



# Awakening Potential through Brain Science

New Insights and Interventions that Work for Autism, Sensory Processing Disorders and Oppositional Behavior

AT THE PASADENA CONVENTION CENTER  
300 EAST GREEN STREET, PASADENA, CA 91101

**March 21-23, 2014**

Conference Workshops: Sunday, March 23, 2014

## GUEST SPEAKERS

Elysa Marco, MD  
George McCloskey, PhD  
Elizabeth Torres, PhD  
Catherine Crowley, OTD, OTR/L  
Darlene Hanson, MA, CCC-SLP  
Peggy Schaefer, MM, MT-BC  
Barbara Stroud, PhD

## PROFECTUM FACULTY

Serena Wieder, PhD  
Ricki Robinson, MD, MPH  
Mona M. Delahooke, PhD  
Connie Lillas, PhD, MFT, RN  
Rosemary White, OTR/L  
Sherri Cawn, MA, CCC-SLP  
Monica G. Osgood  
Cindy Harrison, MSc REG CASLPO  
Beth Osten, MS, OTR/L  
Diane Selinger, PhD  
Christine Seminaro, M Ed  
Traci Swink, MD



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

88 East Main Street # 212H  
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# Profectum Foundation 2<sup>nd</sup> International Conference

March 21-23, 2014 • AT THE PASADENA CONVENTION CENTER • PASADENA, CA

## Awakening Potential through Brain Science

### New Insights and Interventions that work for Autism, Sensory Processing Disorders and Oppositional Behavior

Research is providing insight into how the brain thinks, creates and feels. This scientific progress also reveals that for each person, brain plasticity allows competencies to develop even when early indications imply limitations. We invite you to join us **March 21-23, 2014 in Pasadena, California, for Profectum Foundation's 2nd International Conference.** Keynote presentations by leading scientists, clinicians, and educators feature state-of-the-art research and treatment models to advance progress for individuals with Autism (ASD), Sensory Processing Disorders (SPD), behavioral and learning challenges of all ages.

Explore the newest scientific discoveries in "executive function", sensory processing, motor planning and timing, communication and oppositional behavior. These scientific findings confirm the use of the DIR-FCD Model in your home, classroom and clinic to enhance working memory, attention, self-control, sensory motor integration and visual spatial knowledge. Case discussions and videos will demonstrate treatment strategies in all settings which support development of lifelong competencies for relating, thinking, feeling and functioning.

You are sure to come away with new practical tools, insights, and inspiration! **We are here to make this an exciting, enjoyable and enriching experience for YOU and can't wait to see you in March in Pasadena.**

#### WHY ATTEND THIS GROUND BREAKING CONFERENCE?

##### You will gain knowledge about:

- ✓ The DIR Model Foundational Capacities of Development - the "FCDs" - what they are and how to use meaningful experiences to develop competencies
- ✓ Differences between "top down" and "bottom up" nervous system integration and how these concepts influence treatment strategies
- ✓ Executive Functions - what they are, how they develop throughout life, tools for assessment, and techniques to support improved functioning
- ✓ Novel 21st Century DIR-FCD Model educational approaches for success in both public and private school setting
- ✓ Brain research in ASD and SPD that identify the brain basis of sensory and motor symptoms
- ✓ Breakthrough uses of computer and IPAD technology to assist diagnosis and treatment
- ✓ Mobilizing movement, rhythm and timing to promote improved motor planning to enhance communicating, relating and thinking
- ✓ "Oppositional behaviors" - why they develop and how to approach treatment to support a child's resilience
- ✓ How parents (and educators and therapists!) can stay regulated while addressing a child's challenging behavior

The Faculty and Directors of the Profectum Foundation



**Frank D. Lanterman Regional  
Center Vendor: PD2979**

#### Continuing Education:

CEs for SLPs, OTs, COTAs, LCSWs, LMFTs, Psychologists are available.

# YOU WON'T WANT TO MISS THIS AMAZING LEARNING OPPORTUNITY FOR PROFESSIONALS, PARENTS AND INDIVIDUALS LIVING WITH ASD, SPD, AND RELATED SPECIAL NEEDS!

