



Chicago Regional Conference

Autism Solutions: Pathways to Progress

*An Overview of The Foundational Capacities for Development (FCD™)
and the Developmental, Individual Difference, Relationship Based
Model (DIR®)*

Friday, July 13 and Saturday, July 14, 2012

Post Conference Senior Clinician's Workshop – Sunday, July 15, 2012

Harper College
Wojcik Conference Center
1200 West Algonquin Road
Palatine, IL 60067-7398

Profectum Foundation Faculty

Serena Wieder, PhD - Founder of DIR®
Institute

Ricki Robinson, MD, MPH

Sherri Cawn, MA, CCC-SLP

Mona Delahook, PhD

Linda Cervenka, MA, CCC-SLP

Monica Osgood, BA

Beth Osten, MS, OTR/L

Michele Ricamoto, MA, CCC-SLP

Diane Selinger, PhD

Christene Seminaro, M.Ed

Richard Solomon, MD

Traci Swink, MD

Guest Presenters

Caroline Ferguson, MSLP(C), CCC-SLP

Cortney Grove, MA, CCC-SLP

Jennifer McKenna-Hein, OT

Brenna Kelly, BS Ed

Jerri Krantz, MA, CCC-SLP

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Overall Description

This conference will focus on using the Foundational Capacities for Development (FCD™) and the Developmental, Individual Difference, Relationship (DIR®) based model to build a comprehensive intervention plan.

Participants will learn:

- To assess foundational capacities and the individual's DIR® Profile
- To identify hurdles and gaps in development and to plan for intervention to address these gaps
- To identify behaviors related to anxiety and visual spatial challenges
- To focus on comprehension and how to enhance the individual's ability to make meaning of a world that can sometimes be confusing
- To activate development through affect
- To recognize how symbols reflect emotional development
- To prioritize goals and integrate related intervention approaches
- How to apply the DIR®-FCD™ approach from the perspective of the following disciplines: Speech, OT/PT, Education, Medicine and Mental Health

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Schedule

8:00 am Registration Opens Each Day

Friday, July 13 - Conference Day 1			
8:30 am to 10:00 am	Plenary Part 1: When Development Stalls ... Does the Intervention Fit? The Foundational Capacities for Development (FCD™) and the Developmental, Individual Difference, Relationship based Model (DIR®) Serena Wieder, PhD		
10:00 am to 10:30 am - Break			
10:30 am to 12:00 pm	How to Create a Meaningful Life for Every Child Ricki Robinson, MD, MPH		
12:00 pm to 1:00 pm - Lunch Break			
1:00 pm to 2:30 pm	Plenary Part 2: When Development Stalls ... Does the Intervention Fit? The Foundational Capacities for Development (FCD™) and the Developmental, Individual Difference, Relationship based Model (DIR®) Serena Wieder, PhD		
2:30 pm to 3:00 pm - Break			
3:00 pm to 4:30 pm	A Case Study - Looking Beyond Communication Sherri Cawn, MA, CCC-SLP, Caroline Ferguson MSLP(C), CCC-SLP, Beth Osten, MS, OTR/L, Diane Selinger, PhD		
4:30 pm to 4:45 pm - Break			
4:45 pm to 5:45 pm	Intensive Developmental Interventions for Young Children with Autism: The Evidence Richard Solomon, MD		
Saturday, July 14 - Conference Day 2			
8:30 am to 10:00 am	Education Workshop – Part 1: DIR® in the School Environment: How the DIR® model has been integrated into two distinct school settings (one public, one private) Moderator – Monica G. Osgood Panel - Linda Cervenka, MA, CCC-SLP; Michele Ricamato, MA, CCC-SLP; Diane Selinger, PhD; Christene Seminario, M.Ed; with Brenna Kelly and Jennifer McKenna-Hein, OT		
10:00 am to 10:30 am - Break			
10:30 am to 12:00 pm	Education Workshop - Part 2: DIR® in the School Environment: How the DIR® model has been integrated into two distinct school settings (one public, one private) Moderator – Monica G. Osgood Panel - Linda Cervenka, MA, CCC-SLP; Michele Ricamato, MA, CCC-SLP; Diane Selinger, PhD; Christene Seminario, M.Ed; with Brenna Kelly and Jennifer McKenna, OT		
12:00 pm to 1:00 pm - Lunch Break			
1:00 pm to 2:30 pm	Social Thinking and Communication: Bridging Developmental and Cognitive Behavioral Strategies Cortney Grove, MA, CCC-SLP and Jerri Krantz, MA, CCC-SLP	Becoming an Integrated DIR® Therapist- Using Reflective Supervision to Work at Multiple Levels Diane Selinger, PhD and Traci Swink, MD	The Relational and Biological Underpinnings of Emerging Self-Regulation in the Young Child Beth Osten, MS, OTR/L
2:30 pm to 3:00 pm - Break			
3:00 pm to 4:30 pm	Common Medical Conditions and ASD and Related Developmental Disorders Traci Swink, MD	Comprehension: Let's Make Meaning Together Linda Cervenka, MA, CCC-SLP and Michele Ricamato, MA, CCC-SLP	A View from the Floor: How the DIR®/Floortime™ Model Informs Treatment Sherri Cawn, MA, CCC-SLP and Beth Osten, MS, OTR/L
Sunday, July 15 - Senior Clinician's Workshop			
8:30 am to 4:00 pm	The Moving Target of Progress: Clinical Reasoning, Process and Action Note: ASHA CEU's are not available for this workshop.		

