



# Relationships: The Key to Progress

Profectum 2017 Conference



October 25 – 26, 2017

**HILTON NEWARK PENN STATION  
NEWARK, NJ**

*Just 15 minutes from New York Penn Station*

Empower Parents, Promote Sustainable Outcomes,  
and Unlock Potential for Individuals with Autism and  
Other Mental Health Challenges

## KEYNOTE PRESENTERS

Jonathan Green, MD

Catherine Lord, PhD

Sima Gerber, PhD, CCC-SLP

Kerry Magro

Anie Knipping



# Profectum Foundation 7<sup>th</sup> Annual NY/NJ Conference

OCTOBER 25-26, 2017 • NEWARK, NJ

## Relationships: The Key to Progress

Empower Parents, Promote Sustainable Outcomes,  
and Unlock Potential for Individuals with Autism and  
Other Mental Health Challenges



The **DIR (Developmental Individual Difference, Relationship based)** Model created by Greenspan and Wieder pioneered **Parent-mediated Intervention (PMI)** for the treatment of **Autism Spectrum Disorders (ASD)**. Relationships are fundamental to every aspect of a child's development and parents are the agents of change paving the way for growth and lifelong functional competence and independence.

This conference will bridge **clinical and research models** of PMI that support progress and enhance outcomes for individuals with autism. Learn the research developmental science that captures the nuance of parent-child interactions and measures change. See how **therapists and educators work with parents and children of all ages** in different settings to advance development.

Additionally, the **DIR-FCD Foundational Capacities for Development (FCD)** will underscore each individual's readiness for optimizing progress and success through the lifespan. Practical strategies to nurture foundational capacities in children and young adults with a range of abilities will be illustrated. Finally, take a longitudinal journey with us and **hear from young adults with ASD** as they reflect on their experiences and parent interactions as they strived for competence and independence.

For the first time, the Profectum Conference will dedicate each afternoon to workshops on topics related to working with very young to older children, as well as families and young adults in clinical, educational and research settings. These workshops were selected from proposals fostering intentional communication and independence at early stages, parents and children "letting go" to support transitions family dynamics short and long term goals, and reflective practice in homes, clinics and classrooms.

You are sure to come away with **new knowledge, practical tools, insights, and inspiration!** We are here to make this an exciting, enjoyable and enriching experience for YOU and look forward to seeing you this October.

*The Faculty and Directors of Profectum Foundation*

### Day 1

#### **The Developmental, Individual Difference, Relationship-based (DIR) Model and Parent-mediated Interventions: Research, Theory and Practice**

Keynotes: Jonathan Green, MD; Catherine Lord, PhD;  
Serena Wieder, PhD

### Day 2

#### **Developing Self-Regulation, Confidence and Competencies for Life with DIR-FCD Interventions**

Keynotes: Kerry Magro; Anie Knipping; Monica G. Osgood

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

## WHY ATTEND THIS GROUND BREAKING CONFERENCE?

**As a result of this conference, you will be able to:**

- ✓ Describe the clinical, theory and research science and practice that empowers parents as agents of change in children with ASD and mental health challenges using relationship-based parent-mediated interventions
- ✓ Identify research measures and clinical approaches to evaluate progress and short and long-term treatment effectiveness
- ✓ List strategies to promote developmental and functional competencies at home, school and therapies across disciplines
- ✓ Apply supportive strategies with families as children get older, change settings, and goals are redefined.

**World renown researchers, Profectum faculty and academy members, clinicians and educators** will bridge research and practice for you to gain the knowledge, skills, and strategies that make a difference in your work. This will also be an opportunity to hear how parent-mediated interventions are being applied internationally in **Israel, Argentina, Netherlands, Barbados and Mexico**

## Who Should Attend?

**Professionals of all disciplines and parents concerned with the development of individuals with challenges in relating, communicating, learning, making transitions and developing competencies for independent living.**

Physicians | Clinical Psychologists | Social Workers | Marriage and Family Therapists | Occupational Therapists | Occupational Therapy Assistants | 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!



## You Will Have Opportunities to Attend:

- ✓ Plenary presentations, panel discussions, workshops and networking opportunities
- ✓ Case discussions with videotapes illustrating the nuances of parent/adult-child interactions that advance progress
- ✓ Discussions of how research measures change and the fidelity of intervention models
- ✓ Sessions providing practical strategies for parents, clinicians and educators that foster developmental progress, relationships, feelings of competence and independence

# Conference Program

## FEATURING



### **Jonathan Green, MD**

*Professor of Child & Adolescent Psychiatry at the University of Manchester*

**Parent-mediated Intervention for Autism and Its Long Term Effects on Reducing Autism Severity**



### **Catherine Lord, PhD**

*Professor of Psychology in Psychiatry, Director of the Center for Autism and the Developing Brain, Weill Cornell Medical Center*

**How Do We Measure What Treatment Changes in ASD?**



### **Serena Wieder, PhD**

*Clinical Director, Profectum Foundation*

**How the DIR-FCD Model Changed the Paradigm of Developmental and Autism Intervention and Pioneered Parent-mediated Intervention**



### **Monica G. Osgood**

*Executive Director, Profectum Foundation and Celebrate the Children School*

**Competencies Promoting Progress: The Foundational Capacities for Development (FCD)**



### **Sima Gerber, PhD, CCC-SLP**

*Professor of Pragmatics and Child Language, Queens College, CUNY, Profectum Faculty*

**From Pre-schooler to Teenager: Longitudinal Patterns of Intentionality and Comprehension Across Developmental Stages and Ages**



### **Kerry Magro**

*a young man with autism and award winning national speaker and breakthrough advocate*