## Who should attend?

### We welcome parents and professionals including:

Physicians | Clinical Psychologists | Social Workers | Marriage and Family Therapists | Occupational and Physical Therapists  
Speech-language Pathologists | Developmental Optometrists | School Psychologists | Inclusion Specialists | Educators  
Special Educators | Para-professionals | Early Interventionists | Music Therapists | Regional Center Case Managers  
Behavioral Specialists ... and more!

Whether you are the parent of or a professional working with children, adolescents and young adults with an ASD, Sensory Processing Disorder or other special needs, **THIS CONFERENCE IS FOR YOU!**

## Featured Conference Themes

- ◆ Presuming Competence: Building Foundations to Success for All Individuals
- ◆ Mobilizing Movement: Opening the Door to Communicating and Relating
- ◆ Current Research in Brain Imaging that Revolutionizes our Understanding and Treatment of Sensory Processing Challenges
- ◆ Redefining Challenging Behaviors to Understand Each Child and Design Effective Treatment Strategies



## You will have opportunities to attend:

- ✓ Plenary presentations on all these topics
- ✓ Multi-disciplinary panel discussions that will include case histories viewed through video clips that demonstrate relationship based treatment strategies to address key challenges
- ✓ Parent panels to address concerns for all those raising children with special needs
- ✓ Special Workshops that provide "hands-on" learning and practical tools for use in the home, clinic and classroom
- ✓ A Resource Partner Fair to learn what is available and forge new relationships within the community
- ✓ Book signings at the Special Needs Project Bookstore with Serena Wieder, PhD; Ricki Robinson, MD, MPH; George McCloskey, PhD
- ✓ Meet and network with colleagues, friends and parents dedicated to the progress of every individual!



## Post-Conference DIR-FCD Model Workshops

- ◆ The Development of Motor Control in the Sensory Affective Rhythm of Child/Caregiver Interaction
- ◆ DIR-FCD Model Assessment and Intervention for Older Children and Young Adults
- ◆ Speech, Language and Communication: Finding the Holes in the Swiss Cheese
- ◆ Visual Spatial Challenge's Domino Effect on All Aspects of Development
- ◆ An MDs Seat at the Table: Integrating an Understanding of Neurobiological Challenges Such as Anxiety, Mood Disorders, Executive Functions/Attention, Seizures and Sleep Disorders and their Treatment into a Comprehensive Multi-Disciplinary Intervention Model
- ◆ Executive Functioning and the DIR-FCD Model in Schools



# Conference Program

with Distinguished Guest Speakers and Profectum Faculty

**Friday, March 21, 2014**

## Morning Session - Presuming Competence: Building Foundations to Success for All Individuals

### 8:30 am – 8:45 am | Welcome and Program Overview

**Ricki Robinson, MD, MPH**

### 8:45 am – 9:30 am | Foundational Capacities for Development - The FCD's: The Role of Experience and the Importance of Developmental Readiness

**Serena Wieder, PhD**

DIR Model theory introduced major paradigm shifts from behavioral and cognitive to dynamic developmental systems that can adapt to the many variations posed by developmental disorders and the many factors that influence it, not bound by age or limitations in interventions or rate of progress. The DIR-FCD Model defines the necessary structural capacities. Experiences form the building blocks of this structure. To be meaningful these experiences depend on developmental readiness to become part of what the child knows, understands, and can execute. When this occurs, an individual becomes the agent of his or her own intent and competencies. They should be based on an affective need within the child such as curiosity or interest. They also must be active as well as interactive, with an adult who mediates the meaning, unfolding in a sequential manner so that the child can make common sense of and understand them. Exposure is not enough. -This session will discuss the foundational pathways to competence and how to activate, organize and integrate experiences to find the sequence that takes you from the start to the finish that is an essential part of executive functioning.

Participants will be able to:

- Describe how and why experiences contribute to competence
- Define practical intelligence and common sense
- Identify executive function challenges at early ages

### 9:30 am - 10:30 am | Understanding Executive Function and Its Role as a Core Competency

**George McCloskey, PhD**

This presentation will cover Executive Functions in children, adolescents and young adults; definitions of "Executive Functions"– what they are and aren't; current brain science – what is known about the neurological basis of Executive Functions; how Executive Functions develop in children from birth through young adulthood; the ways Executive Functions impact the learning of reading, writing, math, athletic performance, listening, speaking and social behavior; how to recognize the signs of strengths and/or deficits in Executive Functions; assessing Executive Functions and what to do to improve the development of Executive Functions in your individuals with developmental challenges.

