than 20 years. He is also president of Healthcare Safety International. Carlos is a Licensed/Board Certified Behavior Analyst with a Master of Science in Behavior Analysis and Therapy from Southern Illinois University. He also earned a Master Trainer Certification for Team STEPP and a Patient Safety Practitioner Certification from the Armstrong Institute for Patient Safety and Quality. John Hopkins Medicine. In 2022 Carlos lead BSTN to achieve accreditation and certification by The Joint Commission and received The Gold Seal of Approval®.

Jaime Harper serves as the Assistant Director of Faith-Based Initiatives with the Tennessee Department of Mental Health and Substance Abuse Services. His role includes data tracking and reporting, assistance in the continual building of the knowledge base of Certified Recovery Congregations and Collegiate

Recovery Campuses, and supporting the growth of the teams within the Faith Based Initiatives. He is a Certified Peer Recovery Specialist, a certified Question, Persuade, Refer (QPR) suicide prevention trainer, a certified Applied Suicide Intervention Skills Training (ASIST) trainer, a Trauma Informed Approach trainer, a Building Strong Brains (ACEs) trainer, a Mental Health First Aid Youth trainer, holds a master's degree in Clinical Mental Health Counseling with a specialization in Addiction from Lipscomb University, and is a Nationally Certified Counselor. He has worked in the helping field for the past twelve years and is in long-term recovery from substance use disorder himself.

Karen Harrison serves as the Executive Director of TNSTEP which houses the state-wide OSEP funded Parent Training and Information Center. She joined TNSTEP in 1994, after being a recipient of TNSTEP services for her daughter with special needs. With more than 30 years' experience, Karen has personally navigated special education systems from early intervention through adult services with her own daughter, who at 32, is a happy, included and contributing member of her community. She has led the TNSTEP work around working collaboratively with school resource officers, safety teams, and educators to ensure effective support systems for students with disabilities.

La'Wanda Jenkins serves as Staff Development Coordinator and Community Liaison at Middle Tennessee Mental Health Institute. La'Wanda earned her Doctorate of Nursing Practice from the University of Alabama Birmingham in 2016. Early in her career, she provided various nursing services to those with significant intellectual and physical disabilities. La'Wanda also earned credentialing as a Clinical Specialist in Adult Psychiatric and Mental Health Nursing, is currently a Board member for the Nursing Advisory Board at Austin Peay University, and is a Handle With Care trainer. La'Wanda is a renaissance woman, with her involvement in various veterans organization, the Epilepsy Foundation, various PTOs, and being a basketball coach for more than one special needs team. She was named one of Nashville's 100 Leading Women by NashvilleBusiness.Net in 2018. La'Wanda is also the parent of a son with IDD and epilepsy.

Lori Kissinger is the founding Director of Borderless Arts Tennessee, which is a 21 year old statewide nonprofit that works with people with disabilities through the arts. She is also a Master Instructor in the Communication Studies Department at Middle Tennessee State University where she has taught for 22 years. Lori earned her Masters of Communication from Indiana State University in 2001 and her Master of Library Science from Indiana University in 1989. In 2017, Lori was awarded the Tennessee Communication Association "Outstanding Communication Educator of the Year" Award. She is a current Recipient of the Governor's Arts Award in Arts Leadership.

Paul Malanga currently serves as a regional behavior analyst with the Tennessee Department of Intellectual and Developmental Disabilities. He spent 7 years in higher education at the University of South Dakota, and over two years at Arlington Developmental Center before being with the West Tennessee Regional Office for the past 15 years providing technical support to clinical behavior analysts. Paul has been involved in applied behavior analysis as a clinician, consultant or academically for over 25 years and has delivered over 70 paper presentations/workshops.