**Defining Autism: From Nonverbal to National Speaker**



### **Anie Knipping**

*eloquent and gifted autistic artist and writer*

**Growing Up Autistic: What Worked and What We Can Learn from Past Experiences**

## **Profectum International Faculty Including:**

Maria Aggio

Ron Balamuth, PhD

Tal Baz, MS, OTR/L

Marilee Burgeson, MA, CCC-SLP

Yael Bruck Binya, OTR/L

Sherri Cawn, MA, CCC-SLP

Linda Cervenka, MA, CCC-SLP

Steven Glazier

Karen McDowell

Kristen McNally, MSR, OTR/L, IMH-E

Beth Osten, MS, OTR/L

Michele Parkins, MS, OTR

Yana Peleg, PhD

Ricki Robinson, MD, MPH

Michele Ricamato, MA, CCC-SLP

Ruby Salazar, LCSW, BCD

Diane Selinger, PhD

Richard Solomon, MD

Christie Virtue, PhD

and more **discussing**

**longitudinal trajectories in development and intervention in clinical and educational settings.**

# Schedule at a Glance

<b>DAY 1</b> 10/25/17	The Developmental, Individual Difference, Relationship-based (DIR) Model and Parent-mediated Interventions: Research, Theory and Practice
8:45 – 9:15	<b>Welcome and Introduction</b> <b>How the DIR-FCD Model Changed the Paradigm of Developmental and Autism Intervention and Pioneered Parent-mediated Intervention</b> Serena Wieder, PhD
Plenary 9:15 – 10:45	<b>Parent-mediated Intervention for Autism and Its Long Term Effects on Reducing Autism Severity</b> Jonathan Green, MD
10:45 - 11:15	<b>Break</b> - Coffee & Tea, Bookstore, Profectum Academy Training Info Sessions, Resource Partner Tables and More
Plenary 11:15 - 12:10	<b>How Do We Measure What Treatment Changes in ASD?</b> Catherine Lord, PhD 12:10 – 12:30 <b>Panel Discussion</b> Jonathan Green, MD; Catherine Lord, PhD; Serena Wieder, PhD; Richard Solomon, MD
12:30 - 1:30	<b>Lunch on Your Own</b> - Networking, Bookstore, Profectum Training Info Sessions, Resource Partner Tables and More
Workshops 1:30—2:30 Workshop 1	<b>From Practice to Research and Research to Practice</b> Jonathan Green, MD; Catherine Lord, PhD; Richard Solomon, MD; Serena Wieder, PhD
Workshop 2	<b>The Three R's: Relationships, Research and Reflection - Building Community Capacity in Blended Early Intervention</b> Marilee Burgeson, MA, CCC-SLP
Workshop 3	<b>“Desire to Connect” – A Parent-mediated Intervention</b> Noemi White, MSc (Psych); Steven B. Glazier
Workshop 4	<b>Promoting Enhanced Shared Attention and Shared Positive Affect in Parent-mediated Autism Intervention: Preliminary Validation of the Sensoriaffective Interactional Attunement Scale</b> Carrie Alvarado, PhD, OTR
Workshop 5	<b>The Missing Piece: Including Parents and Parent Coaching in School Intervention</b> Lauren Blaszak
Plenary 2:45 – 3:45	<b>From Pre-schooler to Teenager: Longitudinal Patterns of Intentionality and Comprehension Across Developmental Stages and Ages</b> Sima Gerber PhD, CCC-SLP; Helen Spanakos Weitman

Workshops <b>4:00—5:00</b> Workshop 6	<b>“Teaching PLAY”: Applying the PLAY Project Intervention in the Classroom</b> Richard Solomon, MD; Monica Quezada Lott, MS
Workshop 7	<b>Assessing and Treating the Foundations of Language in Children with Autism Spectrum Disorder</b> Sima Gerber, PhD, CCC-SLP; Michele Ricamato, MA, CCC-SLP; Linda Cervenka, MA, CCC-SLP
Workshop 8	<b>Understanding Family Experiences as Children Progress Through Developmental and Critical Transitions</b> Ruby Salazar, LCSW, BCD
Workshop 9	<b>Now It’s Time to Play: What to Do Until the Therapist Arrives</b> Christie Virtue, PhD
Workshop 10	<b>The Profectum Parent Toolbox Webcast Series (PPT) - A FREE Resource for Parents, Families, Educators, Paraprofessionals and Professionals - The Who, What, Why and Where + Early Research Data!</b> Ricki Robinson, MD, MPH; Michele Havens, EdD
<b>5:00—6:00</b>	<b>Networking in the Lobby</b>

<b>DAY 2</b> 10/26/17	Developing Self-regulation, Confidence and Competencies for Life with DIR-FCD Interventions
<b>8:45 – 9:30</b>	<b>Welcome and Introduction</b> <b>Competencies Promoting Progress: The Foundational Capacities for Development (FCD)</b> Monica G. Osgood
Plenary <b>9:30 – 10:45</b>	<b>Defining Autism: From Nonverbal to National Speaker</b> Kerry Magro
<b>10:45 - 11:15</b>	<b>Break</b> - Coffee & Tea, Bookstore, Profectum Academy Training Info Sessions, Resource Partner Tables and More
Plenary <b>1:15 - 12:15</b>	<b>Growing Up Autistic: What Worked and What We Can Learn from Past Experiences</b> <a href="#">read more</a> Anie Knipping, eloquent and gifted autistic artist and writer, NJ
<b>12:15 - 12:30</b>	<b>Profectum Programs</b>
<b>12:30-1:30</b>	<b>Lunch on Your Own</b> - Networking, Bookstore, Profectum Training Info Sessions, Resource Partner Tables and More
Workshops <b>1:30—2:30</b> Workshop 11	<b>“The Hidden Meanings of Repetitive Behaviors” – A Window Into the Child’s Inner World Through a Multidisciplinary Perspective</b> Yael Bruck Binya, OTR/L; Yana Peleg, PhD
Workshop 12	<b>Using the DIR-FCD Model with Adults with ASD: Going Beyond Ages and Challenges</b> Maria Aggio

Workshop 13	<b>Building Trust and Confidence in a Therapeutic School Setting</b> Christopher Perri, MS, LCSW; JenniKate Estavillo Galsworthy, MSpEd
Workshop 14	<b>When Things Go Awry from the Start: One Family's Journey Finding Support for a Fussy Baby Showing Early Signs of Autism</b> Sherri Cawn, MA, CCC-SLP; Beth Osten, MS, OTR/L; Diane Selinger, PhD
Workshop 15	<b>Relationship Based Interventions for Sensory Processing Disorder</b> Michele Parkins, MS, OTR
Workshops 2:45—3:45 Workshop 16	<b>Getting Centered: How a Speech-Language Pathologist Rediscovered the Profession through Partnership and Reflection</b> Tyler P. Choate, MS, CCC-SLP
Workshop 17	<b>Parents Telling Their Stories: How Partnering with Parents of Children with Autism Supports Separation-Individuation, Self-Reflection and Stress Relief</b> Mady Kaplan, LCSW
Workshop 18	<b>Implementing DIR/Floortime in a Non-DIR Environment</b> Marius de Vos, MSc.Psych, M.Ed; Karen Visman; Carina Truijens, SLP
Workshop 19	<b>"Make it Intentional": Identifying and Supporting Challenges in Intentionality of Young Children</b> Ron Balamuth, PhD; Tal Baz, MS, OTR/L
Workshop 20	<b>Fostering Daily Routines and Creating Meaningful Rituals in Families Using the DIR-FCD Model</b> Stacy Sue Rosello, MA, OTR/L; Ruby Salazar, LCSW, BCD
Workshops 4:00—5:00 Workshop 21	<b>The Importance of Comprehension as a Foundational Capacity for Development: Supporting Understanding when Building Competency as a Learner</b> Michele Ricamato, MA, CCC-SLP; Linda Cervenka, MA, CCC-SLP
Workshop 22	<b>ABA and DIR as Partners</b> Faith Thayer, PhD, LPC, LCAT, ATR-BC; Courtney Bitting, BCBA; Carter Swope, MEd
Workshop 23	<b>Supporting Intentionality through the Language of Toys</b> Rebecca Berg, MA OTR/L; Kristin McNally, MS, OTR/L, IMH-E
Workshop 24	<b>Understanding Complexity in Dyadic Work: A DIR Relationship-Based Case Study Over a 10-Year Period</b> Jane Clarke, PhD, SLP/SpEd, IMH-E@IV; Ruby Salazar, LCSW, BCD
Workshop 25	<b>Tapping into Potential and Shining a Light on Possibility - Building Meaningful Futures for Young Adults on the Autism Spectrum with Strength Based Approaches and Developmental Capacity Supports</b> Steven Keisman; Karen McDowell
5:00—6:00	<b>Networking in the Lobby</b>

