

A woman with brown hair, wearing a blue cardigan over a white top, is smiling and looking at a young boy with dark curly hair. They are sitting at a table with various educational toys, including colorful blocks and a board with shapes and numbers. The background shows a window with white blinds. The overall scene is warm and focused on learning.

Kennedy Krieger Institute

# Center for Autism and Related Disorders

Serving children, families and professionals in the autism spectrum disorders (ASD) community.



# CARD vision

To develop, implement, and disseminate systems of care to empower achievement and well-being in individuals with ASD and their families



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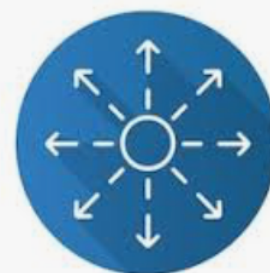
# CARD is designed to address the needs of individuals with ASD



Research & Innovation



Clinical care



Dissemination





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# Clinic



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# Clinic flow

KKI

- Central Intake
- Refer to departments

CARD

- Triage team
- Parents complete forms online

CARD

- Scheduled for appointment
- Additional forms to complete online

CARD

- See the professional(s)
- Recommendations and referrals





# Clinical care

Diagnosis  
&  
Treatment

Care  
Coordination

Infancy to  
Young  
Adulthood

Family  
system



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# Impacting lives: Child, Family, Community



## Medical

- Neurogenetics
- NDP
- Pediatrician
- Dietician
- Genetic counselor
- Nurses
- Nurse practitioner



## Mental Health

- Psychiatry
- Neuropsychology
- Clinical psychology
- Behavior psychology
- Social work
- Care coordinators



## Allied Health

- SLP
- OT
- Teaching Assistants
- Special educators

- \*15 clinical specialties
- \*Admin & Triage
- \*Informatics
- \*Biostatistics
- \*Computer science
- \*Developmental psychology
- \*Early childhood education





# CARD Locations

## Baltimore



At the main KKI site  
in Baltimore



## Odenton



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# COVID-19 Times

Nearly all services are available via telehealth

Some individuals not best served via telehealth

At the sites:  
-Neuropsychology assessments (no wait)



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# Infants and Toddlers

- No wait for assessments
- Do put your name on the waitlist
- Some interventions are 6-8 weeks so slots open often



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# Teens

Assessment Team:  
Psychologists, MDs, SLPs, SW  
OT

Treatment Team:  
SLP, OT, SW



# Teens

- Transition-age assessment
- Intervention:
  - Life Skills 12-week treatment for ages 10-18 years
  - Co-facilitated by OT & SLP
  - Increasing performance within functional everyday activities
  - Special emphasis on underlying motor and executive function skills that support independent living skills
  - Specific areas of communication are targeted
  - Caregivers receive feedback and training on techniques used during sessions.



# Life Skills Examples

- Using, manipulating, and handling tools, materials, and utensils for functional activities
- Following recipes and sequencing to complete functional activities
- Completing self-care and household chores
- Learning vocabulary and language concepts related to self-care activities
- Practicing skills in a group setting
- Collaborating with a peer to complete activities
- Social communication and peer interaction



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# Teens

- SLPs:
  - AAC evaluations and treatment-up through 18 years
  - Transition age evaluations- 14-18 years
  - Diagnostic evaluations-for teens with complex presentations (for diagnostic determination/clarification)



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# Teens

- CLUB (Connecting Language Using Books)
- Summer: elementary, middle, and high school students.
- This year: 5 groups for teens and pre-teens



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# Teens

- Dr. Yoon (Psychologist): 16-week social skills group
- READY: Relationships, Emotions, and Dating for Youth.
- 14 – 17 years
- Average cognitive and language abilities
- At our Greenspring campus



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# Other social skills groups

- 10 groups
- Odenton and Greenspring
- Ages 6-18
- Various language and social development levels (severe language impairments to above average language)
- Focus on developing specific social skills through video modeling, role playing, and social coaching
- All groups have a parent training component and homework to practice learned skills across environments
- All year round



