



# The Power and Promise of Neurodevelopmental Approaches

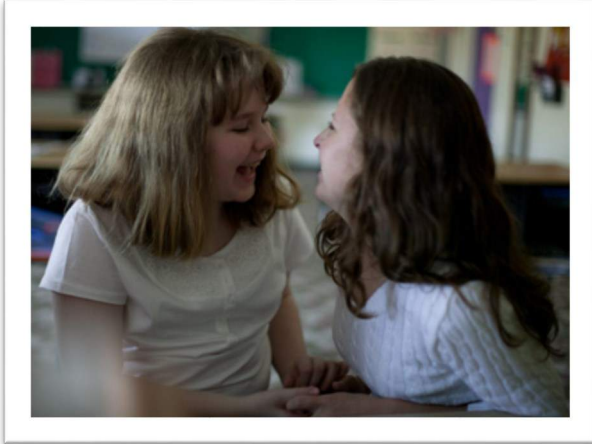
## for Autism and Mental Health Interventions

*a Conference for Parents and Professionals*

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

**March 13-14, 2015**

Conference Workshops on  
Sunday, March 15, 2015



### GUEST SPEAKERS

- Deborah Budding, PhD
- Ted Hutman, PhD
- Pat Levitt, PhD
- Peggy Schaefer, MM, MT-BC

### PROFECTUM FACULTY

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



Profectum Foundation 3<sup>rd</sup> International Conference

# Profectum Foundation 3<sup>rd</sup> International Conference

MARCH 13-15, 2015 • PASADENA CONVENTION CENTER • PASADENA, CA

## The Power and Promise of Neurodevelopmental Approaches for Autism and Mental Health Interventions

All development occurs across a wide spectrum of individual differences and within a variety of environmental circumstances. Scientists are increasingly demonstrating just how important these differences are to the architecture of the developing brain. This conference brings pre-eminent scientists together to engage in dialogue with clinical professionals, parents and neurodiverse individuals. They will share knowledge and bridge gaps between existing theory, scientific methodologies, clinical practice, and real life experiences. The conference aims to provide parents and professionals an opportunity to develop new ways of supporting individuals with neurodevelopmental differences in relation to their unique individual profiles and personal growth curves, within a foundation of presumed competence.

We invite you to join us **March 13-15, 2015 in Pasadena, California, for Profectum Foundation's 3rd International Conference.** Keynote presentations by leading scientists, clinicians, and educators feature state-of-the-art research and treatment models to advance progress for individuals diagnosed with Autism Spectrum Disorders (ASD), Sensory Processing Disorders (SPD), Attention Deficit Hyperactivity Disorders (ADHD), Anxiety Disorders, Mood Disorders, and other neurological differences that can impact social, academic, or vocational function at any age.

Explore current scientific discoveries that help illuminate the heterogeneous neurological foundations contributing to differences in social behaviors, multisensory processing, and motor planning and timing. Learn ways to customize educational goals in order to better meet the unique needs of each child in light of these discoveries. Consider ways in which behavior can—and should—be considered a form of communication, particularly in relation to individuals with challenges using spoken language. Case-based demonstrations of the DIR-FCD model will additionally provide you with new tools and techniques to implement immediately in your home, classroom and clinic. Treatment strategies will be presented to develop and support lifelong competencies in 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 this March in Pasadena.**

*The Faculty and Directors of Profectum Foundation*



### WHY ATTEND THIS GROUND BREAKING CONFERENCE?

**Continuing Education:** SLPs, OTs, COTAs, LCSWs, LEPs, LMFTs, LPCCs, Psychologists

- ✓ How the DIR-FCD model accurately predicts the importance of individual differences for neurodevelopment.
- ✓ The newest cutting edge research demonstrating the wide variation of earliest individual differences in infants.
- ✓ The Critical Role of the Cerebellum -- From Movement to Thinking and Emotions.
- ✓ The difference between “automatic” and “deliberate” behaviors in understanding individual differences and treatment approaches across multiple areas of function.
- ✓ Practical applications of neurodevelopmental strategies in the clinic, home, and public/ private school settings.
- ✓ The challenges of multi-sensory processing and its role in the development of anxiety.
- ✓ How to interact with children across settings to support synchrony of sensory processing leading to joyful and fulfilling relationships.
- ✓ The importance of presuming competence for all individuals with special needs.
- ✓ How to mobilize and support competence for individuals of all ages and their families.