# CONFERENCE PROGRAM WITH SCHEDULE

DAY 1 - WEDNESDAY, OCTOBER 25TH

## The Developmental, Individual Difference, Relationship-based (DIR) Model and Parent-mediated Interventions: Research, Theory and Practice

### Welcome and Introduction

**8:45 - 9:15 am**

#### **How the DIR-FCD Model Changed the Paradigm of Developmental and Autism Intervention and Pioneered Parent-mediated Intervention**

Serena Wieder, PhD, Clinical Psychologist, Co-creator of the DIR-FCD Model, Clinical Director, Profectum Foundation, NY

This introduction will highlight the DIR Model's long theoretical, clinical and research traditions and how it synthesized and integrated various developmental frameworks, moving from milestones and symptoms to an integrated multidimensional model. Anchored in the principle that relationships mobilize development and the child's individual constitutional differences and caregiving patterns together influence development, it pioneered affect based interventions to establish foundations for lifelong development.

As a result of this presentation, participants will be able to:

- Describe the importance of multidimensional models of development.
- Explain how relationships activate development.
- Discuss the sustainability of parent-mediated intervention.

### Plenary Session

**9:15 - 10:45 am**

#### **Parent-mediated Intervention for Autism and Its Long Term Effects on Reducing Autism Severity**

Jonathan Green, MD, Professor of Child & Adolescent Psychiatry at the University of Manchester and Honorary Consultant Psychiatrist at the Royal Manchester Children's Hospital, United Kingdom

Just what is Parent Mediated Intervention (PMI)? How did PMI reduce emerging autism symptoms in infants and autism severity in preschoolers with sustained effects six years later? Taking a longitudinal perspective and using developmental science-based intervention, Dr. Green will describe the theoretical basis, practical application and effect of intervention with infants and preschoolers in the iBASIS (Intervention in the British Autism Study of Infant Siblings) and PACT (Pre-school Autism Communication Trial) studies. He will discuss the video feedback therapy process and the mediation of the treatment effect on dyadic interaction and autism symptom severity. He will also describe the adjunctive therapies necessary for comorbidities arising particularly in middle childhood in a new trial looking at a parallel school-home intervention (PACT-Generalised). PACT was also adapted into South Asia (PASS) through remote training and supervision methods with non-specialist workers.

Last, Dr. Green will look across the uses of parent mediated interventions in child mental health, developmental coaching, modeling and reflective models, to identify effective processes and active ingredients that may be common between them – and will discuss how we can enhance and refine our work across professional groups using intervention science to guide us.

As a result of this presentation, participants will be able to:

- List the principles of developmental science-based intervention for autism and describe the design of trials to test its effects.
- Explain the theory and practice of parent-mediated intervention, including use of video-feedback techniques
- Apply these methods at different developmental stages of autism and assess their effectiveness outcomes over longer-term development.
- Describe putting PMI of this kind in context of other necessary intervention and management practice in autism.

**Break** Networking | Bookstore | Academy Training Info Sessions | Resource Partner Tables | and More

**10:45 - 11:15 am**



## Plenary Session

11:15 - 12:10 pm

### How Do We Measure What Treatment Changes in ASD?

Catherine Lord, PhD, Professor of Psychology in Psychiatry, Director of the Center for Autism and the Developing Brain - a joint project of New York-Presbyterian Hospital and Weill Cornell Medical Center, NY

In the past, the outcomes of most autism treatments have been described either in terms of changing very specific behaviors, in response to behavioral treatments, or in terms of improving IQs. More recently, studies of parent-mediated treatments, which include DIR, have been able to show changes in relationships, such as synchrony between child and parent, changes in behaviors specific to autism such as social communication and repetitive behaviors measured on observational scales such as the ADOS, and changes in receptive language, as measured by parent report and direct testing. Currently work focuses on developing new ways of showing changes in how parents interact with their children, how children behave, and how these interactions coincide that can be used relatively easily. In addition, parent reports of changes are challenged by recurrent findings of placebo effects. In this talk, Dr. Lord will discuss how we can measure treatment effects on both parent and child behavior and issues to consider in doing so.

12:10 - 12:30 pm

### Panel Discussion and Questions

Jonathan Green, MD; Catherine Lord, PhD; Serena Wieder, PhD; Richard Solomon, MD

As a result of this presentation and panel discussion, participants will be able to:

- Describe earlier and current outcome measures for autism treatment.
- Explain the importance of measuring how parents and children interact and the changes that occur with intervention.
- Reflect on the dynamics of parent reports and placebo effects.

**Lunch On Your Own** Networking | Bookstore | Academy Training Info Sessions | Resource Partner Tables | and More

12:30 - 1:30 pm

## WORKSHOPS

1:30 - 2:30 pm

### Workshop 1 - From Practice to Research and Research to Practice

Jonathan Green, MD, Professor of Child & Adolescent Psychiatry at the University of Manchester and Honorary Consultant Psychiatrist at the Royal Manchester Children's Hospital, United Kingdom; Catherine Lord, PhD, Professor of Psychology in Psychiatry, Director of the Center for Autism and the Developing Brain - a joint project of New York-Presbyterian Hospital and Weill Cornell Medical Center, NY; Serena Wieder, PhD, Clinical Psychologist, Co-creator of the DIR-FCD Model, Clinical Director, Profectum Foundation, NY; Richard Solomon, MD, Founder of The PLAY Project, Profectum Faculty, MI

This session will address several questions related to bridging practice and research.

- What are some of the principles and goals of formal psychosocial intervention trials - Can they capture the complexity of intervention?
- Can we pursue and develop more effective common intervention styles across the field, rather than a plethora of individual 'branded' therapies?
- How do we measure the fidelity of therapist training and the interventions they provide - doing the training and learning from the training?
- What are meaningful measures of outcomes in relation to long term goals?
- How to dialogue with families about outcomes? Dr. Green will introduce a measure for this – the 'Autism Family Engagement Questionnaire' – AFEQ.

As a result of this presentation, participants will be able to:

- Identify current research models used to study parent-mediated intervention.
- List three challenges related to establishing fidelity.
- Describe which meaningful outcomes can be best measured.

## **Workshop 2 - The Three R's: Relationships, Research and Reflection - Building Community Capacity in Blended Early Intervention**

Marilee Burgeson, MA, CCC-SLP, MB Speech Therapy, Profectum Faculty, CA

The BRIDGE Collaborative is comprised of providers, parents, funders, and researchers aiming to build capacity to serve young children demonstrating social communication challenges. This session reflects on building relationships to support community - academic partnerships on the development, dissemination and testing of a parent-implemented intervention that blends developmental and ABA principles.