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# Friends of CARD

Contact Joy Johnson:  
[johnsonjoy@kennedykrieger.org](mailto:johnsonjoy@kennedykrieger.org)

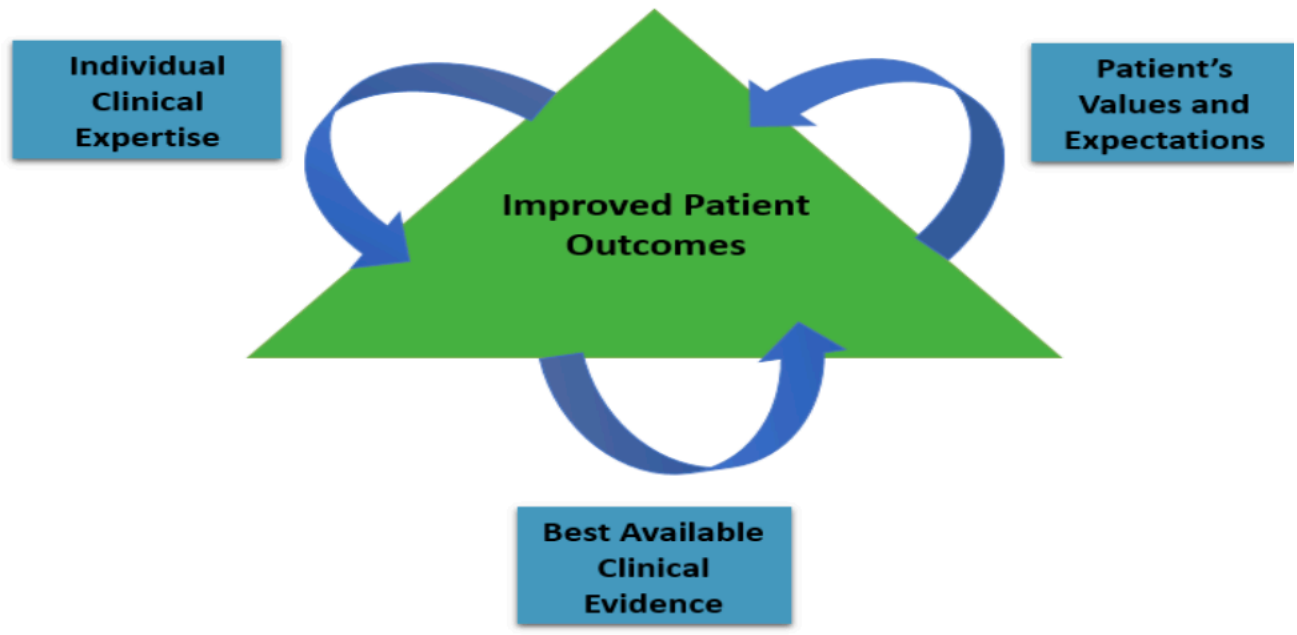


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# Research is essential



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# What happens in clinical research

- Clinic:
  - IF you consent
    - DE-IDENTIFIED Child data may be used for research to learn what can be done to help families more
  - IF you consent
    - May be contacted to inform you of research opportunities



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# Spotlight on first three years



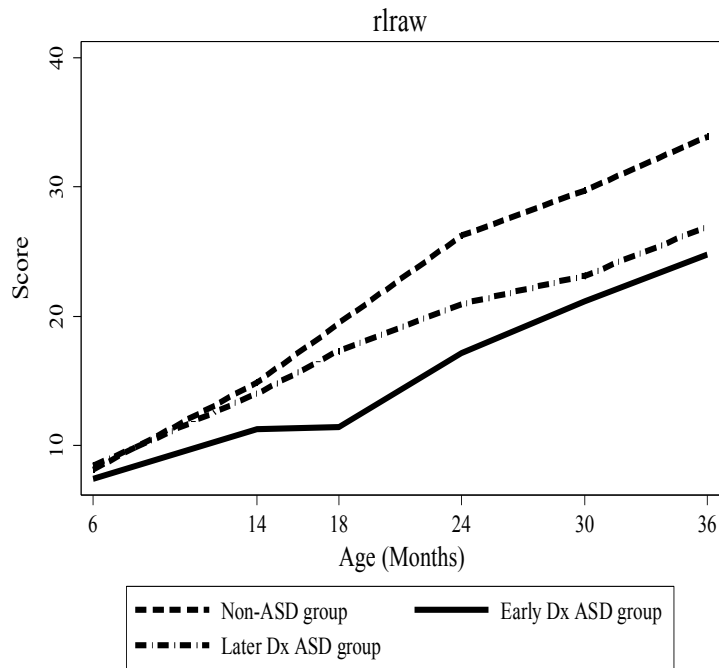
Landa & Garrett-Mayer, 2006  
J of Child Psychology and Psychiatry