**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

- ◆ Heterogeneity in social development: Implications for early treatment and intervention in autism and social emotional delays
- ◆ Understanding the Vertical Organization of the Brain as a way to Individualize Treatment across Disciplines and in Education
- ◆ Multisensory Processing and Implications to Respecting Individual Differences and Promoting Emotional Resilience
- ◆ Presuming, Mobilizing and Supporting Competency: Conversations with Professionals, Parents and Autistic Individuals



## 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
- ✓ Meet and network with colleagues, friends and parents dedicated to the progress of every individual!



## Sunday Workshops

- ◆ Using the DIR-FCD Model to Facilitate Peer Interactions with Floortime Players in Group Settings
- ◆ What to expect? Typical Communication, Language and Speech Challenges of Children on the Autism Spectrum and Where to begin? How Language Develops and How to Decide Where to Start with your Child?
- ◆ Outlining Your Child's Educational Program, IEP's
- ◆ Symbolic Play
- ◆ Getting Back to the Joy
- ◆ Echolalia and Scripting: Meanings, Functions and Intervention Approaches
- ◆ Apples for Teachers: From Engagement to Learning with DIR-FCD Model in Schools
- ◆ Speech, Language and Communication in the Classroom

# Conference Program

with Distinguished Guest Speakers and Profectum Faculty

**Friday, March 13, 2015**

## MORNING SESSION - Heterogeneity in Social Development: Implications for Early Treatment and Intervention in Autism and Social Emotional Delays

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

**Mona M. Delahooke, PhD; Connie Lillas, PhD, MFT, RN; Ricki Robinson, MD, MPH**

### 8:45 am – 9:30 am | Identifying and Treating Early Socio-Emotional Differences

**Serena Wieder, PhD**

Developmental, Individual, and Relationship-Based (DIR) as a treatment began its early work in the 1970's where differences in the neurobiology of infants and young children were identified by pioneers in the field of early childhood development, Stanley Greenspan and Serena Wieder. Dr. Wieder brings to us a brief historical overview of the development of this cutting-edge treatment model that links sensory-motor differences with emotions and motivation in the context of relationships.

Participants will be able to:

- Understand the historical perspective in how the use of individual differences in child development revolutionized treatment
- Describe the importance of understanding sensory-motor integration in the development of early relational capacities
- Explain the role of individual differences in sensory-motor capacities to tailoring early treatment to each child

### 9:30 am - 10:30 am | The Neurobiology of Social Behavior Development and the Importance of Individual Differences

**Pat Levitt, PhD**

Dr. Levitt will take us into the underlying mechanisms in which social behavior develops. His innovative research breaks down the complexity of social behavior to understand the origins of individual differences and the factors that influence social behaviors. The process of associative learning may serve as a valuable foundation in developmental trajectory of simple to more complex social skills.

Participants will be able to:

- Understand how the brain develops from simple to more complex social skills
- Describe how associative learning links up sensory-motor experiences with emotions and motivation
- Describe how an infant's learning rate may have links to later social-emotional differences

### 10:30 am - 11:00 am | Break: Book Signings, Resource Partner Fair

### 11:00 am - 11:45 am | Individual Differences in Sensory-Motor Processing and their Links with Early Social-Emotional Communication

**Sherri Cawn, MA, CCC-SLP**

Understanding individual differences is a key DIR-FCD model component in supporting socio-emotional communication and infancy and early development. Sherri Cawn will demonstrate through numerous video clips how clinical reasoning is supported by the research and how the research informs and deepens clinical practice. Parents and practitioners alike will learn practical strategies on how to promote higher levels of socio-emotional engagement with infants and young children.