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Program Descriptions

Friday, July 13, 2012

When Development Stalls ... Does the Intervention Fit? *The Foundational Capacities for Development (FCD™)* and the *Developmental, Individual Difference, Relationship based Model (DIR®)*.

Plenary - Part 1 | 8:30 am & Part 2 | 1:00 pm

Serena Wieder, PhD, Clinical Director, Profectum Foundation

Development is never straightforward. It is unique to the individual and involves complex interactions between what the infant brings into the world, experience and environmental factors. Intervention is not straightforward, as it must be tailored to the individual differences in sensory motor processing and regulatory challenges with changing needs over time. Nor is progress straightforward, usually uneven, moving at different rates, and sometimes encountering hurdles as it stalls or slows down. Some children have severe challenges in several areas of development impeding communication of thoughts and feelings, as well as executing ideas and functional skills. Others have problem solving thinking but cannot share attention or get engaged. Still others evidence constrictions in symbolic and abstract thinking, or have greater challenges in social and emotional development. Such variations raise questions as to whether interventions match the DIR® profile, have been tailored to individual differences in regulation, motor planning, visual spatial, and language processing, or are addressing changing needs. Extensive videos will be used.

When development stalls, hits a comprehension wall, gets complicated by a co-morbid condition such as anxiety, seizures, or trauma, the foundations of development need to be re-examined and intervention reassessed. Special attention will be given to Floortime™ and how semi-structured daily affect based experiences get children to think, problem solve, and relate to others at school and at home. Guidelines for best practice and integrating different interventions will be discussed. Participants will learn:

- To assess hurdles in development and gaps in foundational capacities
- To identify behaviors related to anxiety and visual spatial challenges
- To focus on the comprehension wall behind the words
- To activate development through affect
- To recognize how symbols reflect emotional development
- To prioritize goals and integrate related intervention approaches

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Friday, July 13, 2012 cont ...

How to Create a Meaningful Life for Every Child | 10:30 am

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

Every parent has hopes and dreams for their child. When a diagnosis of autism is received, parents often find these hopes and dreams shattered – yet individuals with ASD can live meaningful lives! In this presentation Dr. Ricki will help parents and professionals use FCD™/DIR® principles to understand and identify steps required to support a child with ASD develop the foundational capacities and skills he needs as he matures to help him realize his hopes and dreams. This path will be illustrated by inspiring case examples from her practice. As a result of this workshop the participant will be able to:

- Describe how to implement changes that will foster independence for individuals with ASD from childhood through adolescence to adulthood Match an educational program to meet the interests of a child with ASD to support movement up the developmental ladder.
- Identify a program that allows the individual with ASD to follow his or her dream for the future.

A Case Study – Looking Beyond Communication | 3:00 pm

Sherri Cawn, MA, CCC-SLP; Caroline Ferguson MSLP(C), CCC-SLP; Beth Osten, MS, OTR/L; Diane Selinger, PhD

The DIR®/Floortime™ model encompasses a multidisciplinary framework. As an SLP, a clinician must look at not only the child's communication profile but the barriers that interrupt the development of language. This case presentation will explore an SLP's insights as they relate to one family's journey up the developmental ladder. As a result of this workshop the participant will be able to:

- Describe how to rate a child's progress using the first four functional emotional developmental capacities when a child has significant sensory and integration challenges and limited early communication capacities
- Describe an example of one instance where a mental health provider should be included in the therapy team

Intensive Developmental Interventions for Young Children with Autism: The Evidence | 4:45 pm

