



Capturing the Power and Potential of Play, Movement and Creativity

The DIR Model Sets the Stage

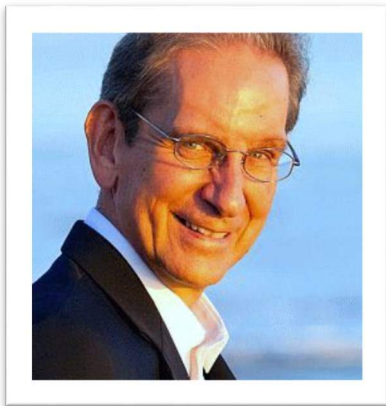
Advancing Development for
Individuals with Autism,
Sensory Processing Disorders and
other Special Needs



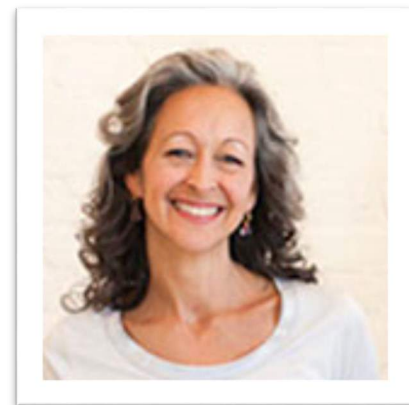
Serena Wieder, PhD
Clinical Director, Profectum Foundation

Sunday, October 18, 2015

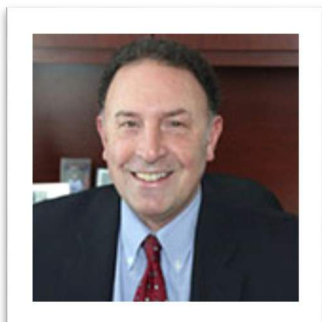
THE GERALD W. LYNCH THEATER AT JOHN JAY COLLEGE
524 WEST 59TH STREET (BETWEEN 10TH & 11TH AVENUES), NEW YORK, NY



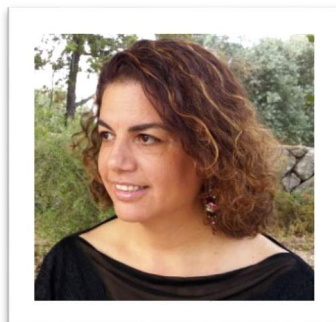
John J. Ratey, MD
Author of *Go Wild, Delivered*
from Distraction *Getting the Most*
Out of Life with Attention Deficit
Disorder, Spark and more ...



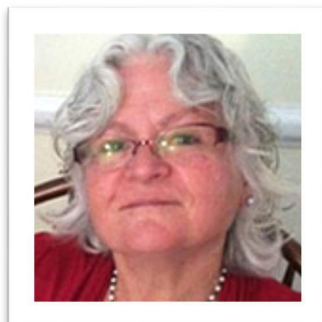
Suzi Tortora, EdD,
BC-DMT, CMA, LCAT, LMHC
Author of *The Dancing*
Dialogue



Richard Solomon, MD
The PLAY Project



Alisa Vig, PhD
DIR Israel



Rosemary White, OTR/L
Pediatric Physical and
Occupational Therapy
Services, Seattle, WA

From Profectum Foundation's New York Conference Director and Committee

Over the centuries, across species and cultures, play provided the opportunity for exploration, discovery, and creativity. Play was for fun and enjoyment, a time to move and think, spawning attachments, shared attention, engagement, and relationships. In an age when less time is devoted to play, and digital or instructional activities dominate, the power of natural play is in peril.

Today neuroscientists confirm play is biologically based and stimulates brain growth, essential for emotional, cognitive, language and social capacities in all children, including those with sensory processing and autism spectrum disorders. But are "right and wrong" answers displacing emotional thinking, creativity, movement, and the joy of learning? Current science shows physical play provides a pathway to regulation- sensory modulation, attention, emotional regulation and perseverance- and Floortime fosters creative ways to express feelings, to problem solve and to become symbolic. So, do children with special needs need more or less play?