Participants will be able to:

- Learn strategies to tailor interactions based upon the child and caregiver's individual sensory-motor profiles
- Observe key components to early gestural communication and emotional attunement
- Describe strategies in promoting a relational rhythm in regards to each dyad's individual preferences

### 11:45 am - 12:15 pm | Panel Discussion

**Connie Lillas, PhD, MFT, RN; Moderator**

The interdisciplinary panel of Serena Wieder, PhD; Pat Levitt, PhD; Sherri Cawn, MA, CCC-SLP; will share the reflections on this rich process of research and clinical applications. Discussion of field applications and research models will be explored amongst the panel and with the audience.

Deborah Budding



Ted Hutman



Pat Levitt



Peggy Schaefer



## AFTERNOON SESSIONS – Understanding the Vertical Organization of the Brain as a way to Individualize Treatment across Disciplines and in Education

12:15 pm - 1:30 pm | Lunch

### 1:30 pm - 2:30 pm | The Role of the Cerebellum - From Movement to Thinking and Emotion

**Deborah Budding, PhD**

The cerebellum has historically been known for its influence on sensory-motor mapping. Increasingly, research shows important non-motor functions of the cerebellum that are essential to coordinating not only sensory-motor functions, but affective and cognitive functions as well. The rate, rhythm and force of sensory-motor activities develop in parallel with these qualitative aspects of thinking and feeling. This research will be translated into a practical understanding of how “automatic/habitual” behaviors and “controlled/deliberate” behaviors can be used for understanding individual differences and treatment approaches across multiple areas of function.

Participants will be able to:

- Identify key characteristics of cerebellar functions in the development of a vertically organized brain
- Develop a “big picture” understanding of how overlapping brain functions become a template for interdisciplinary practice
- Define the role of “automatic” versus “deliberate” behaviors and their application to the clinical setting

### 2:30 pm - 3:00 pm | Working “Bottom-Up”: The Use of Rhythm for Building Strong Foundations in the Clinical Setting

**Peggy Schaefer, MM, MT-BC**

As Dr. Budding transitions us into the clinical world, she will be joined by Neurologic Music Therapist, Peggy Schaefer. They will co-present a case of a 9-year-old boy with developmental challenges. Video-based clips will be used for showcasing sensory-motor and executive skills through the application of rhythm-based interventions.

Participants will be able to:

- Observe how rate, rhythm and force of sensory-motor functions are applied in a clinical setting to address developmental challenges
- Learn how the use of developmental mapping can help refine treatment goals across diagnostic categories
- Identify the importance and implementation of cross-disciplinary collaboration in working with families

### 3:00 pm - 3:30 pm | Break: Book Signings, Resource Partner Fair

### 3:30 pm – 4:15 pm | Neurodevelopmental Strategies for Individualizing Treatment in Public and Private Education Systems

**Monica G. Osgood, Executive Director, Profectum Foundation**

Monica Osgood will continue the discussion of understanding how the differences between “automatic” and “deliberate” behaviors can help guide the educational process. This includes customizing IEP goals according to each child’s specific strengths and challenges. Utilizing cased-based examples, she will demonstrate how parents and educators alike can create realistic goals that can be used in public and non-public school (NPS) settings.

Participants will be able to:

- Learn to further discriminate between “automatic” and “deliberate” behaviors in the school setting
- Discover how to develop DIR-FCD model IEP goals based upon a child’s neuro-developmental level
- Observe how educators can collaborate with other disciplines to support neurodevelopmental IEP goals

### 4:15 pm - 4:45 pm | Panel Discussion

**Moderator: Connie Lillas, PhD, MFT, RN Panelists: Deborah Budding, PhD; Peggy Schaefer, MM, MT-BC; Monica G. Osgood**

Panel discussion will further develop this vertically organized brain in clinical practice.