Participants will be able to:

- Define "Executive Functions".
- List how Executive Functions develop in children from birth through young adulthood.
- Identify the ways Executive Functions impact the learning of reading, writing, math, athletic performance, listening, speaking and social behavior.
- Assess Executive Functions and what to do to improve the development of Executive Functions in individuals with developmental challenges.

### 10:30 am to 11:00 am | Break: Book Signings, Sponsor Booths & Vendors

### 11:00 am to 12:30 pm | Building Competencies from Pre-K thru Young Adulthood in Public and Private School Settings

**Monica G. Osgood; Christine Seminario, M Ed; Karen McDowell**

Expanding on the morning plenary on executive functioning, this presentation will focus on the critical components in educational programs that are needed to build strong developmental foundations that lead to independence and success beyond school. New understanding of how to support motor challenges while fostering interactions, play, high level thinking and creativity are illustrated through videos of classroom activities. An exploration of the common challenges of young adults with ASD and related challenges and strategies to prepare them for success will be included.

Participants will be able to:

- Identify the individual systems of functioning that must be considered in educational setting for all students
- Describe the different components of a 21<sup>st</sup> Century School program that fosters development and allows students to reach their maximum potential
- List ways to incorporate the principles of the DIR-FCD Model, executive functioning and visual-spatial activities into classroom activities and lessons

## Afternoon Sessions – Mobilizing Movement: Opening the Door to Communicating and Relating

**12:30 pm -1:45 pm | Lunch with “Meet and Greet” (Lunch available for purchase at the Indoor Concession Stand)**

### **1:45 pm -2:45 pm | Using Movement to Close Sensory Feedback Loops and Scaffold Cognition in ASD**

**Elizabeth Torres, PhD**

The new changes to the DSM-V and the addition of sensory disturbances as a core problem in Autism Spectrum Disorders (ASD) open the possibility of using movement as our ally to improve diagnosis, research and treatments. Movement has been traditionally conceived as a unidirectional stream: as an output stream of information flowing from the Central Nervous System (CNS) to the periphery along efferent channels. However, movement is also a form of sensory input to the CNS that flows in closed loop from the periphery to the brain along afferent channels. The variability inherently present in our movements contains information that our kinesthetic receptors transduce and decode to help guide our actions and help us predict the sensory consequences of our impending decisions. In this way the movement variability present in our behaviors serves as informative sensory feedback and as an amplifier of our internal somatosensation. Movement variability permits the continuous objective quantification of change in natural behaviors as the child grows, develops and is subject to behavioral interventions or to drug treatments.

In this lecture we show new statistical methodology to address the heterogeneity of ASD and to dynamically track changes in all aspects of behavior at different time scales, in real time and longitudinally. More precisely we will show how to identify individually the best sources of sensory guidance for the child, those which sharpen perception, make decisions faster, more accurate and anticipatory, generally scaffolding cognition as they transition into adulthood.

Participants will be able to:

- Describe a new view of movement variability as a form of kinesthetic reafferent flowing from the peripheral to the central nervous system
- List the basics of a new statistical approach to handle heterogeneous populations
- Describe sensory motor integration from the CNS to the PNS (top-down control) and from the PNS to the CNS (bottom-up control) and the roles that these processes can play in estimating the sensory consequences of our impending actions

### **2:45 pm -3:45 pm | Think Before You Move!**

**Darlene Hanson, MA, CCC-SLP; Peggy Schaefer, MM, MT-BC**

Many individuals with ASD and other developmental disorders who also exhibit minimal to no verbal communication have difficulty organizing and timing their movements in order to communicate. This can be demonstrated by their difficulty in initiation, sequencing/continuing, and inhibition. Families and professionals often describe the difficulty these individuals have implementing Alternative and Augmentative Communication (AAC) with statements such as, “He is not consistent” or “He can’t make a choice between two pictures.” In this session we will discuss how to help individuals organize their movements and thinking in order to support their use of AAC and improve their relationship with their friends/family and others in their world. Video clips will be used to illustrate the beneficial relationship between thinking/moving/communicating in the real world for individuals with ASD.