As a result of this presentation, participants will be able to:

- Consider relationship building as a foundation to support successful implementation of CBPR with a variety of stakeholders using a blended model of early intervention.
- Identify successes and challenges in training and implementing early intervention to professionals representing a range of disciplines.
- Increase awareness of the strengths and potential vulnerabilities faced by parents of very young children with social communication challenges when receiving a parent coaching focused intervention.

## **Workshop 3 - "Desire to Connect" – A Parent-mediated Intervention**

Noemi White, MSc (Psych), Sunshine Early Stimulation Centre, Profectum Trainee, Barbados; Discussant: Steven B. Glazier, Psychologist, Profectum Faculty, PA

This presentation will take you through the beginning chapter of a mother's journey to connect with her child of 6-7 years of age, after a dysfunctional past and mental health challenges prevented her from doing so during her child's early developmental years. While being mindful of the child's and the parent's individual differences and functional emotional developmental capacities, this presentation will focus on the parent-child relationship and will offer insight into the therapist's own reflective journey.

As a result of this presentation, participants will be able to:

- Describe the parallel processes that occur as a therapist focuses on the social and emotional capacities of a parent, in order to enable her to support the social and emotional capacities of her child.
- Share a journey of reflection from a mental health perspective during parent mediated DIR/Floortime intervention when both child and parent are facing multiple challenges.
- Experience the possibility that a parent's desire to connect with her child can overcome most adverse conditions.

## **Workshop 4 - Promoting Enhanced Shared Attention and Shared Positive Affect in Parent-mediated Autism Intervention; Preliminary Validation of the Sensoriaffective Interactional Attunement Scale**

Carrie Alvarado, PhD, OTR, Director, Floortime Family Empowerment Courses, Autism Community Network, TX

Empirical evidence continues to build for the efficacy of caregiver-mediated interventions in autism. While measures exist that examine both child and caregiver contributions to the interactive process, none yet explore how a child's early sensoriaffective experiences and a caregiver's early sensoriaffective attunement affect dyadic interactions. This session will examine how caregiver use of sensoriaffective modalities and amodal properties of those modalities can influence child regulation and engagement during interactions. Results of a preliminary investigation into an emergent clinical tool will be discussed, as will potential targets of intervention/correlation.

As a result of this presentation, participants will be able to:

- Describe the emerging construct of Sensoriaffective Integration, the difference from traditional sensory integrative frameworks, and the role that sensoriaffective integrative dysfunction plays in ASD.
- Describe the bidirectional impacts of autism upon caregiver-child relational/interactional patterns and methods to promote enhanced relational optimization within the dyad.
- Describe the efficacy of key developmental and naturalistic behavioral elements in a preliminary study using the Sensoriaffective Interactional Attunement Scale (SAIAS), such as imitation, intersensory redundancy and time-delay/pacing/modulation strategies.

## **Workshop 5 - The Missing Piece: Including Parents and Parent Coaching in School Intervention**

Lauren Blaszak, Co-Founder and Executive Director, Celebrate the Children, NJ

Fostering strong relationships with families and involvement in the classroom are critical for developmental progress. Parents often are not a “true” part of this intervention process in school. Central to the DIR Model is supporting each parent’s ability to connect to their child in their own way and respecting the individual differences in both child and parents. This session will address how to both empower and learn from parents who know their child best and how to keep foundational goals on track in the home and school setting in order to maintain steady progress and outcomes. Strategies used in working with parents such as coaching, observation, reflection, scheduling and planning carry over into the home will be demonstrated with video. The session will conclude with a short parent panel discussion.

As a result of this presentation, participants will be able to:

- Foster strong and trusting relationships with families and caregivers.
- Support developmental goals through parent coaching in the school setting where parents feel supported and part of the team.
- Support the carryover of goals in the home setting in a way that works for the family’s dynamic and lifestyle.

## **Plenary Session**

**2:45 - 3:45 pm**

### **From Pre-schooler to Teenager: Longitudinal Patterns of Intentionality and Comprehension Across Developmental Stages and Ages**

Sima Gerber PhD, CCC-SLP, Professor Department of Linguistics and Communication Disorders, Queens College, CUNY, Profectum Faculty, NY; Helen Spanakos Weitman

In this plenary, the capacities of intentionality and comprehension will be discussed relative to their impact on the development of communication and language observed over the course of a 12 year treatment of a now 16 year old adolescent with ASD. The developmental complexity of these individual capacities and their bidirectional interaction over time supports an understanding of the teen’s profile today - where he soars and where he struggles. The collaboration between the speech-language therapist and the mother will be discussed as they worked together to understand how to enhance the boy’s strengths and address his challenges. The mother’s experiences of parenting the child guided the thinking about his developmental needs from his early years to the present. Finally, the insights that arise from observing measurable and immeasurable developments will be explored and illustrated with videotapes and language samples.

As a result of this presentation, participants will be able to:

- Trace the development of intentionality from pre-linguistic to linguistic stages of language development.
- Trace the development of comprehension from pre-linguistic to linguistic stages of language development.
- Describe the clinician’s and mother’s perspectives on how challenges in intentionality and comprehension impacted the boy’s development over time.
- Describe how and when the child’s development was addressed from an interdisciplinary perspective and the impact of these supports.

## **WORKSHOPS**

**4:00 - 5:00 pm**

### **Workshop 6 - “Teaching PLAY”: Applying the PLAY Project Intervention in the Classroom**

Richard Solomon, MD, Founder of The PLAY Project, Profectum Faculty, MI; Monica Quezada Lott, MS, Director, Relate & Grow, Director PLAY Project in the Ohio State Wide System, OH

Children with autism spectrum disorders in preschool settings are often difficult to teach because they are hard to engage. The PLAY Project, an intensive, early intervention coaching model for parents has now been piloted in the pre-school and kindergarten setting for teachers and school staff. This new adaptation of The PLAY Project is called Teaching PLAY (TP). In this presentation, the TP pilot study and measures will be described, the model and methods will be presented along with video examples showing both teacher/school staff outcomes and student outcomes. The presentation will provide examples of basic strategies used during interactions as well as a general overview of ways to implement Teaching PLAY on a small and large scale.

As a result of this presentation, participants will be able to:

- List core components of the PLAY Project and Teaching PLAY.
- Explain how the PLAY Project and Teaching PLAY are founded on the DIR model.
- List principles, methods and techniques that can be used to interact with “hard to engage” children in the classroom.