### 4:45 pm - 5:00 pm | Conference Day Summary and Orientation to Day Two

**Connie Lillas, PhD, MFT, RN**



Serena Wieder



Ricki Robinson



Monica G. Osgood



Mona Delahooke



Connie Lillas



Rosemary White

## Saturday, March 14, 2015

### MORNING SESSION – Multisensory Processing and Implications to Respecting Individual Differences and Promoting Emotional Resilience

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

**Mona M. Delahooke, PhD**

#### 8:45 am – 9:45 am | The Role of Multisensory Processing: The Interface Between Anxiety and Sensory Processing

**Ted Hutman, PhD**

Differences in sensory processing in individuals with autism include the increased likelihood of the layering of unpleasant sensations to create emotional over-reactivity. The implications of enduring patterns of emotional over-reactivity include elevated risk for anxiety in children and challenges for parents to meet their children's needs. Dr. Hutman will discuss research identifying the challenges individuals with autism have when presented with multi-layered sensory information and he will share examples from clinical practice of ways that these challenges result in anxiety-driven behaviors and ways that parents and professionals can better understand and support children's sensory profiles and emotional needs.

Participants will be able to:

- Define multisensory processing challenges across age groups
- Understand the relationship between multisensory processing differences and anxiety
- Identify strategies to both support parents and children experiencing challenges with multi-sensory processing

#### 9:45 am - 10:15 am | Break: Book Signings, Resource Partner Fair

#### 10:15 am – 11:15 am | Clinical Strategies for Treating Multimodal Sensitivities

**Rosemary White, OTR/L**

Continuing the discussion of how a sensory input combined or layered with another can induce reactivity that is expressed both physically and emotionally, Profec-tum Senior Faculty member, Rosemary White, OTR/L will guide us through clinical vignettes that will provide examples of various styles of interaction, for professionals and parents alike, that are sensitive to the child's sensory processing and perceptions. She will demonstrate how sensations relate to arousal regulation and emotional expressions, where parental guidance, with sensitive affective responses, is key for creating new opportunities for change and optimal regulation in both parent and child.

Participants will be able to:

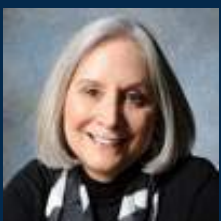
- Observe how children's profiles require individualized strategies for supporting the synchrony, and thus, integration of multi-sensory input
- Identify how sensitive affective interactions can be tailored to reframe a child's aversive response to sensory input to give meaning and more a more integrated perception
- Learn styles of interaction for the treatment setting, and for home and the community, to effectively address working with children to support synchrony of sensory processing

#### 11:15 am – 11:45 am | Panel Discussion

**Moderator: Mona M. Delahooke, PhD Panelists: Ted Hutman, PhD; Rosemary White, OTR/L**

This panel discussion, including audience participation, will focus on strategies and useful tools that can guide and parents and professionals while interacting with children with complex sensory motor profiles.

#### 11:45 am - 1:00 pm | Lunch



Sherri Cawn



Sima Gerber



Joshua D. Feder



Cindy Harrison



Beth Osten



Diane Selinger

# Conference Schedule

Day 1—Friday, March 13	8:30 am to 5:00 pm
Day 2—Saturday, March 14	8:30 am to 5:00 pm
Day 3—Sunday, March 15 Conference Workshops	9:00 am to 4:00 pm

## AFTERNOON SESSION – Presuming, Mobilizing and Supporting Competency: Conversations with Professionals, Parents and Autistic Individuals

### 1:00 pm – 1:45 pm | Presuming Competence – The Foundation for Creating a Meaningful Life for Every Autistic Individual

**Ricki Robinson, MD, MPH**

This presentation will reflect on the presumption of competence and why all professionals and parents who support autistic individuals and their families must understand the crucial role of this principle. This concept will be illustrated through “voices” of autistic individuals, including vignettes produced by Exceptional Minds Studio and The Miracle Project. Key steps to creating a meaningful life will be discussed as a means for gaining competence, resilience and independence.