Participants will be able to:

- Describe the behaviors that define motor planning difficulty impacting access to augmentative communication.
- Explain the application of ideation to accessing augmentative communication.
- Observe demonstrations of support strategies to organize individuals with motor planning and timing difficulties.

### **3:45 pm to 4:15 pm | Break: Book Signings, Sponsor Booths & Vendors**

### **4:15 pm -5:15 pm | Mobilizing Movement in the Clinic, Home, School: A DIR-FCD Model Case Presentation**

**Beth Osten, MS, OTR/L; Diane Selinger, PhD; Traci Swink, MD with commentary from Profectum Faculty and Guest Presenters**

A model case of a child with Autism followed by a multidisciplinary team over many years will showcase how support of his motor planning and sequencing as a major component of his multidisciplinary treatment program helped him move forward to better communication, improved attention, executive function, learning and emotional regulation. This case is presented by Senior Faculty members of the Profectum Academy who have been key members of his treatment team and will share through narrative, and videos his challenges and impressive progress over time. This case will demonstrate the value of a relationship based multidisciplinary team to address each challenge for an individual in order to support continued development across the years.

Participants will be able to:

- Demonstrate implementation of an approach to assessing and treating an individual with motor planning and sequencing delays in the clinic and home.
- Describe the impact on the individual and his/her family of unrecognized motor system challenges across the ASD/SPD/Learning challenges spectrum.

# Conference Schedule

Day 1—Friday, March 21	8:30 am to 5:15 pm
Day 2—Saturday, March 22	8:30 am to 5:30 pm
Day 3—Sunday, March 23 Conference Workshops	9:00 am to 4:15 pm

## Saturday, March 22, 2014

### Morning Session – Current Research in Brain Imaging that Revolutionizes our Understanding and Treatment of Sensory Processing Challenges

#### 8:30 am – 8:45 am | Welcome and Program Overview

**Ricki Robinson, MD, MPH, Medical Director, Profectum Foundation**

#### 8:45 am – 9:45 am | Sensory Processing and Neuroimaging Assessment to Guide Treatment Interventions

**Elysa Marco, MD**

This presentation will correlate the neural networks of sensory processing and the brain changes in these networks found in recent neuroimaging research in Autism and Sensory Processing Disorders (SPD). The importance of these changes as it relates to the new sensory features in the DSM-5 Autism clinical criteria will be emphasized. Sensory and attention based differences found in Autism and other neurodevelopmental disorders will also be reviewed. A novel approach using sensory processing and neuroimaging will be demonstrated that includes the use of iPad technology to guide diagnosis and treatment.

Participants will be able to:

- Describe the shift in sensory-based deficits in the new Autism DSM-5 criteria
- Describe the research movement away from clinical based disorders to genetic and neural network based dimensions of cognitive processing
- Identify the neural networks implicated in Sensory Processing Disorder
- Describe mobile based assessment and treatment of cognitive challenges including attention and sensory processing

#### 9:45 am – 12:15 pm | Sensory Processing and Neuroimaging Assessment: Case Presentations of Treatment that is Informed and Supported by the Research

**Rosemary White, OTR/L**

**Panel Discussion: Sherri Cawn, MA CCC-SLP; Diane Selinger, PhD; Traci Swink, MD**

Three cases will be presented including video clips that demonstrate how clinical reasoning is supported by the research and how the research informs and deepens clinical practice. An interdisciplinary panel will share the reflections on this rich process of research and clinical applications.

Participants will be able to:

- Describe the relevance of clinicians keeping abreast with current research and researchers keeping abreast with clinical work.
- Identify patterns of behavior in the clinical setting that reflect sensory processing differences.
- List styles of interaction, or ways to tailor your interaction, to support a child with sensory processing differences and/or Autism to develop the ability to develop meaningful relationships across the lifespan.