## **Workshop 7 - Assessing and Treating the Foundations of Language in Children with Autism Spectrum Disorder**

Sima Gerber, PhD, CCC-SLP, Professor Department of Linguistics and Communication Disorders, Queens College, CUNY, Profectum Faculty, NY; Michele Ricamato, MA, CCC-SLP, Co-founder, Soaring Eagle Academy, Profectum Faculty, IL; Linda Cervenka, MA, CCC-SLP, Co-founder, Soaring Eagle Academy, Profectum Faculty, IL

In this session, the presenters will offer a perspective on the development of communication and language and an assessment paradigm (DOLLI – Developmental Observation of Language – Links to Intervention) for determining developmentally appropriate intervention goals for children on the autism spectrum. Developmental capacities including regulation, engagement, intentionality, ideas, comprehension, and production will be discussed at six stages of language-communication acquisition spanning birth to 3 years of age. Children with ASD at various chronological ages and across language-communication stages will be presented to illustrate how this assessment would be used to generate intervention goals.

As a result of this presentation, participants will be able to:

- Describe six developmental capacities of language-communication acquisition (regulation, engagement, intentionality, ideas, comprehension, production).
- Describe a developmental assessment model for determining where the child is functioning in the six capacities.
- Identify appropriate intervention goals for communication and language for children on the autism spectrum based on the assessment paradigm presented.

## **Workshop 8 - Understanding Family Experiences as Children Progress Through Developmental and Critical Transitions**

Ruby Salazar, LCSW, BCD, Founder and Director, PA Lifespan Services, Profectum Faculty, PA

Whether you work with families directly or do not, whether you engage with children at a specific developmental stage or across a longer range, it is important to be knowledgeable of a lifespan perspective and how expectations and progress varies for ALL families and children. This session will highlight the key elements of developmental and critical transitions all families experience from early concerns, diagnosis, establishing and changing interventions, going off to school and school changes, community and cultural expectations, puberty/adolescence to independence, legal/trust matters, and adulthood. Explore, identify and learn skills in partnering with families to identify and work with these dynamic factors to support ongoing growth, family health, happiness, and stability. , even when experiencing great difficulties at times. Holding the child in mind in the context of the family is essential good practice.

As a result of this presentation, participants will be able to:

- Define major transitions for parents and families with a challenged child as well as later Lifespan points.
- Apply skill sets and strategies for working with a broad range of parents as well as siblings and other caregivers.
- Gain an improved understanding of self-reflective clinical practice when working with children, their families and a professional team.

## **Workshop 9 - Now It's Time to Play: What to Do Until the Therapist Arrives**

Christie Virtue, PhD, Clinical Psychologist, Profectum Faculty, NY

This session will address how the observations and assessment of a young child's play can become the opportunity to guide the parent and clinician in developing initial intervention goals. Video examples, everyday toys and materials, and illustrations from play-based observation assessment tools (FEAS, ADOS-2, Westby) will provide a developmental framework for how to begin, and provide strategies to help parents interact and connect meaningfully with their child.

As a result of this presentation, participants will be able to:

- Use naturalistic play observation skills to encourage playful interactions critical for the development of shared attention, engagement, and reciprocity.
- Compare and contrast spontaneous observations with those from play-based observation assessment tools.
- Use joint observations with parents to develop "next step" goals and strategies to join and facilitate shared reciprocal play.

## **Workshop 10 - The Profectum Parent Toolbox Webcast Series (PPT) - A FREE Resource for Parents, Families, Educators, Paraprofessionals and Professionals - The Who, What, Why and Where + Early Research Data!**

Ricki Robinson, MD, MPH, Medical Director, Profectum Foundation, CA; Michele Havens, EdD, Lecturer, Kean University, Educational and DIR/Floortime Consultant, Profectum Trainer, NJ

This presentation showcases the innovative online "Profectum Parent Toolbox" (PPT) Webcast series. This FREE online resource consists of 37 Webcasts that demonstrate strategies to mobilize a child's relationship-based interactions. Parents and families are guided through the "hands-on" video series and a companion downloadable workbook to learn how to tailor interactions to their child's individual profile. Using examples from the PPT Webcast series, the goals, content, and format will be demonstrated. Preliminary research will also be presented documenting the PPT feasibility of use for parents as well as early children outcome data following parents completion and usage of the PPT strategies in the initial module (Step 1). This discussion will also address how parents, educators, paraprofessionals and professionals can use the PPT as a resource in their homes, clinics and schools.

As a result of this presentation, participants will be able to:

- Describe the 4 Steps that demonstrate 16 Key Toolbox Strategies and their implementation in the PPT Webcast series.
- Describe how the PPT interactive webcasts can be implemented as an adjuvant learning tool with other therapies for implementing strategies that mobilize a child's relating, communicating and thinking.
- Utilize the PPT to support parents as they learn interactive strategies with their child.
- Discuss ways to incorporate the Profectum Parent Toolbox Webcast series for training in clinics and schools.

**5:00 - 6:00 pm**

Networking in the Lobby

**DAY 2 - THURSDAY, OCTOBER 26TH**

## **Developing Self-regulation, Confidence and Competencies for Life with DIR-FCD Interventions**

### **Welcome and Introduction**

**8:45 - 9:30 am**

#### **Competencies Promoting Progress: The Foundational Capacities for Development (FCD)**

Monica G. Osgood, Executive Director of Profectum and Celebrate the Children School, NJ

This plenary session will introduce participants to The DIR Model's expanded intervention goals through the Foundational Capacities for Development (FCD) to include the experiences that promote (functional) competence and meaning for an individual across the lifespan. The FCD's provide foundations tailored to the child and family's' individual profiles that allow every individual to maximize the benefits of DIR!

Learn how understanding Individual Differences while providing a broad range of experiences, respectful expectations and fostering functional and reliable communication shape a sense of self in individuals with diverse needs, and how families, clinicians and educators can grow with them. This plenary session will include a review of experiences and interactions that support or get in the way of developing core competencies to function successfully, and how anxiety and behaviors impact on progress.

As a result of this presentation, participants will be able to:

- Describe the components of the FCD portion of the DIR-FCD Model and how each one is relevant for making developmental progress across the lifespan.
- Create ways to implement the FCD's into their own setting - be it clinic, home, school.
- Utilize experiences and interactions that will support each individual and also minimize the development of anxiety and related behaviors.

## Plenary Session

**9:30– 10:45 am**

### Defining Autism: From Nonverbal to National Speaker

Kerry Magro, a young man with autism and award winning national speaker and breakthrough advocate, NJ

“Defining Autism: From Nonverbal to National Speaker” is a presentation from award-winning national motivational speaker Kerry Magro on how he got to and survived the education experience growing up being on the spectrum and how his experiences, both good and bad, can help students with disabilities from early childhood to the transition into adulthood. Kerry, will present on his experiences with therapies focused on his early development, how he founded a disability awareness organization and a non-profit for special needs housing, his work on 3 best-selling books and much more!

As a result of this presentation, participants will be able to:

- Utilize a better understanding of those with autism from the first-hand perspective of someone who grew up with a disability.
- Describe the strengths and difficulties many with autism deal with on a daily basis.
- Apply strategies on how to interact and accommodate those with autism in an educational setting.