Participants will be able to:

- Define “presuming competence” and discuss the implication of this principle in real world applications for autistic individuals
- Describe at least 3 key principles that can be implemented in either the clinic for professionals or homes for parents/caregivers that will support and a child’s competence, resilience and eventual independence
- Analyze one’s personal beliefs regarding the potential limits one places on individuals with a particular diagnosis and consider more ways to align interactions to support feelings of mutual respect and inclusiveness

### 1:45 pm – 2:30 pm | Mobilizing Competence Using an Intensive Short-Term Treatment Model with an Autistic Teenager

**Monica G. Osgood, Executive Director, Profectum Foundation**

Utilizing a single case example, Monica Osgood will demonstrate the positive impact of a two-week immersion experience for a neurodiverse teenager, producing gains across multiple capacities. Video-clip examples will illustrate the techniques used by an experienced interdisciplinary team during this intensive. The underlying reasoning for the use of the techniques will help participants understand how they can better individualize treatment for home and clinic use.

Participants will be able to:

- Describe the benefits of a team shifting from multidisciplinary to interdisciplinary practice
- Understand how sensory-motor activities can prime the brain for social problem solving
- Define the central role of parents in coordinating cross-disciplinary teams that can address their child’s unique neurodevelopmental needs

### 2:30 pm - 3:00 pm | Break: Book Signings, Resource Partner Fair

### 3:00 pm – 4:45 pm | Supporting Competence | The Parent’s Journey: From Presuming Competence to Supporting Competence

**Moderators: Mona M. Delahooke, PhD; Ricki Robinson, MD, MPH** Panelists: **Ido Kedar, Tracy Kedar, Elaine Hall, Deborah Flaschen**

You’ll be hearing from Ido Kedar, author of *Ido in Autismland* who elegantly writes about his own journey and the personal and emotional cost when professionals do not presume competency. He will enlighten us all as to the importance of presuming competency in individuals with motor apraxia and related conditions. He will inspire professionals and parents to think about individuals with autism in a totally different light.

Parent panel members will share their stories of belief, love and hope in their children. They will candidly describe how they discovered their children’s full potential, and the process they experienced as these abilities unfolded. Each of these mothers experienced challenges within their own families, with systems, and professionals as they learned how to support their child’s unique trajectory of progress. Through their descriptions they will help us develop a roadmap for supporting all individuals with autism and apraxia which often hide an individual’s true potential and intentionality. You are sure to be inspired by their uplifting narratives.

Participants will be able to:

- Learn what it means to be a supportive parent or professional to individuals with autism
- Discover how professionals can help parents understand their child’s true potential and support their emotional process and relationships
- Understand how to move beyond the disconnect between an individual’s intelligence and emotional regulation

### 4:30 pm – 4:45 pm | Question & Answer

### 4:45 pm – 5:00 pm | Conference Summary

**Mona M. Delahooke, PhD; Ricki Robinson, MD, MPH**

# Sunday Workshops

**Sunday, March 15, 2015**

## MORNING WORKSHOPS

1



Rosemary White

### 9:00 am – 12:00 pm | Using the DIR-FCD Model to Facilitate Peer Interactions with Floortime Players in Group Settings

**Rosemary White, OTR/L**

In this workshop, Profectum Senior Faculty member Rosemary White, OTR, will present an overview of how to train and coach floortime players to support children in social interactions with peers. In this session Rosemary will present an overview of the philosophy of social groups, key focus concepts for training players new to the DIR-FCD model, coaching in the moment, Daily reflective “tutoring” to continue the learning for the players and cases that demonstrate the progress of the children in the floortime player groups.