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# Spotlight on first three years



Landa et al., 2012  
Child Development



Flanagan et al., 2012  
Amer J of Occupational Therapy



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# Awareness: 9-minute free tutorial on ASD risk signs in 1-year-olds

Hi Becky,

Just wanted to let you know that an alumnae of my alma mater, Wellesley College, used the early signs video over the weekend as she processed some concerns about her son. She reached out to a parents board we are both members of with her concerns, and **not fewer than 3 other alums recommended the videos** as a tool in addition to making very helpful suggestions for evaluation and discussing the benefits of early intervention. The videos are definitely out there in the wide world doing good work and it was wonderful to see them helping a member of my community so directly.



Early Signs of Autism Video Tutorial - Kennedy Krieger Institute

2,418,278 views

4.1K ASD SHARE

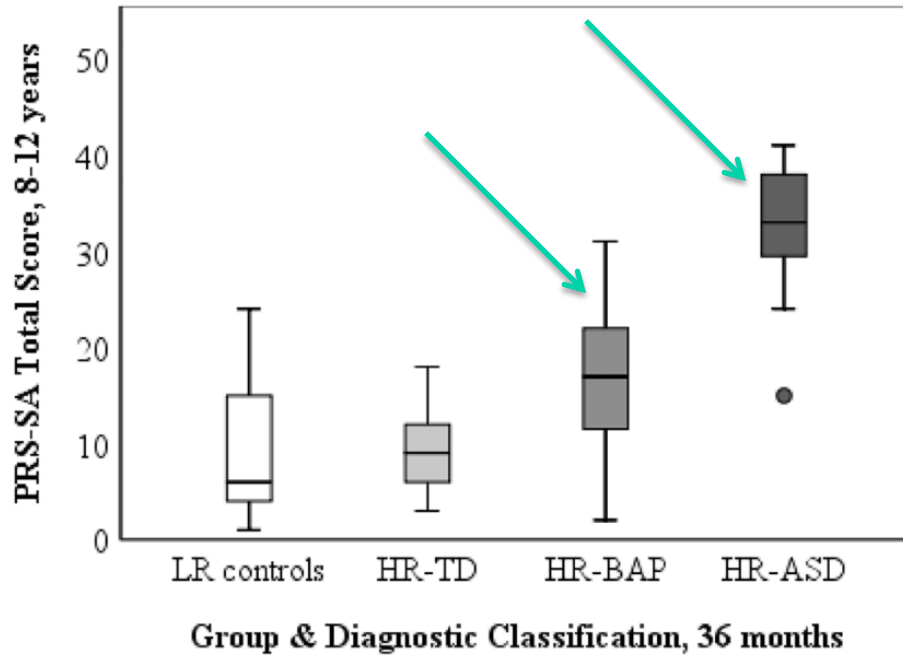


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# Spotlight on first three years


Functioning at ages  
14 months, 24  
months, 36 months



Journal of Autism and Developmental Disorders (2019) 49:1352–1365  
<https://doi.org/10.1007/s10803-018-3837-x>

ORIGINAL PAPER

## Predictors of Pragmatic Communication in School-Age Siblings of Children with ASD and Low-Risk Controls

Kathryn J. Greenslade<sup>1,2</sup> · Elizabeth A. Utter<sup>2</sup> · Rebecca J. Landa<sup>2,3</sup> 