Richard Solomon, MD

Intensive Developmental Interventions (IDI) are evidence-based practices for children with autism spectrum disorders (ASD) that offer a distinct alternative to Intensive Behavioral Interventions (IBI). While individual IDI programs differ in some methodological details, they all focus on addressing the core deficit in autism namely impairments in social relating and communicating. To do this IDI focuses on the foundational developmental capacities of social relating and communicating, strengthening parent-child relationships, and considering a child's individual capacities in a comprehensive way. Whereas IBI is programmatic and adult directed, IDI is playful and child directed. In this talk Rick Solomon MD will review the evidence for IDI, discuss the implications for practice and describe directions for further research. As a result of this workshop the participant will be able to:

- What constitutes an Intensive Developmental Intervention (IDI) and how research is conducted on these models
- The current research evidence for using IDI to treat Autism Spectrum Disorders
- Directions for future research in the IDI models

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Saturday, July 14, 2012

Education Workshop - Part 1 | 8:30 am & Part 2 10:30 am

DIR® in the School Environment: *How the DIR® model has been integrated into two distinct school settings (one public, one private).*

Moderator - Monica G. Osgood | Panel - Linda Cervenka, MA, CCC-SLP; Michele Ricamoto, MA, CCC-SLP; Christene Seminario, M.Ed; Diane Selinger, PhD; with Jennifer McKenna-Hein, OT and Brenna Kelly from Soaring Eagle Academy
This seminar will introduce participants to the successes found when utilizing a DIR® approach in academic settings. The panel will include a complete interdisciplinary team. As a result of this Part 1 and Part 2 of this workshop, the participant will be able to:

- Describe 3 areas central to a DIR® Program (i.e. Regulation, Engaged Learning, Emotional Development)
- Define 5 ways to support a student's regulation and availability for learning. (i.e. sensory, comprehension)
- Describe 3 ways parents are supported within a DIR school program.

Early Afternoon Breakout Sessions | 1:00 pm

Social Thinking and Communication: Bridging Developmental and Cognitive Behavioral Strategies

Cortney Grove, MA, CCC-SLP and Jerri Krantz, MA, CCC-SLP

In preschool and beyond, professionals and parents alike are motivated to focus on "social skills" and the best ways to make children strong social communicators. Unfortunately, traditional approaches to teaching social skills often meet with limited success – especially for students with unique developmental profiles. This discussion will focus on the fusion of developmental and cognitive behavioral strategies to support the emergence of social cognition and communication in children. Learn to target underlying cognitive skills to strengthen social interaction in the context of relationship-driven work. Identify ways of recognizing and scaffolding the range of developmental capacities that go into the complex process of social interaction. Finally, explore ways of promoting the growth of the social mind at various developmental levels. As a result of this workshop/lecture the participant will be able to:

- Describe major characteristics distinguishing developmental, behavioral, and cognitive behavioral treatment approaches for social communication.
- Discuss the interplay between sensory, motor, cognitive, and environmental factors that underlie successful social interaction.
- List three ways of combining developmental and cognitive behavioral treatment strategies to support the development of social cognition and interaction.

Becoming an Integrated DIR® Therapist - Using Reflective Supervision to Work at Multiple Levels

Dianne Selinger, PhD and Traci Swink, MD

We designed this course for therapists from all disciplines who provide or receive supervision. An integrated DIR® therapist works at multiple functional emotional developmental levels. Knowledge is important, but it must be joined with self-awareness. Within the DIR® model, reflective supervision leads to the therapist's growth by combining objective knowledge with self-awareness at multiple developmental levels with multiple processing systems. We will demonstrate this integrated self-reflective process through case based material with an emphasis on coaching, since this is not included in other workshops. Objectives:

- Help Therapists connect their own sensory experiences and emotions to their therapeutic interventions.
- Help therapists learn how to coach parents who are having challenges with their children.

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Saturday, July 14, 2012 cont ...

The Relational and Biological Underpinnings of Emerging Self-Regulation in the Young Child

Beth Osten, MS, OTR/L

This seminar will examine the developmental trajectory of emerging regulatory capacities in infants and young children and how relationships organize and shape the social brain.

- Understand the developmental progression of emerging self-regulation from birth through preschool age.
- Understand the sensory motor underpinnings of self-regulation.
- Understand the importance and contribution of early interaction and relationships to the development of self-regulation.
- Learn to identify the sensory and social emotional demands that occur for the child at different times of the day and formulate a plan of action for shifting/easing demands.