Participants will be able to:

- Identify the philosophy of adult learning for floortime players new to the DIR-FCD model
- Apply their understanding of the FEDL’s to reflect on a video clip of real time interaction
- List styles of interaction that support the individual child’s profile in the group setting

2



Sima Gerber

### 9:00 am – 12:00 pm | What to expect? Typical Communication, Language, and Speech Challenges of Children on the Autism Spectrum

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

In this workshop, we will discuss the kinds of challenges in communication, language, and speech that are typically seen in children on the autism spectrum. The continuum of possibilities from challenges in non-verbal to verbal communication, comprehension to production, and language structure to language function will be reviewed. Typical profiles of children on the spectrum will be used to illustrate the range of possible language and communication difficulties these children often present. The use of unconventional forms of communication, such as echolalia and scripting will be discussed from the perspective of how these forms provide a child’s entrée into language.

Participants will be able to:

- Describe the continuum of communication, language, and speech challenges typically seen in children on the autism spectrum.
- Discuss the continuum of communication, language and speech challenges in terms of those that are non-verbal to those that involve language.
- Illustrate typical profiles of language development seen in children with autism spectrum disorders
- Discuss how some unconventional forms of communication seen in children on the autism spectrum represent attempts to compensate for challenges in language development

### Where to begin? How Language Develops and How to Decide Where to Start with your Child?

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

In this workshop, we will discuss the typical path of the development of communication, language, and speech, with an eye toward understanding the sequence of developmental capacities that result in the ability to comprehend and produce language. Stages of language development will be presented and typical hallmarks of those stages will be illustrated. Based on this trajectory, a hierarchy of intervention priorities will be presented that depend on a rich understanding of the child’s language stage. The view that language is best facilitated by beginning at the child’s ‘true’ language stage rather than his chronological age will be supported by the presentation of stories of development.

Participants will be able to:

- Discuss the path to typical language development – how and when does it happen?
- Describe the sequence of developmental capacities that children acquire which ‘leads to’ the ability to understand and use language
- Discuss how to determine intervention priorities for a variety of typical communication, language, and speech profiles of children with autism spectrum disorder
- Discuss how to use the child’s developmental language stage rather than his chronological age as the reference point for determining language goals



# Sunday Workshops *continued...*

## MORNING WORKSHOPS CONTINUED ...

3



Monica G. Osgood

### 9:00 am – 12:00 pm | Outlining Your Child's Educational Program, IEP's

**Monica G. Osgood, Executive Director, Profectum Foundation**

Monica G. Osgood, Co-Founder & Executive Director of Celebrate the Children School in NJ will demonstrate how to create a DIR-FCD model IEP and use developmental IEP goals that relate to the Common Core Standards. The various components that need to be in place in any developmental IEP will be discussed providing real-life examples. Additionally, a DIR-FCD model goal bank will be shared that provides an important resource for educators and parents to articulate goals which support the scope, sequence and integration of DIR capacities to establish the foundations for successful learning. These goals can be applied in regular and inclusion programs as well as in special education in public and private settings. The goals provide direction, benchmarks and tools to support and ensure accountability among school personnel. Case studies will be used to demonstrate how to use IEP goals to represent the critical elements of comprehensive programs for children within the DIR-FCD model framework in various settings.

Participants will be able to:

- Describe the various components critical for a successful DIR-FCD IEP
- Describe the process for developing individualized DIR-FCD IEP goals
- Identify a range of adaptations critical for supporting a child with special needs in public and private school settings

4



Serena Wieder

### 9:00 am – 12:00 pm | Symbolic Play

**Serena Wieder, PhD**

Play provides the essential pathway to symbolic development through its opportunities to create ideas, step into different roles, negotiate with others and develop empathy and theory of mind. Through play children experiment, discover, move from magical thinking to reality, practice what they are learning and become reflective and abstract thinkers. When we play with our children we open a window into the child's emotional experiences and provide the security to explore and embrace the full range of feelings safely. This presentation cover how children climb the symbolic ladder through pretend play, drama and the arts as they expand their emotional range and manage anxiety and self-regulation. This requires the integration of auditory/language and visual spatial knowledge to sequence emotional ideas and actions. Every child can play and be helped to advance symbolically even when challenges and uneven development get in the way.