Lauren Percy serves as the Executive Director of the TN Council on Developmental Disabilities. The Council on Developmental Disabilities is part of Tennessee state government and exists in every US state and territory. Created by Congress in the 1960s, Councils are charged with broad systems change in the disability service system. They are guided by citizen members appointed by the Governor. Lauren believes this is the sweet spot for effective public policy: connecting decision makers in government with the people affected by those decisions. Before joining the Council, Lauren has worked in leadership roles at Tennessee's Medicaid Agency, TennCare, and at the National Governors Association (NGA) in

Washington, DC. During her tenure at the NGA, Lauren was assigned to staff the chair of the association, Governor Jack Markell (Delaware). Governor Markell's Chair's Initiative, "A Better Bottom Line: Employing People with Disabilities," changed the trajectory of Lauren's life by introducing her to disability policy. Lauren has a Master's in Public Policy from the George Washington University and a Bachelor's degree from the University of California, Davis.

Samantha Slagle currently serves as the Division Director of Frontier Health's Adult Outpatient programs and has a focus on integrated programs. From as far back as she can remember, Samantha has wanted to help others in one form or another. This passion led her to a career in social work with degrees of BSW and MSW from ETSU. She has spent the bulk of her career working in a children's residential treatment facility. This work really cultivated and ignited her passion for working with and through symptoms of trauma. Samantha also serves as the chairperson of the TDMHSAS Region 1 Planning Council and has been in active roles with this council for over six years.

Shane T. Spiker is a BCBA in Ormond Beach, Florida. Shane received his MS of Psychology in 2012 and his second MS in applied Psychology in 2016. In May 2019, he graduated with his PhD in Clinical Psychology with a concentration on instructional design. He has been providing services in the field of ABA since 2010, with the majority of his experience with autistic learners and other disabilities. Shane specializes working with teens and adults with dangerous problem behavior, sexual behavior, and medically complex individuals in the home and community based setting. Primarily, Shane serves as the Clinical Training and Safety Director at PBS, Corp. Shane previously served as the Vice President of the Sexual Behavior: Research and Practice SIG through ABAI. He has written and published several articles related to behavior analysis and practice. Additionally, he serves as a co-instructor at Florida Institute of Technology, Arizona State University and Regis College, where he teaches graduate level coursework. He enjoys reading and appreciates a really good cup of coffee.

Patti van Eys, PhD, is a licensed clinical psychologist and consultant for van Eys Mental Health regarding trauma and mental health. She has ten years of corporate experience, including VP of Product for Pathways at Work, where she works with corporations regarding mental health challenges in various work environments, Chief Clinical Officer for a foster care and behavioral health organization, and Clinical Manager of Behavioral Health at BlueCare Tennessee where she piloted programs and wellness initiatives with Medicaid partners. For the 17 years prior, Dr. van Eys served as full-time faculty in Psychology and Psychiatry at Vanderbilt University. She trains at the local, regional, and national levels on trauma-informed care. The joy of her life is playing with her two young granddaughters

Krista White currently serves as the director of IDD programming at Trustpoint Hospital in Murfreesboro TN. Krista has provided ABA services across all age groups since 2007. She earned a Master's in Psychology, with an emphasis on Applied Behavior Analysis from Jacksonville State University in Alabama. Krista received her BCBA in 2011, and has primarily worked with adolescents and adults in residential, school, and vocational settings. For the past 3 years, Krista has provided ABA services in the hospital setting. After work, you can find Krista spending time with her 5 kids and 2 grandkids, on a trail, or in a cave.

Caitlin Wright serves as Director of Behavioral Health Services at the Division of TennCare, Tennessee's Medicaid agency. Caitlin is a licensed advanced practice social worker and holds a Master's degree in social work from Boston University. Caitlin has over 20 years' experience working in the behavioral health field working in a variety of different settings from inpatient psychiatric hospitals, outpatient

mental health clinics, health plan, and state departments. Caitlin's first role in state government was with Tennessee Department of Mental Health and Substance Abuse Services in the Office of Housing and Homeless Services and she has previous experience at TennCare in Long-term Services and Supports where she contributed to the oversight and implementation of Employment and Community First CHOICES.