**Break** Networking | Bookstore | Academy Training Info Sessions | Resource Partner Tables | and More

**10:45 - 11:15 am**

## Plenary Session

**11:15 – 12:15 pm**

### Growing Up Autistic: What Worked and What We Can Learn from Past Experiences

Anie Knipping, eloquent and gifted autistic artist and writer, NJ

Anie Knipping will give a brief reflection on her own childhood experiences before moderating a small panel of young Adults with ASD and their Parents. This panel will discuss key competencies that support development and the strategies needed to nurture them. Anie, parents and their young adult children will use real-life examples and video to illustrate specific approaches to increase feelings of competence, confidence and a strong sense of self to maximize independence and success throughout the lifespan. Panel topics will cover experiences from birth to adulthood.

Topics will include:

- Comfortable, safe and predictable environments that allow for thinking, relating and communicating
- Daily schedules that promote “feelings of purpose and competency” for 80% or more of the day
- How approaching situations with confidence reduces anxiety and allows individuals to succeed
- The critical need for individuals to feel a sense of shared control in their environments and interactions in order to maximize novel thinking, problem solving and social competency
- How what we communicate expresses who we are as people and is possible for all individuals

**As a result of this presentation and panel discussion, participants will be able to:**

- Describe the importance of using meaningful and stimulating interventions for ASD individuals throughout the lifespan.
- Apply knowledge of the FCD’s to intervention plans to maximize feelings of competency and success in the real world.
- Discuss how relationships that grow together promote successful outcomes.

## Profectum Programs

**12:15 - 12:30 pm**

**Lunch On Your Own** Networking | Bookstore | Academy Training Info Sessions | Resource Partner Tables | and More

**12:30 - 1:30 pm**

## WORKSHOPS

1:30 - 2:30 pm

### **Workshop 11 - “The Hidden Meanings of Repetitive Behaviors” – A Window Into the Child’s Inner World Through a Multidisciplinary Perspective**

Yael Bruck Binya, OTR/L, General Manager, DIR Israel, Profectum Faculty, Israel  
Yana Peleg, PhD, Psychologist, DIR Israel, Profectum Faculty, Israel

When children exhibit repetitive behaviors, or choose the same game over and over again, or appear aimless and restless, parents, educators and therapists often respond with anxiety and frustration. Such behaviors may seem odd, bizarre, unrelated to the social situation and difficult to understand. Moreover, they frequently serve as a traumatic trigger, reminders of the difficulties a child may be facing. Explore repetitive behaviors from a functional-emotional perspective, i.e., their underlying reasons and functions and ways to respond not only to mediate the anxiety and despair, but to gain deeper understanding into the child’s inner world. Video case presentations will provide a glance into the intricate connections between repetitive behaviors and stress, individual differences and visual spatial processing, and how multifaceted attention to such behaviors can increase parent and professional capacities to become curious, empathic and reflective of the child’s experience. This introspective view can lead to healing and hope within the parent- child relationship.

As a result of this presentation, participants will be able to:

- Discuss the connection between stress, individual differences, visual spatial capacities and repetitive behaviors.
- Identify interventions for parents and professionals leading to increased insight and empathy into the possible reasons for children’s repetitive actions.
- Identify developmentally appropriate responses to repetitive behaviors that promote emotional well-being and deep interpersonal connections.

### **Workshop 12 - Using the DIR-FCD Model with Adults with ASD: Going Beyond Ages and Challenges**

Maria Aggio, Special Education Teacher and Autism Specialist, Profectum Faculty DIR-Argentina

The DIR-FCD Model is an ongoing, lifelong intervention process that fosters development at all ages. This workshop will show how the DIR Model was implemented with four diverse young adults, ages 26-38, over a period of 10/12 years, individually and then in a small group. The goals were to support the acquisition of and sustaining of life skills necessary for an independent life or to become as independent as possible living with others. Central to this process was fostering relationships and working together with families, tailoring interventions and goals to individual differences, and advancing developmental levels in conducive learning environments. Brief case studies, as well as videos will illustrate the methods and strategies used on this journey.

As a result of this presentation, participants will be able to:

- Set goals for adults that integrate their needs, the families' needs and the real environments where they interact.
- Continue promoting higher developmental levels (levels 7, 8 and 9) with adults over 25 years old.
- Integrate different approaches in a developmental program tailoring the techniques to individual profiles.

### **Workshop 13- Building Trust and Confidence in a Therapeutic School Setting**

Christopher Perri, MS Child Development, LCSW, Director of Best Practices, Monarch Mexico Center for Excellence, Mexico  
JenniKate Estavillo Galsworthy, MSpEd, Founder and General Director, Monarch Mexico Center for Excellence, Mexico

The development of a new relationship based special education school in a culture unfamiliar with such a model is a parallel journey that requires the perspective of building trust and confidence to engage parents in the therapeutic process of their children's developmental journey. This session will illustrate the journey of the Monarch Model, and the principles and process of integrating the importance of relationships, affect, strengths, executive functions and self-regulation into a new school program with video examples. It will address the challenges related to engaging parents, specifically in a cultural setting such as Mexico, but also very relevant to all educational and clinical settings working with parents and children with different cultural views and expectations.

**As a result of this presentation, participants will be able to:**

- Describe how different cultural views and expectations need to be considered when working with parents and children in various contexts.
- Describe the stepping stones and essential ingredients necessary to work with parents, staff and children in a new school model.
- Identify the priorities in setting goals and building foundations for progress.

## **Workshop 14 - When Things Go Awry from the Start: One Family's Journey Finding Support for a Fussy Baby Showing Early Signs of Autism**

Sherri Cawn, MA, CCC-SLP, Clinical Director, Cawn-Krantz & Associates, Profectum Faculty, IL  
Beth Osten, MS, OTR/L, Clinical Director, Beth Osten & Associates, Profectum Faculty, IL  
Discussant: Diane Selinger, PhD, Psychologist, Profectum Faculty, IL

What happens to parents when their fussy baby begins to withdraw and nothing seems to be working? This case study, with video, will explore the journey of one family concerned that what was initially thought to be colic progressed to prolonged fussiness and social withdrawal. It will focus on how the increasing fear and despair in the first 8-10 months of life transitioned to a period of hope and joy that emerged in the second year following the parents' involvement in the DIR treatment process and the subsequent collaboration of the early intervention and private therapy team. The change in the child's developmental trajectory will be discussed by the team and the DIR psychologist to highlight the important functional emotional concepts and process identified in the presentation.

As a result of this presentation, participants will be able to:

- Identify five steps in the parent's journey to develop a therapeutic program for their son at risk for autism.
- Describe how the child's individual differences impact the unfolding of early functional emotional developmental capacities.
- Describe the clinical reasoning process and strategies that guided sensory-motor and early language intervention within the context of parent coaching.

## **Workshop 15 - Relationship Based Interventions for Sensory Processing Disorder**

Michele Parkins, MS, OTR, Director/ Founder, Great Kids Place, STAR Institute Faculty, Profectum Faculty, NJ

This presentation will discuss the subtypes of Sensory Processing Disorder (SPD) as defined by Lucy Jane Miller and how to tailor interactions based on sensory processing differences. Relationship based strategies will be illustrated in case examples in children 4-9 years old for each sensory-motor individual difference of Sensory Processing Disorder. Understanding SPD, which is also characteristic of ASD, will impact a therapist's ability to affect change with children with ASD. Relationship-based intervention put strategies in place that are teachable to parents - the true drivers of carryover and long term developmental progress. Participants will leave with strategies for how they can become the "equipment" and coach parents to do so to address SPD and ASD. These strategies can immediately be put into practice.