Late Afternoon Breakout Sessions | 3:00 pm

Common Medical Conditions and ASD and Related Developmental Disorders

Traci Swink, MD

Children with ASD and related developmental disorders experience medical conditions like sleep disorders, seizures, GI issues and immune system disorders differently than the typical pediatric population. Case based presentations will be used to illustrate how some of these medical conditions might present and impact children on the spectrum. The discussion will go beyond a signs and symptoms approach to explore the different ways each condition might derail developmental progress and compromise Functional Developmental Capacities. An "ask the doctor" question and answer period will follow the case presentations. As a result of this workshop the participant will be able to:

- Identify common medical conditions that affect children with ASD and related disorders differently than typically developing children
- Recognize the symptoms and behaviors that accompany these medical conditions in children with ASD and related disorders
- Understand the impact developmentally these medical conditions can have and what can be done to mitigate this negative impact.

Comprehension: Let's Make Meaning Together

Linda Cervenka, MA, CCC-SLP and Michele Ricamato, MA, CCC-SLP - Speech and Language Pathologists and Co-founders of Soaring Eagle Academy

This seminar will introduce the participant to the complex process of how children comprehend language in order to make meaning in their world. What happens when children cannot understand language? Goals and strategies for comprehension intervention will be presented as well as school curriculum ideas rooted in helping students to "make meaning" while engaged in learning activities. As a result of this workshop the participant will be able to:

- List 5 red flags when a child is not comprehending.
- Describe 5 comprehension strategies/supports that can be utilized to support comprehension.
- List 3 ways a school curriculum can be adapted to support "meaningful" new learning for students.

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Saturday, July 14, 2012 cont ...

A View from the Floor: How the DIR®/Floortime™ Model Informs Treatment

Sherri Cawn, MA, CCC-SLP and Beth Osten, MS, OTR/L

BUILDING RELATIONSHIPS is at the core of child development. This process is often interrupted when the child's developmental capacities are not taken into account. This presentation, using video tape examples, will explore how DIR®/Floortime™ informs our understanding and our treatment of children with sensory processing and communication challenges. As a result of this workshop the participant will be able to:

- Describe 3 biological challenges that may interrupt intervention
- Identify 3 Floortime™ techniques that support a child's developmental profile
- Identify 3 speech and language strategies that inform the Floortime™ philosophy

Sunday, July 15, 2012

Post Conference Senior Clinician's Workshop | 8:30 am

The Moving Target of Progress: Clinical Reasoning, Process and Action - *A day for in-depth focus on the way we understand children and families and join their journeys as we work together to advance foundations and build foundations for the future.*

This one day forum will use case presentations of very young and older children to examine the complexity of how we think and make decisions in our work as we build relationships, conceptualize the challenges, and implement the interventions we believe will result in progress. The case presenters will pause at pivotal points in the presentation, raising the questions they had at that juncture to allow small group participant discussions of the clinical reasoning and process needed at that moment to determine how to move forward. These small group discussions will be facilitated by Profectum Faculty. Each group will highlight their points and the presenters will continue their presentation and share how the journey progressed. This interactive process will allow group participants to expand their clinical thinking, compare and contrast these cases with their experience, and focus on reflective practice and use of self.

Moderator: Serena Wieder, PhD

Presenters: Mona Delahook, PhD; Monica Osgood; Ricki Robinson, MD, MPH

Facilitators: Profectum Faculty

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Conference Presenters

Profectum Foundation Faculty



Serena Wieder, PhD

Clinical Director, Profectum Foundation

Dr. Wieder is a well-known clinical psychologist who has pioneered the foremost approaches to diagnosing and treating infant mental health and developmental disorders. She is now the Clinical Director of the new Profectum Foundation, whose mission it is to train professionals and parents to meet the needs of individuals with special needs across the life span. She was the Co- Founder and past Associate Chair of the Interdisciplinary Council on Developmental and Learning Disorders (ICDL) and the Director of the DIR[®] Institute. Dr. Wieder has published extensively including *Engaging Autism*, as well as *The Child with Special Needs*, and *Infant and Early Childhood Mental Health*, co-authored with Stanley Greenspan. They also chaired the ICDL Diagnostic Manual for Infants and Young Children and *Zero to Three Diagnostic Classification of Mental Health and Developmental Disorders of Infancy*. She has lectured extensively, both nationally and internationally, on the DIR[®] Model, Autism Spectrum Disorders, emotional and symbolic development, and is now focusing on integrated intervention models for

developmental disorders. Currently she is working on a new book with Dr. Harry Wachs called *Hidden in Plain Sight: Visual Spatial Challenges in Autism and Learning Difficulties*.