This conference aims to help professionals and parents understand the developmental foundations for play and the experiences necessary to capture its power and potential. The role of movement, symbols, relationships and the creative arts therapies will be highlighted as a creative extension of play and the therapeutic powers of play will be addressed.

We hope to see you there!

Serena Wieder, PhD
NY Conference Director

Lynn Abelson, Susan Smith-Foley, Monica G. Osgood, Christie Virtue-Herman
NY Conference Committee

WHY ATTEND THIS GROUND BREAKING CONFERENCE?

Participants will be able to:

- ✓ Describe how play, movement and physical activity benefit emotional self-regulation, attention, behavior and learning.
- ✓ Recognize how play can be integrated into components of intervention when tailored to individual differences in sensory motor processing.
- ✓ Identify the evidenced based benefits to parents and children with ASD when play addresses core deficits in ASD.
- ✓ Describe how symbols form and develop emotional and cognitive capacities through play to express wishes, fears, and reality testing of his/her inner and outer worlds.
- ✓ Analyze how dance movement and other creative arts can be used to increase social engagement, emotional expressivity and attachment.

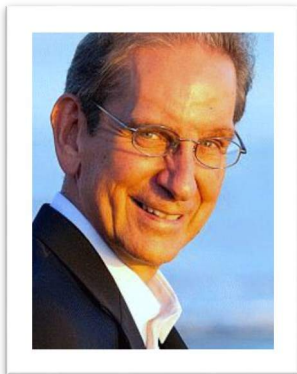


A "Certificate of Attendance" will be issued to all participants at the completion of the conference. The certificate will cover the number of hours in attendance. Participants are required to attend the entire program and complete an evaluation.

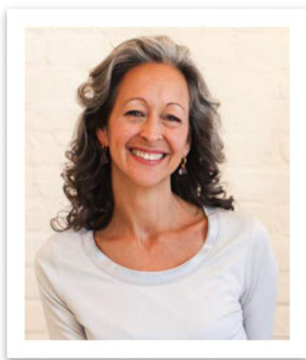
Continuing Education

**CEs for SLPs and OTs
are available**

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



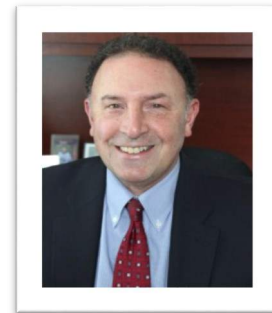
John J. Ratey, MD



Suzi Tortora, EdD



Serena Wieder, PhD



Richard Solomon, MD

Presenter Bios



Rosemary White, OTR/L



Alisa Vig, PhD

OUR DISTINGUISHED SPEAKERS WILL PRESENT THE:

- ✓ Neuroscience of play and biological antecedents.
- ✓ Role of physical activity in benefitting attention, learning and emotional regulation.
- ✓ The PLAY Project demonstrating how play interactions reduce parent stress and improve relating.
- ✓ Impact of individual differences in sensory and motor processing on play and integrating play into intervention.
- ✓ The evolution of symbols from visual spatial perceptions to the “potential space” of the mind.
- ✓ The integration of the DIR Model and psychodynamic theory.
- ✓ How creative arts therapies can be used to increase social engagement, emotional expressivity and attachment with children with ASD.
- ✓ Ways creativity can be generated to express ideas and feelings through pretense and the exploration of the creative arts.

Who should attend?

Parents | Music, Dance & Art Therapists | Educators | School & Clinical Psychologists
Social Workers | Special Educators | Para-professionals | Occupational and Physical Therapists |
Speech-Language Pathologists | Developmental Optometrists
Physicians | Inclusion Specialists | Early Interventionists | Behavioral Specialists
... and more!



Conference Program

8:45 am – 9:00 am | Welcome and Program Overview | **Serena Wieder, PhD**

9:00 am – 10:30 am

Moving the Mind: The Revolutionary New Science of Movement, Play and Action

John J. Ratey, MD

Physical activity is an evolutionary mandate, and is fundamental for physiological operations. Play is a profound biological process; it shapes the brain, enlivens the intellect, fosters complex social interaction, and is at the core of creativity and innovation. Revolutionary new science reveals the secrets of movement and play and their indispensable role for optimal mental and physical health and to enable us to unlock human potential. Yet in this digital age, the opportunity for play and movement diminishes day by day with rising challenges in emotional self-regulation, behavior and learning. Recently much more attention has been given to children and adults with ASD and studies document how varying modes of physical activity benefit attention and memory in particular, and also help individuals with ASD improve feelings of well-being, reduce stress, and improve behavior, attention, learning, performing and social interactions in children.