As a result of this presentation, participants will be able to:

- Identify observable behaviors exhibited by children impacted by each SPD subtype.
- Differentiate between each SPD subtypes based on assessment strategies.
- Utilize several relationship-based principles to guide treatment of each SPD subtype.

## **WORKSHOPS**

2:45 - 3:45 pm

## **Workshop 16 - Getting Centered: How a Speech-Language Pathologist Rediscovered the Profession through Partnership and Reflection**

Tyler P. Choate, MS, CCC-SLP, Director of Clinical Education & Speech Language Therapy, LEEP Forward, Inc, Profectum Fellow, IL

This session will provide an intimate look into the clinical thought process of a Speech-Language Pathologist enrolled in Profectum's Fellows' Certificate course. This session will explore the use of autoethnography as a clinical tool that can reveal intricate layers of relationship-based work. This self-reflective process has obvious implications for therapists and became a way for the presenter to get back in touch with the roots of his profession. This process will unfold through a case study highlighting issues around trauma, neurodevelopmental differences, language challenges, and parental perceptions.

As a result of this presentation, participants will be able to:

- Reflect on the many layers that affect their clinical treatment decisions including: personal biases, culture-related issues, parents' perceptions and goals, etc.
- Integrate the benefits and challenges of using a transdisciplinary approach into a holistic working model of their own clinical process.
- Employ autoethnography as a tool to improve their own reflective capacity around their work.



## **Workshop 17 - Parents Telling Their Stories: How Partnering with Parents of Children with Autism Supports Separation-Individuation, Self-Reflection and Stress Relief**

Mady Kaplan, LCSW, Certified Peer Play Therapist, Student and Family Support Services, Celebrate the Children, Profectum Trainer, NY

Reflecting on experiences leading parent groups in a DIR school, this presentation will first examine common themes that emerge across individuals' experiences as parents of children with Autism and will then explore the positive impacts of participating in a parent group. Using case studies and comparing how parents tell their stories, this session will demonstrate how the shared group experience can promote anxiety reduction and improve trust for parents raising children with Autism. Discussion will emphasize narrative construction as a unique process reflective of parent-child relationships, individual profile and development.

As a result of this presentation, participants will be able to:

- Describe how to apply the DIR model when working with Parents of children with Autism.
- Describe how to use a Parent Group as an intervention for support, for individual growth and reflection.
- List and be able to apply aspects of Mary Main's Adult Attachment theory of coherent narrative when working with parents of special needs children.

## **Workshop 18 - Implementing DIR/Floortime in a Non-DIR Environment**

Marius de Vos, MSc.Psychology, M.Education, Dutch DIR Professionals  
Karen Visman, Physiotherapist  
Carina Truijens, SLP, Netherlands

For the past 5 years a team of DIR practitioners from the Netherlands (Ed, PPT, and SLP) have been traveling to South-Africa to do voluntary work in a large institute for individuals with severe disabilities. The institute is drastically underfunded and resources are scarce. This scarcity has a serious impact on practice, including level of training/qualification of staff members. What do you do within these constraints? How much 'theory' do you share and which aspects of the model do you emphasize? Based on the level of theory you have chosen to share, how do you go about implementing the practical application of the model? In this presentation, we will present our process of reflection, flexibility, and adaptation to the specific needs and constraints of this particular setting in the South-African context.

As a result of this presentation, participants will be able to:

- Develop a training approach suited to a unique setting and staff members that translates DIR concepts into doable practical interventions.
- Learn how to account for social, cultural and political influences when implementing the model.
- Describe the process necessary for the team of interdisciplinary trainers to be able to serve a community effectively.

## **Workshop 19 - "Make it Intentional": Identifying and Supporting Challenges in Intentionality of Young Children**

Ron Balamuth, PhD; Clinical Psychologist, Profectum Faculty, NY  
Tal Baz, MS, OTR/L, Owner, In-Tune Developmental Therapies, Profectum Faculty, MA

Greenspan and Wieder emphasized the importance of focusing and redirecting the parent's and the child's attention to contingencies in their interactions, and to the elusive and often felt sense that their children's intentions are absent, or chaotic. Long before Infant research demonstrated how children with ASD have significant challenges in experiencing their own agency and in reading other's intention, DIR was offering a key intervention focused on scaffolding and nurturing the child's experience as an intentional participant in the world. Integrating an occupational therapy and a psychoanalytic perspective on how intentionality develops, we will appreciate the centrality and complexity of intentionality as it emerges during early infancy and builds up through the later years. We will highlight the affect-sensory-motor foundation of intentionality, and its unfolding into the symbolic and verbal realms as the child reaches higher Functional Emotional Developmental levels (FEDL). Video clips and clinical materials will illustrate how to support the caregiver's detection of the child's emerging intention, and how to nurture this capacity.

As a result of this presentation, participants will be able to:

- Describe the developmental stages of intentional behavior.
- Identify intentionality and challenges to intentional behaviors in children.

## **Workshop 20 - Fostering Daily Routines and Creating Meaningful Rituals in Families Using the DIR-FCD Model**

Stacy Sue Rosello, MA, OTR/L, Founder, Embrace the Child, Profectum Trainee, PA

Ruby Salazar, LCSW, BCD, Founder and Director, PA Lifespan Services, Profectum Faculty, PA

Viewing family life through the multidisciplinary lens of the DIR-FCD model supports interactions around daily routines within families. Imbedded in family experiences are opportunities for DIR clinicians to ascertain individual differences, blossom interactions, and embrace the ability to harness intent. Helping families connect with a child's affect and intention in daily life is instrumental to form shared meaningful moments, deepen relationships, and improve quality of developmental capacities (FEDL's). This process will be reflected in case examples and video and has potential to generate long-term positive outcomes, enfolding a child into a family and creating meaningful rituals in family life.

As a result of this presentation, participants will be able to:

- To support clinical and family needs through daily routines and family rituals that strengthen relationships and advance development.
- Help families take their and their children's individual profiles into account to facilitate functional skills and practical solutions for the family.
- Integrate mental health principles into their interventions learning through the mentorship process and making these part of their own discipline.

## **WORKSHOPS**

4:00 - 5:00 pm

### **Workshop 21 - The Importance of Comprehension as a Foundational Capacity for Development: Supporting Understanding when Building Competency as a Learner**

Michele Ricamato, MA, CCC-SLP, Co-founder, Soaring Eagle Academy, Profectum Faculty, IL

Linda Cervenka, MA, CCC-SLP, Co-founder, Soaring Eagle Academy, Profectum Faculty, IL

In this session, presenters will explore a key Foundational Capacity for Development: Comprehension. In the educational environment, students of all developmental ages and stages are asked to make meaning and understand as they learn, which is by no means automatic. Being able to understand and "make sense" in the world leads to regulation and co-regulated interactions. Strategies, interventions and processes that support comprehension throughout the entire school day will be explored. Videos will be used to illustrate these to support learning in a DIR based school.