Ricki Robinson, MD, MPH

Medical Director, Profectum Foundation

Ricki Robinson is co-director of Descanso Medical Center for Development and Learning in La Canada, California. She is a Clinical Professor of Pediatrics at the Keck School Medicine of USC and Senior Attending Physician at Children's Hospital Los Angeles. She has been in private pediatric practice for over 30 years, specializing in children with developmental delays for over twenty years. Dr. Robinson received her M.D. degree in 1973 from the University of Southern California. She trained in pediatrics at Children's Hospital Los Angeles, having served as Chief Pediatric Resident for CHLA in 1976. She is Board Certified in Pediatrics. In 1988 she received her MPH from the University at Berkeley School of Public Health. She has been actively involved in the field of autism since 1990, developing multidisciplinary educational and medical programs for children with Autism Spectrum Disorders and devoting endless hours in education, legislation and research efforts on a national level. She was a founding board member of Cure Autism Now (now Autism Speaks) and the Floortime[™] Foundation, co-chaired the annual ICDL Conferences (Interdisciplinary Council on Developmental and Learning Disorders) and

served on the DIR[®] Institute Faculty. Currently, Dr. Robinson serves on the Scientific Review Panel of Autism Speaks, the world's largest autism advocacy organization and she organized and chaired the first nationally recognized task force to define the standard of care for clinical trials in autism. The results of this outstanding effort were published in *CNS Spectrums* (January 2004, Vol. 9, #1). She now brings her extensive experience to Profectum. A nationally sought-after expert, she has appeared on the Today Show, The Talk, Larry King Live and Good Morning America Health in support of the needs of children and families with Autism Spectrum Disorders. She is the author of the just published *Autism Solutions – How to Create a Healthy and Meaningful Life for Your Child*.

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Sheri Cawn, MA, CCC-SLP

Sherri Cawn is the Clinical Director of Cawn-Krantz and Associates Developmental Therapies of suburban Chicago. She has 40 years of clinical pediatric experience specializing in the assessment and treatment of infants, toddlers, and school-age children and is a leading practitioner of the DIR®/Floortime™ model in speech and language development and trains other professionals throughout the US and overseas on the concepts of this model. Sherri is the author of the self-study DVD/Manual on the Assessment and Intervention of DIR®/Floortime™ produced by the American Speech and Hearing Association in 2011. Sherri is co-author of Language Disorders chapter in the Diagnostic Manual for Infancy and Early Childhood. Sherri is a senior faculty

member of the DIR® Summer Institute and on the advisory board of the Interdisciplinary Council on Developmental and Learning Disorders and the Erikson Institute of Infant Mental health. She received her graduate and undergraduate degrees from the University of Illinois.



Linda Cervenka, MA, CCC-SLP

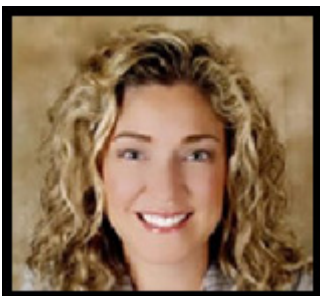
Linda Cervenka is a licensed Speech Language Pathologist and works primarily with children and adolescence with autistic spectrum and related disorders utilizing a development language approach. She has a private practice in Westchester, Illinois. Linda is also co-founder of Soaring Eagle Academy an Illinois State Board of Education approved school serving students 5 through 21 years of age with autism and related disorders where she serves as a Program Supervisor and DIR® Consultant. Linda received her Bachelor's Degree from Elmhurst College in Elmhurst, IL and her Master's Degree in Communicative Disorders from the University of Illinois at Urbana-Champaign. She has worked for 25 years with children with special needs, in home based and clinic based therapeutic services and public and private schools providing consultation, training and support for children and families. Linda holds the DIR® (Developmental Individual/Difference Relationship based certificate as a Speech

Language Pathologist and DIR® Trainer and served as a facilitator at the ICDL Institute. Linda has presented nationally on the topic of developmental approaches to intervention for children. She is a member of the American Speech-Language-Hearing Association.



Mona Delahook, PhD

Mona M. Delahooke, Ph.D. is a clinical psychologist specializing in the development of infants, young children, and their families. She has received training as an infant mental health specialist, and works widely with multi-disciplinary teams supporting children with developmental or emotional delays. She is a faculty member of ICDL and the Early Intervention Training Institute (EITI) of the Los Angeles Child Guidance Clinic. She is a senior faculty member and Mental Health Working Group Co-Chair of the Profectum Foundation. She also provides training to personnel in the Los Angeles County Department of Mental Health and the Westside Infant Family Network. Currently in private practice in Arcadia, California, she consults with parents, preschools, regional centers and school districts in the areas of developmental screening, assessment and intervention for young children and their families.