Participants will be able to: Describe four of the benefits of physical activity and play | Evaluate the neurobiology of stress in the autistic person
Integrate physical activity and exercise into the management of ASD | Analyze holistic and “non-medical” treatments and their effects on the brain

10:15 am – 10:30 am | Question & Answer

10:30 am – 11:20 am

Occupational Therapy “Under the DIR Umbrella” - Play, Praxis and Self-Regulation

Rosemary White, OTR/L

Evidence for the role of play in development highlights the importance of integrating play into all interventions for children with sensory motor processing and autism spectrum disorders. Occupational Therapists have long addressed these challenges and pioneered treatment approaches tailored to the child’s individual sensory and motor profile in order to support the child’s motor planning, as well as the child’s self regulation and impulse control. “Under the DIR Umbrella”, OTs can think about the “sensory gym” beyond the “obstacle course” and other related interventions. The DIR Model guides occupational therapists to embrace sensory affective experience as the child explores play in their interactions as well as supporting parent-child play in order to develop their “sense of self, both physically and emotionally, guiding the therapeutic process to tap into the “just right challenge.” This presentation will use short and long term OT cases to illustrate how play is essential in the “Occupation of the Child”.

Participants will be able to: Observe how individual differences in sensory motor processing affect physiological and emotional regulation, postural control and motor planning | Describe styles of interaction in “play” to promote a child’s physiological & emotional regulation | Analyze how “play”, that is tailored to the child’s individual profile and their Functional Capacities of Development (FCDs), facilitates success in one to one and group interactions

11:20 am – 11:50 am | Break

11:50 pm – 12:50 pm

Playfulness in the PLAY Project: The Biological Basis of an Autism Intervention Model

Richard Solomon, MD

This session will present an overview of the PLAY Project’s autism intervention model with an emphasis on play and playfulness. Based on Greenspan and Wieder’s DIR (Developmental, Individual-differences, Relationship-based) theoretical framework, the PLAY Project is an evidence-based early intervention program that uses a parent mediated approach to help young children with autism improve in their interaction, and functional development through fun and playful methods and techniques. Through the use of video case studies, Dr. Solomon will review the biological and neurological basis of playfulness across species and discuss the importance of play for children in a society where the importance of play is diminished.

Participants will be able to: Explain the biological and neurologic importance of playfulness across species | List the steps in the PLAY Project’s 7 Circles of PLAY | Summarize the PLAY Project NIH research study findings

Conference Program

12:50 pm – 1:50 pm | Lunch on Your Own

1:50 pm—2:20 pm

Presentation by

Cuong Do

2:20 pm – 3:35 pm

Moving from the Visual Space of the Outer World to the Inner Space of Symbols Through Play

Serena Wieder, PhD and Alisa Vig, PhD

The DIR Model revolutionized the concept of development by integrating psychodynamic theories and individual differences in sensory motor processing with emotional developmental capacities forged through interactive relationships. This opened the door to comprehensive interventions tailored to emotional/affective and sensory processing profiles where parent-child interactions and Floortime play launch the climb up the symbolic ladder. Many have doubted children on the autism spectrum can play or engage in creative activities. The literature is replete with studies indicating they lack imitation, theory of mind, language, symbolic functions, sequencing, and more. But most studies have not taken into account the developmental foundation necessary to reveal symbolic potential. In the DIR Model functional emotional developmental capacities provide this foundation. This presentation will describe the first mechanisms of symbolism, how symbolic development evolves and how the child moves from his/her perceptions of the real world and movement through visual space, to build the bridges to “potential space” in the mind, termed by Winnicott, where emotions expand and symbolic thinking develops. Through affect based interactions the child chooses the symbols to play with, e.g., from Superman to Lion King, to represent his wishes and fears, in order to regulate emotions, and to develop an understanding of reality and abstract thinking. The evolution of play will be illustrated through animations and videos.