#### 10:45 am to 11:15 am | Break During This Session: Book Signings, Sponsor Booths & Vendors

Darlene Hanson



Elizabeth Torres



Elysa Marco



George McCloskey



Barbara Stroud



Catherine Crowley



Peggy Schaefer

## Afternoon Session – Redefining Challenging Behaviors to Understand Each Child and Design Effective Treatment Strategies

**12:15 pm -1:30 pm | Lunch with “Meet and Greet” (Lunch available for purchase at the Indoor Concession Stand)**

### **1:30 pm – 5:00 pm | Redefining Oppositional Behavior**

**Mona Delahooke, PhD; Connie Lillas, PhD, MFT, RN**

**Panel Discussion: Catherine Crowley, OTD, OTR/L; Barbara Stroud, PhD**

It is common across disciplinary boundaries to view a child through his or her “behaviors.” Parents, teachers, and professionals alike, become concerned when a child’s behavior is defined as “oppositional.” Rather than viewing behavior through a singular lens, this plenary and panel discussion presents a way to understand oppositional behaviors as organized through an integrated “big picture” framework. Video-based case material will showcase a variety of “oppositional” behavior reflecting a range of diagnostic categories and ages. Cases will be compared and contrasted in the context of understanding “bottom-up” (sensory-motor strategies) and “top-down” (language-based strategies) learning processes. The invited panel will further elucidate these neurodevelopmental markers in the discussion.

Participants will be able to:

- Describe “oppositional” behavior as defined through an integrated “big picture” framework, based on a neurodevelopmental perspective.
- Explain clinical distinctions between working bottom-up, working top-down, and hybrid models of neurodevelopment.
- Discuss the fundamental shift in understanding that the child’s behavior is not separate from the relationships s/he engages in and that high quality engagement is a major source of resilience for any child.
- Use the developmental age as an intervention guide rather than the chronological age of the child for assessment and treatment of behavioral challenges.

### **3:00 pm to 3:30 pm | Break During This Session: Book Signings, Sponsor Booths & Vendors**

### **5:00 pm – 5:30 pm | “I’m Not Going to Lose It!” How to Stay Regulated and Calm While Helping Your Child Work Through Challenging Issues - Parents and Professionals Working Together**

**Mona Delahooke, PhD; Megan Browne**

**Moderator: Ricki Robinson, MD, MPH**

We all know the role of the parent is vital to the success of the child but how does a parent of a child with behavioral challenges maintain emotional control 24/7? Using the “R” in DIR-FCD Model is vital. Calming strategies are necessary for both the parent and the child. A framework of five critical points will help move the initial gut reaction toward a more positive interaction. The ultimate goal is to teach the child that he can obtain what he needs without having to resort to challenging behavior.

Participants will be able to:

- List a five step outline to keep their emotions in check while dealing with challenging behavior.
- Demonstrate ways in which to keep a log of behavior to determine the cause.
- Create a positive behavior plan in order not to push the parental “stress button”.

## **Sunday, March 23, 2014**

### **Profectum DIR–FCD Model Morning Workshops**

#### **1 9:00 am – 12:00 pm | The Development of Motor Control in the Sensory Affective Rhythm of Child/Caregiver**

**Interaction Rosemary White, OTR/L; Beth Osten, MS, OTR/L; with Profectum and Guest Faculty**

This workshop will address motor development from birth to 7 when there is fully matured balance and equilibrium. The goal of the workshop is for participants to understand how the sensory affective interaction of caregiver supports righting reactions which are a foundation for the infant, toddler and pre-schooler to explore and make meaning of their world. This workshop will bring together how we can learn from the research of Elizabeth Torres, PhD and Elysa Marco, MD and bring it into our work with children and their families.

Participants will be able to:

- Discuss how the sensitive sensory affective interaction of the caregiver supports the motor development of the infant.
- Describe how the maturation of sensory processing contributes to the development of righting reactions.
- Discuss how the caregiver’s sensory affective interaction with the toddler supports the motor development of the toddler in the environment.
- Identify the relationship between sensory and motor development and the child’s “functional emotional development.”
- Identify how the understanding of sensory and motor development can be brought into work with children who present with challenges in relating and communicating and other developmental disabilities.

## Profectum DIR-FCD Model Morning Workshops cont ...

### 2 9:00 am – 12:00 pm | DIR-FCD Model Assessment and Intervention for Older Children and Young Adults

**Diane Selinger, PhD; Karen McDowell**

This workshop introduces participants to the basics of doing DIR-FCD Model interventions with older children, young adults and their families. Video examples will illustrate Floortime with individuals in both one-on-one and group settings. The integration of DIR-FCD Model principles into semi-structured classroom lessons and how the model prepares adolescents for transition to adulthood will also be demonstrated. Additionally, the workshop will support an understanding of emotional and social challenges experienced by this population and developmental goals to strengthen and address them in all communities. Sample IEP goals will be provided to reflect interventions covered. Importantly there is an emphasis on the integration of foundational levels of development while simultaneously respecting the individual's profile, age, unique challenges, and continuing growth towards higher levels of thinking and interacting.