Monica G. Osgood - Executive Director, Profectum Foundation

Monica Osgood is co-founder and Executive Director of Celebrate the Children School and Director of the Developmental Center for Children and Families. In 1998 Ms. Osgood created the first public school program based solely on the Developmental Individual Relationship-based (DIR®) approach. In 2004, she collaborated with Lauren Blaszk to open a state-approved, DIR® school for children ages 3-21 in Northern New Jersey also based on the DIR® framework. Additional accomplishments include many speaking engagements at conferences and participation in television, radio and newspaper interviews across the USA, as well as in Wales, Ireland and Amsterdam. She has appeared on Welsh Channel 4 and BBC1 documentaries, sharing the DIR® approach with British parents and professionals. Ms. Osgood and the Celebrate the Children school were featured in a TIME Magazine cover story in May of 2006. Most recently, she collaborated with Grammy nominated children's artists Dan Myers and Brady Rymer on an album and music video celebrating diversity in children with all abilities.

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Beth Osten, MS, OTR/L

Beth Osten, MS, OTR/L, has more than three decades of pediatric experience. She received her undergraduate degree from the University of Washington, Seattle, and her master's degree from the University of Illinois at Chicago. Beth's graduate studies focused on sensory integration theory and practice, as well as on infant motor development. She brought this expertise to her practice in clinical, research and academic settings, including Beth Osten & Associates, Michael Reese Hospital, the Illinois Institute for Developmental Disabilities, and the University of Illinois at Chicago. Beth specializes in sensory processing and motor disorders in infants and young children, including children on the autism spectrum. She helped to develop the Test of Infant Motor Development (TIMP), a diagnostic motor evaluation for premature and young infants. Currently, Beth is a faculty member with the Interdisciplinary Council on Developmental and

Learning Disorders' DIR® Certificate Program. Beth lectures on other treatment models and pediatric conditions. She has presented both nationally and internationally on topics including infant motor development, care to the high-risk infant, sensory integration, treatment of autism spectrum disorder, handwriting, and the DIR® Model.



Michele Ricamato, MA, CCC-SLP

Michele is a licensed speech and language pathologist, who works primarily with children diagnosed on the autistic spectrum. She has been in private practice since 1997 and worked in an early childhood school setting prior to that. Michele has consulted in many public school districts in Illinois and is one of three founders of a private school (Soaring Eagle Academy) for children with special needs that uses developmental language intervention and incorporates DIR® into its academic programming. Soaring Eagle Academy provides integrated programming to meet each child's unique needs. Michele has a master's degree in Speech and Language Pathology from Northwestern University in Evanston, Illinois (1995). She also holds an undergraduate degree in communicative disorders from University of the Pacific in Stockton, California (1993). Michele is also a mother of three children and has learned the most about development and language acquisition through her interactions and experience as a parent.



Diane Selinger, PhD

Diane has been a faculty member of the DIR® Summer Institute since 2002. In addition to her private practice, she is the mental health consultant and supervisor of the mental health department at Beth Osten and Associates, a multidisciplinary DIR® pediatric clinic. The mental health program includes DIR® coaching, individual therapy (children, adolescent and adults), family therapy and multidisciplinary group therapy. Diane has also helped develop and continue to supervise the Penguin Playgroup Program, a DIR® therapeutic playgroup program for preschool and kindergarten aged children at Beth Osten and Associates, as well as a practicum program for mental health graduate students. She provides individual and group (multidisciplinary and mental health) supervision to therapists within the clinic, as well as to many candidates within the DIR® certificate program. She

is also the mental health consultant and supervisor at Soaring Eagle Academy, the DIR® school in Illinois for children on the autistic spectrum. Thus, in addition to DIR® intervention and psychotherapy, Diane has a strong interest in organizing, developing and working in therapeutic milieus for children and families. Prior to her involvement with DIR®, she worked in various psychodynamic and developmental schools and programs. Diane has presented workshops at the ICDL November conference, as well as at various clinics, parent groups and schools.

Christene Seminaro, M.Ed

Chris Seminaro is an Instructional Coach for Students with Autism Spectrum Disorders in a large suburban public school system near Chicago, Illinois. She has 30 years of teaching and administrative experience specializing in working with families and students with ASD. Chris has presented nationally on development, assessment, intervention, working with families as part of the school system and educating students with autism spectrum disorders. She has presented at the International Council on Developmental and Learning Disorders (ICDL) International Conferences on the topic of DIR® in Public School Systems. Chris has been on the faculty of the DIR® Training Institute and is on the faculty of Profectum.