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# Infant Achievements

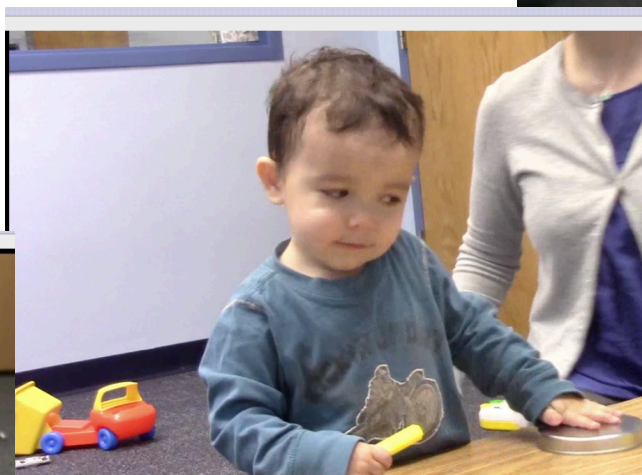


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# Seeing Social Opportunity Through Play (SCIPS)

***Narrated video vignettes contrast typical and delayed Social & Communication behavior*** in analogous play and social interaction contexts



Seeing Social Opportunity Through Play (5 questions)

My child plays with a lot of different types of toys.

Often

Sometimes

Rarely

Never

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My child imitates the actions of other people, and adds in new actions as the interaction goes on.

Often

Sometimes

Rarely

Never

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# Learning

+

= **experience**  
dependent  
neuroplasticity

Neuroplasticity: Neuronal connections are created and organized, and learning occurs in response to a child's experiences with the environment (Kolb & Gibb, 2011).



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# High-Impact Targets



**Builds cognitive skills and school readiness**

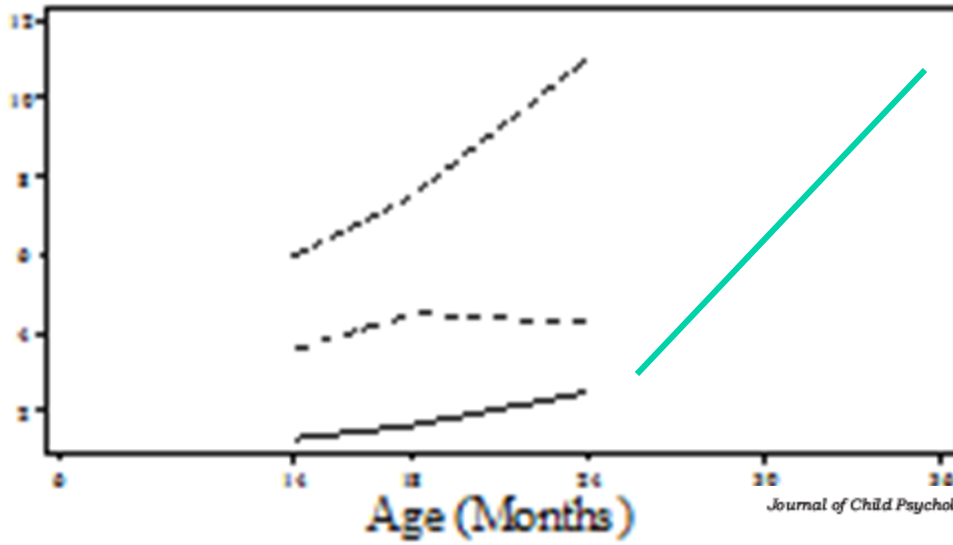




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# Putting this gain into context

## CSBS Initiation of Joint Attention



*Journal of Child Psychology and Psychiatry* \*\* (2010), pp \*\*-\*\*

doi:10.1111/j.1469-7610.2010.02288.x

## Intervention targeting development of socially synchronous engagement in toddlers with autism spectrum disorder: a randomized controlled trial

