The Maryland Developmental Disabilities Administration (DDA) is reviewing its eligibility criteria and screening tools. Who should be eligible for services? Should people with mild Intellectual Disability be eligible for DDA supports? Should people be eligible if they have higher cognitive functioning and developmental disabilities? National experts will provide a close look at these disabilities and suggest ways to consider eligibility for support services. To register and request an accommodation, please call or email Marni Greenspoon: MarniG@DisabilityRightsMD.org (443) 692-2487

**AGENDA:**

1 - 4 p.m. Presentations

**James C. Harris, M.D.**

DSM-5 Criteria for Diagnosing Mild Intellectual Disability: The DSM-5 Emphasis Is on Adaptive Functioning; Severity Levels Are No Longer Based on the IQ Number.

**T. Andrew Zabel, Ph.D., ABPP-CN**

Life for People with Higher Cognitive Functioning who have Autism

**Danielle Ploetz, Ph.D.**

Life for People with Higher Cognitive Functioning who incurred Traumatic Brain Injury Prior to Age 22

**Douglas Waite, M.D.**

Life for People with Higher Cognitive Functioning who have Fetal Alcohol Spectrum Disorder (FASD)

**Stephen Greenspan, Ph.D.**

A Working Definition for DDA Service Eligibility that Considers People with Mild Intellectual Disability and People with Higher Cognitive Functioning Who Have Developmental Disabilities

4 - 6:30 p.m. Discussion (Meal provided)
Presenters

Stephen Greenspan, Ph.D. is Emeritus Professor of Educational psychology at the University of Connecticut, where he headed the Pappanikou Center on Developmental Disabilities. He has long had an interest in classification issues, as reflected in his co-editorship of the AAIDD book “What is Mental Retardation?” He is the authority most cited in the Intellectual Disability (ID) section of DSM-5 (in the online version, which contains cites) and in the 2010 edition of AAIDD’s classification manual. Dr. Greenspan is credited with devising the tripartite (conceptual, practical social) model of adaptive functioning used by both AAIDD and DSM, and his recent work on gullibility and risk-unawareness has greatly influenced the current understanding of ID. He has for several years been one of the most-respected experts testifying in Atkins (death penalty exemption due to ID) hearings, as reflected in his authoring four chapters in the book “Intellectual Disability and the Death Penalty” and the recent US Supreme Court decision in Moore v. Texas, which confirmed his testimony that the defendant had ID and, therefore, should not be executed. He currently lives in Denver, where until recently he was a visiting faculty in psychiatry at the University of Colorado.

James C. Harris, M.D. is the Director, Developmental Neuropsychiatry Clinic and Professor of Psychiatry and Behavioral Sciences, Johns Hopkins University. In his 40 years on the faculty at Johns Hopkins University, Dr. Harris founded the developmental neuropsychiatry program, conducted National Institutes of Health-sponsored research on self-injury in genetic syndromes, and established autism and specialty clinics for children with brain-based behavior problems. Dr. Harris wrote a standard textbook on intellectual disability as well as a guide on intellectual disability for parents and nonmedical professionals. He was the lead author of the team that wrote the new DSM-5 definition of intellectual disability, which shifted the diagnostic focus away from IQ test scores and onto adaptive functioning and reasoning in academic, social and practical settings. Dr. Harris was a consultant in two major Supreme Court cases involving intellectual disability—one found Florida’s use of IQ testing for death penalty eligibility unconstitutional and the other confirmed the shift in emphasis to adaptive functioning in DSM-5 to diagnose intellectual disability and the importance of the court taking guidance from professional organizations in diagnosis. Dr. Harris has received numerous awards for his work.

Danielle Ploetz, Ph.D. Dr. Danielle Ploetz earned her Ph.D. at the University of South Alabama in a combined and integrated clinical/counseling psychology program. She completed her pre-doctoral internship at the University of Florida Health Sciences Center with a focus in neuropsychology. Dr. Ploetz went on to complete a 2-year post-doctoral fellowship in pediatric neuropsychology at the Alberta Children’s Hospital in Calgary, AB Canada. Dr. Ploetz joined the Kennedy Krieger Institute in 2015. Currently, Dr. Ploetz is the neuropsychologist for the Specialized Transition Program (STP), the Kennedy Krieger Institute’s day rehabilitation hospital within the Fairmount Rehabilitation Programs. Her research focuses on the use of validity testing in pediatric populations. She also works in the interdisciplinary Concussion Clinic.
Presenters

Douglas Waite, M.D., Medical Director, The Keith Haring Clinic at Children’s Village, a foster care agency and residential treatment center established in 1851, located in Harlem, the Bronx and Dobbs Ferry, NY. Dr. Waite is Assistant Clinical Professor of Pediatrics at Mount Sinai Hospital, was elected one of ten national FASD Regional Education and Advocacy Champions by the American Academy of Pediatrics (AAP) in 2016, and is a member of the boards of the National Organization for Fetal Alcohol Syndrome, The Child Welfare League of America and the AAP Board of Directors, District 2. He is board-certified in developmental-behavioral pediatrics, a member of the Society of Developmental-Behavioral Pediatrics, the AAP Council of Foster Care and Adoption, and two expert panels of the AAP and Center for Disease Control to develop protocols for screening children in child welfare and the general population for fetal alcohol and drug exposure. Dr. Waite has special interests in neurodevelopmental disabilities resulting from prenatal environmental exposures; post-traumatic stress disorder; and the effects of child abuse and neglect upon child development. He lives in Manhattan with his wife and two children.

T. Andrew Zabel, Ph.D., ABPP-CN, Clinical Director, Department of Neuropsychology, Kennedy Krieger Institute; Associate Professor, Psychiatry and Behavioral Sciences, Johns Hopkins University School of Medicine. Dr. Zabel has performed extensive research, writing, teaching and clinical practice in neuropsychology. His clinical focus is identification of brain-behavior relationships in people with developmental disabilities, and the manner in which brain related dysfunction can negatively impact intelligence, attention, memory, visuospatial skills, and academic functioning. Dr. Zabel has specific specialization in the manner in which these brain-behavior relationships are relevant to the process of transitioning from adolescence into adulthood. In addition, Dr. Zabel has shared his expertise with professionals, organizations and families across Maryland.