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Richard Solomon, MD

Richard Solomon is the Medical Director and founder of The PLAY™ Project (Play and Language for Autistic Youngsters), The Ann Arbor Center for Developmental and Behavioral Pediatrics. He is Board Certified in Pediatrics Developmental and Behavioral Pediatrics and has nearly 20 years of experience working with thousands of children with autistic spectrum disorders as a developmental and behavioral pediatrician. The PLAY Project's mission is to train agencies and families in play-based interventions for young children with autism. PLAY Project centers are now serving families in twenty three states. In 2008, Richard published a pilot study of PLAY Project entitled, "Evaluation of a Parent Training Program for Young Children with Autism: The PLAY Project Home Consultation Program". Solomon R, Necheles J, Ferch C, Bruckman D, (2007) Autism Vol 11(3) 205-224. In 2005, he was awarded Phase I NIMH Grant for a controlled study of The PLAY Project. Completed in 2007. Awarded Phase II, 3 year, \$1.85 million NIMH randomized controlled trial 2009. 'Professional of the Year' ARC Pennsylvania (1998) for work in the field of autism while at the Medical College of Pennsylvania, Allegheny General Hospital Campus 1989-1998. He is on the Editorial Board for the following journals: Pediatrics Journal of Developmental and Behavioral Pediatrics Journal of Developmental and Learning Disorders Certified DIR® Faculty. Colleague of Stanley Greenspan MD and Serena Wieder PhD. Member, Children with Disabilities Committee, Michigan Chapter, American Academy of Pediatrics. Adjunct Clinical Associate Professor, University of Michigan.



Traci Swink, MD

Traci Swink, MD is the co-founder and Medical Director of the Bridge Center in Marshfield, Wisconsin. The Bridge Center is a non-profit organization that provides developmental interventions program to children with autism and other special needs. Dr. Swink is a DIR® certified trainer in Wisconsin and a faculty member of Profectum Academy and the DIR® Institute. Dr. Swink provides supervision and training for the P.L.A.Y Project as well as participating in regional and national P.L.A.Y Project professional training conferences. Dr. Swink is a pediatric neurologist who has dedicated the past 10 years of her career to helping parents cope with the challenges of autism and empowering parents to become the 'expert' on their child's special needs.

Guest Presenters



Caroline Ferguson, MSLP(C), CCC-SLP

Caroline's professional focus includes the assessment and treatment of a variety of communication disorders within the pediatric population. Additionally, Caroline provides treatment of feeding and swallowing disorders in children who are medically fragile and those with complex oral-motor and/or sensory challenges. She is certified in the Hanen: It Takes Two to Talk® Program and has been trained in the Sequential Oral Sensory Approach to Feeding (S.O.S Feeding). She also receives mentorship in DIR®/Floortime™. Before joining the team at Cawn/Krantz & Associates, Caroline worked at Children's Hospital- San Diego, as well as hospital, school and clinic settings in California, Ireland and Canada. Caroline received her Master's in Speech-Language Pathology from the University of Alberta, Canada.

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Courtney Grove, MA, CCC-SLP

Courtney is a Speech Language Pathologist at Cawn-Krantz Associates Developmental Therapies. Courtney's professional focus includes the assessment and treatment of speech and language in children with a particular focus on social communication. She treats individuals with language disorders; phonological disorders; articulation disorders; autism; childhood apraxia of speech and stuttering. Courtney is also trained in the Lidcombe Program of Early Stuttering Intervention. Courtney holds a certificate through the Illinois Early Intervention system as a specialist in speech-language pathology. She is a senior clinician for the Social Sensibility groups at Cawn-Krantz. Courtney received her undergraduate degree in psychology from the University of California, Irvine, and completed post-baccalaureate coursework in communication disorders at California State University, Long Beach. Courtney earned her M.A. in Speech-Language Pathology from Northwestern University.



Brenna Kelly, BS Ed

Brenna is a special education teacher at Soaring Eagle Academy. Soaring Eagle Academy is a school in Illinois for children with special needs that uses developmental language interventions and incorporates DIR into its academic programming. Brenna has been the intermediate teacher at Soaring Eagle Academy for the past year. She received her Bachelor of Science in Education from Indiana University.



Jerri Krantz, MA, CCC-SLP

Jerri Krantz is the CO-Director at Cawn-Krantz and Associates Developmental Therapies of suburban Chicago. For over 25 years Jerri Krantz has specialized in treating children with communication challenges. Her extensive training and experience has been instrumental in the development of programs to treat children with feeding difficulties. She provides intensive treatment programs for children with Apraxia of Speech, including a presentation for the National Association for Down Syndrome (NADS) on childhood apraxia of speech in November of 2008.