Participants will be able to:

- Describe the framework of the DIR-FCD Model for older students
- Identify components of the individual sensory-motor, visual-spatial profiles of students with diverse needs
- Describe how the student's individual profile impacts development
- Describe relationship-based interventions that promote development
- List ways in which to incorporate the principles of the DIR-FCD Model, executive functioning and visual-spatial activities into classroom activities and lessons
- Describe an interdisciplinary approach to transition for students 14 and up
- Identify IEP goals that guide intervention in the DIR-FCD Model

### 3 9:00 am – 12:00 pm | Speech, Language and Communication: Finding the Holes in the Swiss Cheese

**Sherri Cawn, MA, CCC-SLP; Cindy Harrison, M.Sc. - Reg. CASLPO; Marilee Burgeson, MA, CCC-SLP**

This workshop will explore speech language and communication through a DIR-FCD Model lens. The focus will be on identifying strengths and the underlying challenges (the 'holes') across a number of individual communication profiles (younger children, older children, verbal individuals and non-verbal individuals). Case histories will be reviewed and illustrated with video clips to demonstrate the principles of diagnosis and treatment emphasized in this workshop and to clarify how the Speech and Language therapist works together with a multidisciplinary team to support challenges in these key areas that can impede developmental progress.

Participants will be able to:

- List the components of speech language and communication
- Apply the DIR-FCD Model framework to understand how a verbal individual may have underlying weaknesses in comprehension or production
- Describe ways to support communication in individuals who present with significant motor challenges that impact production (individuals with limited verbal ability or who are non-verbal)

**12:00 pm -1:15 pm | Lunch (Lunch available for purchase at the Indoor Concession Stand)**



Ricki Robinson



Sherri Cawn



Mona Delahooke



Cindy Harrison



Connie Lillas



Serena Wieder



Monica Osgood



Beth Osten



Diane Selinger



Traci Swink



Rosemary White



## Profectum DIR–FCD Model Afternoon Workshops

1

### 1:15 pm – 4:15 pm | Visual Spatial Challenge’s Domino Effect on All Aspects of Development

**Serena Wieder, PhD; Karen McDowell; With Guest Faculty**

Understanding where you are in space and where other things are relative to you – is essential to anything you want to do, how you think, how you learn, how you feel, how you relate and communicate with others, how you play, how you move, and how you organize and navigate your inner and outer world. This workshop will examine the symphony of developmental milestones supported by vision, how to identify difficulties, the relationship to anxiety, how to use our new manual to guide intervention, and why integrating the silos of intervention is essential through case illustrations.

We will also address:

- Recent research related to early identification
  - The use of visual anchors and other accommodations to not “get lost in space”
  - The dilemmas of being visually bound contributing to rigidity and sameness
  - The critical impact of anxiety on emotional and learning challenges
  - How to use DIR-FCD Model strategies to engage in treatment
  - Integrating Visual-Spatial interventions into the school curriculum and IEP goals that guide VS interventions
- Based on Visual/Spatial Portals to Thinking, Feeling and Movement by Serena Wieder, PhD and Harry Wachs, OD.

**Participants will be able to:**

- Compare between sight and vision and how the eyes communicate with the brain and uses visual information to build its spatial framework
- Identify challenges related to visual spatial knowledge in daily life
- Describe how visual spatial development impacts on emotional, symbolic and cognitive development and functioning
- Utilize the Visual Spatial Cognitive Profile and Manual to guide intervention
- Identify how Visual Spatial Challenges contribute to learning difficulties and anxiety.
- Apply classroom strategies to develop big picture thinking, visualization, organization and mapping in writing, and connect between past, present and future knowledge.
- Identify IEP goals that guide visual-spatial interventions

2

### 1:15 pm – 4:15 pm | Integrating an Understanding of Neurobiological Challenges Such as Anxiety, Mood Disorders, Executive Functions/Attention, Seizures and Sleep Disorders and their Treatment into a Comprehensive Multi-Disciplinary Intervention Model