Participants will be able to:

- Identify individual differences that get in the way of development and higher-level thinking
- Describe a range of strategies to support individual differences to foster symbolic development
- Define various social-emotional areas of development that can be targeted in play-based therapy and daily interactions using the DIR-FCD model

## 12:00 pm - 1:00 pm | Lunch

## AFTERNOON WORKSHOPS

1



Beth Osten

### 1:00 pm – 4:00 pm | Getting Back to the Joy

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

The demands of caring for a child with developmental differences can be quite stressful making it difficult for parents to experience the joy that is associated with parenting. This workshop, designed for parents and professionals, will examine the developmental and emotional significance of those joyful moments. Recent literature regarding parenting a child with developmental challenges and the impact on the family will be reviewed. Ways that therapists can foster rich and meaningful interactions between parent and child through parent coaching will be discussed and demonstrated using case-based video examples.

Participants will be able to:

- Describe current literature regarding the stresses of parenting children with individual differences and pertaining to the emotional benefits of joyful parent-child interaction.
- Discuss parent perspectives on meeting challenges and becoming successful in joyful interaction.
- Demonstrate will understand how to help parents become meaningful partners to promote joyful interactions.



Diane Selinger

# Sunday Workshops *continued ...*

## AFTERNOON WORKSHOPS *continued ...*

2



Sima Gerber

### **1:00 pm – 2:30 pm | Echolalia and Scripting: Meanings, Functions, and Intervention Approaches** **Sima Gerber, PhD, CCC– SLP**

In this workshop, we will explore unconventional forms of communication, namely echolalia and scripting, which are frequently used by children on the autism spectrum. The origins of these forms will be explained as ‘solutions’ to comprehension and formulation challenges. An intervention approach, which focuses on the meanings and functions that the child is communicating through echolalic and scripted utterances, will be described. Language intervention strategies will be discussed that assume these forms represent a positive stage of language learning and can be used to facilitate language development.

Participants will be able to:

- Describe typical patterns of echolalia and scripting seen in children on the autism spectrum and how these patterns reflect comprehension and/or formulation challenges
- Discuss why and how to determine the meanings and/or communicative functions of echoed and scripted utterances
- Discuss how a parent/teacher/ speech-language pathologist can respond to echoed or scripted utterances using a DIR-FCD model approach in order to facilitate interaction, communication, and language development
- Explain comprehension: The hidden challenge in children with autism spectrum disorders
- Explain the ASDS of ASD: Parent strategies for promoting communication, language, and speech



Rosemary White

### **2:30 pm – 4:00 pm | DIR-FCD Model - Understanding the Child’s Individual Profile: Sensory Processing** **Rosemary White, OTR/L**

Understanding the individual sensory profile of the child is an essential aspect of the DIR-FCD Model of treatment. In this session we will explore the basics of the sensory systems, sensory modulation and the synchrony of sensory processing. The relationship between sensory processing and the development of regulatory capacities and motor planning will be discussed. Videos will demonstrate how these aspects of the individual profile are refined over the course of infant and child development in the flow of interactions with the caregiver and the infant and child’s exploration of their environment.

Participants will be able to:

- Describe the sensory systems and how these systems work harmoniously to support development of the infant and child
- Describe the development of regulatory capacities and the relationship between the infant caregiver interactions and maturation of sensory processing
- Describe the relationship between sensory processing and praxis, including motor planning and sequencing

3



Joshua D. Feder

### **1:00 pm – 4:00 pm | Apples for Teachers: From Engagement to Learning with the DIR-FCD Model in Schools** **Joshua D. Feder, MD**

Every day parents, clinicians and teachers work to make the time at school more productive and meaningful for students with developmental challenges for people at various ages and with a range of difficulties. The DIR-FCD model gives us an evidence based way to sort out, prioritize, and address these difficulties. This presentation will show using clinical examples how the DIR-FCD model can be applied to a variety of situations at school, in the class and during unstructured activities such as playground time.