Additionally, she has presented to Children's Memorial Hospital on language therapy with a Floortime® model. Jerri has been featured on ABC TV for her work on the Peer Buddies program, as well as for her work with auditory processing difficulties in preschool- and school-aged children. She is completing her final requirements for DIR®/Floortime® certification. She received her graduate degree from Northwestern University and holds additional certification in infancy and early childhood development.



Jennifer McKenna-Hein, OT

Jennifer McKenna-Hein, OTR/L is a senior occupational therapist who works at Soaring Eagle Academy. She specializes in working with children and families using the DIR®/Floortime™ and sensory integration theoretical models. She is certified in the use of the sensory integration praxis tests and is completing her DIR® certification. Jennifer is passionate about teaching health care professionals and is an Instructor at the Erikson Institute, where she co-teaches a class in Developmental Interventions. In addition to her work, Jennifer maintains close relationships with her family and friends and enjoys spending time at "Wiggly Field" with her dog, Daisy.

Autism Solutions: Pathways to Progress

July 13 & 14, 2012 with a Senior Clinician's Workshop on July 15, 2012

Registration Information

\$175 1-Day Conference Registration
\$300 2-Day Conference Registration
\$125 Post Conference Workshop
\$35 CEUs

Registration includes a boxed lunch.

A \$10 late registration penalty will be added for registrations received after Monday, July 9, 2012

Group Discount: A 10% discount will be given to groups of 3 or more. Group registrations must be completed at the same time with 3 or more registrants. To ensure that everyone in the group has a seat, please complete a registration form for each group participant using a group name in the registration form's Company field. Please contact Beth Arena at beth.arena@profectum.org before processing a group registration to obtain a discount code.

Parent/Student Discount: A 15% discount will be given to parents and students. Please contact Beth Arena at beth.arena@profectum.org before processing a parent/student registration to obtain a discount code.

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 Monday, July 9, 2012. Confirmations and receipts are furnished by email. Any registration received **after Monday, July 9, 2012** will be considered an "onsite registration", providing space is available, and you will be required to check in and register at the registration desk. Onsite registrations will be subject to a \$10.00 late registration penalty. We DO NOT invoice for our events. All attendees or groups must have a paid registration prior to the event.

Written cancellation notification must be received no later than **Friday, June 29, 2012** via email to beth.arena@profectum.org. No refunds or credit for future events will be given. Substitute attendees are welcome but we must be notified with their name and contact information. Please understand that if you do not attend you are still liable for full payment.

In the unlikely event that this program must be cancelled, you will be notified immediately and a credit will be issued toward a rescheduled seminar, or the entire submitted registration fee will be refunded without further liability on the part of the organizer.

Accommodations for persons with disabilities

If you require ADA accommodations, please contact Beth Arena at Profectum Foundation (beth.arena@profectum.org) at least 1 week prior to the conference date so that arrangements can be made.

Discounted Hotel Rates for Conference Attendees:

Profectum Foundation has arranged for special discounts at the hotels for conference attendees. TBD

Autism Solutions: Pathways to Progress


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Continuing Education Credits

Receiving Continuing Education Credit

Certificate of attendance will be issued to all participants at the completion of the Conference. Participants are required to attend the entire program and complete a seminar evaluation. Amended certificates will be issued if you are unable to attend the entire program.

This educational offering qualifies for 13 continuing education hours (Day One 7 hours and Day Two 6 hours) as required by many national, state and local licensing boards and professional organizations. A Certificate of Attendance will be issued to all participants at the completion of this conference. Participants are required to attend the entire program and complete course evaluations. Keep your course outline and certificate of attendance, and contact your own board or organization for specific filing requirements. Call Onsite Professional Learning (OPL) at 248-318-7732 if you have any CE questions.

	<p>The NY State Speech-Language-Hearing Association 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.</p>
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Speech-Language Pathologists: ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for up to 1.3 ASHA CEU's (Intermediate Level: Professional Area).

To view speaker disclosures, please visit the Chicago Conference page at www.profectum.org. Click on Speaker Disclosures.



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

Occupational Therapists/Certified Occupational Therapy Assistants:

OPL is approved by the AOTA to provide continuing education. This conference is offered for .7 AOTA CEUs on Day 1, July 13th and .6 AOTA CEU's on Day 2, July 14th. The assignment of AOTA CEUs does not imply

endorsement of specific course content, products, or clinical procedures by AOTA. AOTA Educational level Introductory, Category 2: Occupational Therapy Process.

Social Workers: This conference is pending approval from the National Association of Social Workers

Early Intervention: This conference is pending approval for EI Credit through the Illinois EI Training Program. A complete list of conference sessions that are approved for Early Intervention Credit will be available at the Profectum Foundation conference website once we receive approval. EI Certificate of Attendance forms will be available at the conference.