**Traci Swink, MD; Diane Selinger, PhD; Beth Osten, MS, OTR/L**

Children with ASD and related special needs face many challenges as they negotiate the transitions, demands and expectations of daily life. For many of these children, underlying neurobiological challenges such as anxiety, mood disorders, and executive function/attention deficits further compromise the brain’s capacities to integrate experiences, form relationships and enhance learning. Additionally, some children experience seizures and significant sleep disturbances that further derail development and impede developmental progress. Using an in depth case study, this workshop will explore the relationship between developmental and neurobiological challenge in a vulnerable child. The discussion will focus on identifying symptoms and monitoring progress from a multidisciplinary team approach and highlight how evidenced-based medical treatment becomes an integral part of a comprehensive treatment program. Emphasis will be placed on how neurobiological and developmental challenges are positively impacted when parents, therapists, mental health professionals and medical professionals forge a relationship and collaborate together.

**Participants will be able to:**

- List the basic neurobiology of conditions such as anxiety, mood disorders, and executive functions/attention and how these disorders derail developmental progress
- Discuss seizures and seizure disorders in children with ASD and how seizures and their treatment impact developmental function
- Describe the important role of sleep in Executive Function/attention, learning and memory
- Discuss how sleep deprivation and sleep disorders impede developmental progress
- List the importance of integrating medical treatments with developmental interventions and mental health approaches.

3

### 1:15 pm – 4:15 pm | Executive Functioning and the DIR-FCD Model in Schools

**Monica G. Osgood; Christine Seminaro, M Ed; George McCloskey, PhD**

This post-conference workshop will expand on the Friday morning plenaries on Executive Functions and the DIR-FCD Model in the classroom. It will provide a deeper understanding of the role of executive functions in development and learning while providing specific strategies via videotape examples. Classroom and small young adult group activities will help the participants understand the developmental processes and core capacities needed in order for individuals to succeed as well as how to foster them in individuals with diverse needs. Sample IEP goals will be provided to reflect interventions covered.

Participants will be able to:

- Discuss the importance of executive functioning as a core capacity for independence and success for all individuals
- Apply the understanding of executive functioning and the DIR-FCD Model to working with individuals with diverse needs ages pre-K through young adulthood
- Apply specific strategies to foster development with the DIR-FCD Model functional emotional developmental levels, executive functions and other core capacities in individuals with diverse needs
- Identify IEP goals that guide intervention in the DIR-FCD Model, including executive function goals

## Continuing Education

### Continuing Education Credit: LMFTs, LCSWs, Psychologists



This conference is sponsored by Early Intervention Training Institute at the Los Angeles Child Guidance Clinic. Call The Early Intervention Training Institute at the Los Angeles Child Guidance Clinic (EITI) at 323-373-2400 if you have any CE questions regarding Psychologists, LMFT, LCSW continued education. [ [link to EITI website](#) ]

This program meets the requirements for 18.25 hours of continuing education for licensed psychologists, LMFTs and LCSWs. Continuing education for this program is sponsored by the Los Angeles Child Guidance Clinic. The Los Angeles Child Guidance Clinic is approved by the American Psychological Association to sponsor continuing education for psychologists. The Los Angeles Child Guidance Clinic maintains responsibility for this program and its content. The Los Angeles Child Guidance Clinic is also a CE provider approved by the California Board of Behavioral Sciences (#PCE 3929) to provide continuing education for LMFTs and LCSWs. It is the licensee's responsibility to retain this Certificate of Attendance for a period of four years after the course date.

A "Certificate of Attendance" will be issued to all participants at the completion of the conference. The certificate will cover the number of hours for conference days in attendance. Participants are required to attend the entire program and complete an evaluation.

### Continuing Education Credit: SLPs



This conference is sponsored by Pasadena Child Development Associates. Call The Pasadena Child Development Associates at 626-793-7350 if you have any CE questions regarding SLP continued education. [ [link to PCDA website](#) ]



Pasadena Child Development Associates is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

**Speech-Language Pathologists:** "Awakening Potential through Brain Science" is offered for up to 1.85 ASHA Continuing Education Credits. Various Levels, Professional Area

### Continuing Education Credit: OTs, COTAs

This educational offering qualifies for up to 18.25 continuing education hours as required by many national, state and local licensing boards and professional organizations. Keep your course outline and certificate of attendance, and contact your own board or organization for specific filing requirements. Call Onsite Professional Learning (OPL) at 248-318-7732 if you have any CE questions regarding AOTA continued education.