Rebecca J. Landa,<sup>1</sup> Katherine C. Holman,<sup>2</sup> Allison H. O'Neill,<sup>3</sup> and Elizabeth A. Stuart<sup>4</sup>

<sup>1</sup>Kennedy Krieger Institute, Center for Autism and Related Disorders, Johns Hopkins University School of Medicine, Department of Psychiatry and Behavioral Sciences, Baltimore, MD, USA; <sup>2</sup>Towson University, Department of Special Education, Towson, MD, USA; <sup>3</sup>University of Maryland School of Public Health, Department of Epidemiology and Biostatistics, College Park, MD, USA; <sup>4</sup>Johns Hopkins Bloomberg School of Public Health, Departments of Mental Health and Biostatistics, Baltimore, MD, USA

# Early Achievements for Public Schools and Inclusive Child Care Settings



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Helping children construct meaning from experience

- I'm a Teacher
- I'm an Administrator
- I'm a Parent
- I'm a Coach



SCROLL

MD, PA, DE, MN

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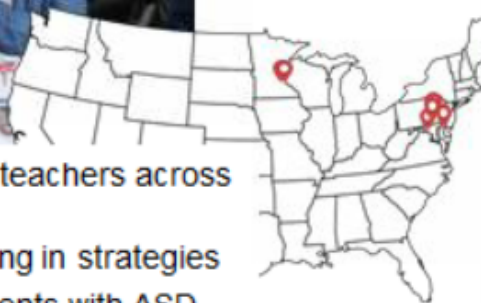


# An Efficacy Trial of the Early Achievements Comprehensive Intervention for Preschoolers with Autism

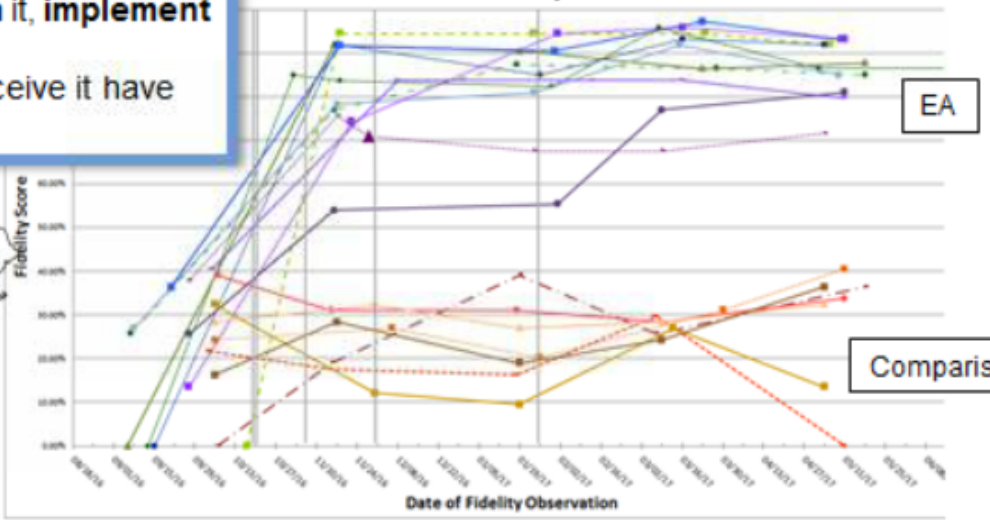
*Funded by: Institute of Education Sciences*



1. Can teachers **learn** it, **implement** it, and **sustain** it?
2. Do children who receive it have **better outcomes**?



Book Share Fidelity Over Time



- ❖ Training public pre-school teachers across **4 states**
- ❖ All teachers receive training in strategies that meet needs of students with ASD
- ❖ Teachers in EA condition trained to teach...
  - ...peer engagement
  - ...initiation of joint attention
  - ...socially engaged imitation
  - ...& more



## In summary,

- We partner with families, organizations, policy makers to make a difference in the lives of those with ASD and those that love them
- Doing pioneering work
  - Early detection
  - Innovative interventions
  - Dissemination
- Gladly welcome you to the team