As a result of this presentation, participants will be able to:

- Define comprehension and identify it as a Foundational Capacity for Development.
- Indicate challenges that stem from a lack of comprehension in the academic setting.
- Identify 3 strategies used to support comprehension in the educational environment.

### **Workshop 22 - ABA and DIR as Partners**

Faith Thayer, PHD LPC LCAT ATR-BC, Director of Mental Health Services/DIR Supervisor, Imagine Academy for Autism, NY

Courtney Bitting, BCBA, Curriculum Specialist, Imagine Academy for Autism, NY

Carter Swope, M. Ed, Classroom Coordinator, Imagine Academy for Autism, NY

This session will demonstrate how to use both ABA and DIR, sometimes simultaneously, to achieve specific goals. It will highlight the use of a multi-disciplinary team to facilitate student growth. A brief history will describe how we had to grow in order to collaborate in meeting our students' needs and the struggles of that journey. The session will focus on an individual student and their specific goal achievement through the two lenses, and will include a brief history, the individual profile, developmental levels and relationship building. Video will support the narrative to illuminate the process. Emphasis will be given to how we make qualitative information quantitative.

As a result of this presentation, participants will be able to:

- Observe the integration of ABA and DIR through a specific goal.
- Review data sheets that quantify the target goals.
- Gain an understanding of the transdisciplinary collaboration process.

## **Workshop 23 - Supporting Intentionality through the Language of Toys**

Rebecca Berg, MA OTR/L, Pediatric Physical and Occupational Therapy Services, Profectum Fellow, WA  
Kristin McNally, MSR, OTR/L, IMH-E, Pediatric Physical and Occupational Therapy Services & Cooper House, Profectum Faculty, WA

As we consider ways to support functional communication, we have a tendency to focus on conventional forms of communication (words, signs, gestures), but in doing so, we may be missing an opportunity to learn about a child's experience of their world through the communicative actions of play. This presentation will use case examples that invite participants to consider how inherent properties of toys might interact with their individual profile and emotional thinking to support or inhibit the child's interest and ability to convey their ideas and feelings through play.

As a result of this presentation, participants will be able to:

- Describe at least three benefits of self-directed play for neurodiverse and typically developing children.
- Describe four affordances (properties) to consider when matching the toy to the child.
- Describe the potential for thoughtful toy selection to enhance or inhibit a child's ability to participate in play.

## **Workshop 24 - Understanding Complexity in Dyadic Work: A DIR Relationship-Based Case Study Over a Ten Year Period**

Jane Clarke, PhD, SLP/SpEd, IMH-E@IV, Profectum Fellow, PA  
Ruby Salazar, LCSW, BCD, Founder and Director, PA Lifespan Services, Profectum Faculty, PA

This longitudinal DIR case study with accompanying videos will illustrate the complexity of dyadic and relational work when trauma, developmental challenges, attachment and family mental health issues interconnect. The presentation will describe the somatosensory, self-regulatory, relational and cognitive therapeutic interventions required to create developmental change for this child and family over a 10-year period from 4-14 years of age. In addition, the importance of DIR reflective mentorship and how 'being held' in the work was essential to addressing the dyadic and relational complexity from a DIR perspective.

As a result of this presentation, participants will be able to:

- Describe the complexity of dyadic and relational work when trauma, developmental challenges, attachment and family mental health issues interconnect.
- Discuss the evolution of therapeutic interventions at different stages of the developmental trajectory in a 10-year case study.
- Describe the importance of reflective mentorship and parallel process in the case transformation from a DIR perspective.

## **Workshop 25 - Tapping into Potential and Shining a Light on Possibility- Building Meaningful Futures for Young Adults on the Autism Spectrum with Strength Based Approaches and Developmental Capacity Supports**

Steven Keisman, Vice President, Education Transition and Neurodiversity Employment Specialist, Identifor, NJ  
Karen McDowell, Young Adult Program Coordinator, Celebrate the Children, Profectum Faculty, NJ

This workshop will focus on assessing, identifying, building upon, and setting purpose and outcomes to individual passions, abilities, and areas of strength as individuals emerge into the adult world. Interventions in support of productive, fulfilling, and engaged lives such as strengthening executive function capacities, navigating social interactions and solidifying developmental foundations are illustrated through an overview of the Identifor platform, a DIR based online program that guides work and study choices, with video examples and student testimonials. Example IEP goals help ensure that the future is always considered when making decisions about the present.

As a result of this presentation, participants will be able to:

- Discuss key developmental, behavioral and social-emotional abilities that need to be in place for all employees to be successful.
- Learn how providing meaningful and motivating real-life work opportunities increases attention, productivity and job retention for ASD individuals in the workplace.
- Describe how to assess interests and abilities of ASD individuals that can guide intervention and transition plans.

**5:00 - 6:00 pm**

Networking in the Lobby

# BEST VALUE

Early Bird Rate ends September 20th

Regular Rate Begins September 21st

## Registration

	Early Bird Rate To 9/20/17	Regular Rate 9/21/17 thru 10/26/17
Both Days	\$375	\$405
Wednesday Only	\$205	\$245
Thursday Only	\$205	\$245
CE Fees	\$30	\$30

## Discounts

### Do you qualify for a 15% discount?

**Groups of 5+:** For group registrations at least 5 registrants must register at the same time.

**Student w/ Current Id:** You will need to provide a copy of your current student ID

**Parent of a Child with Special Needs or Individual with Special Needs**

**Profectum Academy Member**

If you meet the discount criteria above, please contact [emily.mohr@profectum.org](mailto:emily.mohr@profectum.org) for information and instructions on how to register with a discount code.

*Discounts do not apply to CE fees.*

### Accommodations for Persons with Disabilities & Special Needs Request

If you require ADA accommodations or have a special needs request, 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.

## Travel Info & Hotel Accommodations

For more information on traveling to the hotel or to find out about the special courtesy room block rate, visit our Conference webpage under Travel & Accommodations [ [click here](#) ].

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

## Registration and Cancellation

Registrations and payments must be received no later than **Wednesday, October 18, 2017**. Confirmations and receipts are furnished by email. Any registration received after **Wednesday, October 18, 2017** 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 or change notification must be received no later than **Wednesday, October 18, 2017** via email to [emily.mohr@profectum.org](mailto:emily.mohr@profectum.org). **A cancellation/change processing fee of \$25 will be charged. After Wednesday, October 18, 2017, 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 via email and a credit will be issued toward a rescheduled conference, or the entire submitted registration fee will be refunded without further liability on the part of the organizer.

A "**Certificate of Attendance**" will be issued to all participants at the end of their attendance. 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.

For information regarding **Continuing Education** please visit the [Continuing Education page](#) on the Conference Website for complete details.