APPROVED PROVIDER of CONTINUING EDUCATION by The American Occupational Therapy Association, Inc.

**Occupational Therapists/Certified Occupational Therapy Assistants:** OPL is approved by the AOTA to provide continuing education. This conference is offered for up to 1.825 AOTA CEUs/18.25 contact hours. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA. AOTA Educational level Introductory, Category 2: Occupational Therapy Process

**BEST VALUE!**

**Early Bird Rate:** now thru January 31st

**Regular Rate:** February 1st to March 15th

**Late Registration Rate:** after March 15th

**Frank D. Lanterman Regional Center**

**Vendor: PD2979**

## Registration

	Early Bird Rate thru 1/31/14	Regular Rate 2/1/14 thru 3/15/14	Late Registration after 3/15/14
3 Days	\$365	\$395	\$425
Friday Only	\$165	\$195	\$225
Saturday Only	\$165	\$195	\$225
Sunday Only	\$165	\$195	\$225
CE Fees	\$45	\$45	\$45

## Discounts

**See if you qualify for a 15% discount off all registration fees.** (Discounts do not apply to CE fees.)

**Groups of 5+:** For group registrations at least 5 registrants must register at the same time. For important information on how groups will be charged and to register your group, please email [emily.mohr@profectum.org](mailto:emily.mohr@profectum.org).

**Student w/ Current Id:** Please email a copy of your current student ID to [emily.mohr@profectum.org](mailto:emily.mohr@profectum.org).

**Parent of a Child with Special Needs or Individual with Special Needs:** Please send an email to [emily.mohr@profectum.org](mailto:emily.mohr@profectum.org)

stating that you fall into this category. **Special Note:** *This conference is being reviewed for vendorization. Speak with a case manager at your Regional Center to see if you can qualify for additional financial assistance.*

**Profectum Academy Member Enrolled Candidate or Certificate holder.** Email [emily.mohr@profectum.org](mailto:emily.mohr@profectum.org) for a discount code.

### Hotel Accommodations

There are special rate courtesy blocks available at 3 area hotels: The Sheraton Pasadena Hotel, The Hilton Pasadena Hotel and The Westin Pasadena. **The cutoff dates for these special rates range from 2/17/14 to 2/19/14.** For detailed information download the Hotel Accommodations Info Sheet [ [click here](#) ].

### Accommodations for Persons with Disabilities

If you require ADA accommodations, please email [emily.mohr@profectum.org](mailto:emily.mohr@profectum.org) at least 1-week prior to the conference date so that arrangements can be made.

### Lunch: "Meet and Greet" Friday & Saturday

For your convenience the Pasadena Convention Center will set up an indoor concession stand. In order to get to your table faster, we ask that you preorder and prepay for lunch [Click here \[ lunch order form link \]](#)

They will be a selection of Grab & Go Salads, Sandwiches with chips and a beverage.

You may choose a different option to lunch on your own, but please note that the Pasadena Convention Center has a strict policy - no outside food may be brought into the Convention Center. We ask that you please respect their policy.

### Registration and Cancellation

Registrations and payments must be received no later than **Saturday, March 15, 2014**. Confirmations and receipts are furnished by email. Any registration received after **Saturday, March 15, 2014** will be considered an "onsite registration", providing space is available, and you will be required to check in and register at the registration desk. We DO NOT invoice for our events. All attendees or groups must have a paid registration prior to the event. Written cancellation notification must be received no later than **Friday, March 7, 2014** via email to [emily.mohr@profectum.org](mailto:emily.mohr@profectum.org). No refunds or credit for future events will be given. Substitute attendees are welcome but we must be notified with their name and contact information. Please understand that if you do not attend you are still liable for full payment. In the unlikely event that this program must be cancelled, you will be notified immediately and a credit will be issued toward a rescheduled seminar, or the entire submitted registration fee will be refunded without further liability on the part of the organizer.

Profectum Foundation reserves the right to make changes to the program and/or schedule at any time.