Participants will be able to:

- Describe an introductory understanding of how to use the DIR-FCD model to describe students’ capacities in a manner that can be used for developing and implementing interventions to support better relating, communicating, learning and social problem solving
- Explain the importance of supporting regulation, engagement and a flow of interaction across settings at school and ideas about how to improve these foundational capacities in school settings
- Explain the importance of cultivating reflective relationships at all levels of the school system to promote better stability, problem solving and progress between staff and students

4



### **1:00 pm – 4:00 pm | Speech Language and Communication in the Classroom** **Cindy Harrison, M.Sc. - Reg. CASLPO; Karen McDowell, MA**

This workshop will explore the opportunities for collaboration between the principles of speech language and communication and the classroom team utilizing DIR-FCD model principles. The workshop will focus on every day strategies that can be applied in the educational setting. At the end of this workshop participants will be able to identify strategies to support working memory, social communication, comprehension, non-verbal and verbal communication.

# BEST VALUE!

**Early Bird Rate:** extended thru February 9th

**Regional Center Vendor** PD2979

**Regular Rate:** February 10th to March 12th

## Registration

	Early Bird Rate EXTENDED to 2/9/15	Regular Rate 2/10/15 thru 3/12/15	Late Registration after 3/12/15
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 vendored by the Frank D. Lanterman Regional Center. Vendor # PD2979 Service Code 102. Speak with a case manager at your Regional Center to see if you 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 & The Westin Pasadena. **The cutoff dates for these special rates is 2/10/15.** 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

**For your convenience the Pasadena Convention Center will take lunch orders, however you must preorder and prepay for lunch.**

When you register for the conference you will have the option to order a salad or sandwich. Each comes with a bottle of water and bag of chips. A lunch is \$16.

You may choose 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

## Registration and Cancellation

Registrations and payments must be received no later than **Saturday, March 7, 2015**. Confirmations and receipts are furnished by email. Any registration received after **Saturday, March 7, 2015** 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 **Friday, February 27, 2015** via email to [emily.mohr@profectum.org](mailto:emily.mohr@profectum.org) **A cancellation/change processing fee of \$25 will be charged.** 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.

## Continuing Education

### Continuing Education Credit: LMFTs, LCSWs, LPCCs, LEPs, 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, LEP, LPCC continued education. [ [link to EITI website](#) ]

This program meets the requirements for up to 17.5 hours of continuing education (5.75 hrs. on Friday, March 13, 2015; 5.75 hrs. on Saturday, March 14, 2015; and 6 hrs. on Sunday, March 15, 2015) for licensed psychologists, LMFTs, LCSWs, LPCCs, and LEPs. Continuing education for this program is sponsored by 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 MFTs, LCSWs, LPCCs, and LEPs. It is the licensees' responsibility to retain this Certificate of Attendance for a period of four years after course date.

### Continuing Education Credit: SLPs, OTs, COTAs



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

#### Speech-Language Pathologists

“The Power and Promise” is offered for up to 1.75 ASHA Continuing Education Credits. Various Levels, Professional Area



PCDA DBA Professional 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.

#### Occupational Therapists/Certified Occupational Therapy Assistants

This conference is offered for up to 1.75 AOTA CEs/17.50 contact hours. The assignment of AOTA CEs does not imply endorsement of specific course content, products, or clinical procedures by AOTA.



The assignment of AOTA CEs does not imply endorsement of specific course content, procedures or clinical procedures by AOTA.

AOTA Educational level Introductory, Category 2: Occupational Therapy Process

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.