Participants will be able to: Explain how symbols develop during play with parents | Describe the possible road blocks related to individual differences | Recognize the evolution of symbolism and reality testing | List the reasons for episodic reality testing and anxiety | List how Winnicott’s and other psychodynamic approaches relate to individual differences in the DIR Model

3:35 pm – 4:00 pm | Break

4:00 pm – 5:30 pm

Shall We Dance? Using Creative Arts Therapies to Promote Play, Social –Relatedness and Self-Expression in ASD: Meet Evan a 17-year old dancer, musician and artist and his mother.

Suzi Tortora, EdD, BC-DMT, CMA, LCAT, LMHC with

Evan Wolfsdorf 17 year old with ASD & Terese Giammarco educator and mom of Evan

Evan was diagnosed with ASD when he was almost two-years old. Though he received the full spectrum of services Early Intervention provides, by age three his parents felt there was an emotional, expressive, empathic, creative “boy inside” that was not being reached through these finely structured interventions. That is when they discovered dance/movement therapy (DMT). Through videotapes, live performance and discussion with Dr. Suzi Tortora, Evan, and his mother Terese, this presentation will chronicle Evan’s journey. Starting with DMT this journey has flourished through Evan’s gifted musicality, inquisitive creative mind, sensitive capacity for symbolic expression, and passion for all the fine arts. This presentation will demonstrate how the complimentary principles of the DIR Model and the creative arts therapies continue to enable Evan, a person deeply on the spectrum, to develop his voice and his embodied presence.

Participants will be able to: Recognize how creative arts therapies support children with ASD communicate their unique feelings and perspectives about their experience and the world around them | List how creative movement, dance, body awareness and relaxation activities support internal regulation, strengthen attachment relationships and build social skills | Recognize how to understand, communicate and work with difficult, obscure and hard to read nonverbal cues through an interactive nonverbal observation system based on dance/movement therapy principles and Laban nonverbal movement analysis. | Describe how the complimentary principles of the DIR Model and dance/movement therapy can combine to support creative self-expression

5:15 pm – 5:30 pm | Question & Answer

Continuing Education



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](#)]



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.

Speech-Language Pathologists

“Capturing the Power and Potential Play, Movement and Creativity” is offered for up to .6 ASHA Continuing Education Credits. Various Levels, Professional Area

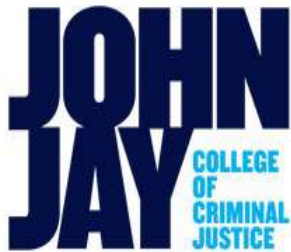


APPROVED PROVIDER of CONTINUING EDUCATION by The American Occupational Therapy Association, Inc.

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

Occupational Therapists/Certified Occupational Therapy Assistants

This conference is offered for up to .6 AOTA CEUs/6 contact hours. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA. AOTA Educational level Introductory, Category 2: Occupational Therapy Process



Gerald W. Lynch Theater

John Jay College of Criminal Justice of The City University of New York, an international leader in educating for justice, offers a rich liberal arts and professional studies curriculum to upwards of 15,000 undergraduate and graduate students from more than 135 nations. In teaching, scholarship and research, the College approaches justice as an applied art and science in service to society and as an ongoing conversation about fundamental human desires for fairness, equality and the rule of law. For more information, visit www.jjay.cuny.edu.

Since opening its doors in 1988, the **Gerald W. Lynch Theater** has been an invaluable cultural resource for John Jay College and the larger New York City community. The Theater is dedicated to the creation and presentation of performing arts programming of all disciplines with a special focus on how the artistic imagination can shed light on the many perceptions of justice in our society. The Theater is also a member of **CUNY Stages**, a consortium of 16 performing arts centers located on CUNY campuses across New York City.

The Theater has hosted events in the Lincoln Center Festival since its first season in 1996, as well as, New York City Opera, Great Performers at Lincoln Center, Gotham Chamber Opera, Metropolitan Opera Guild and Alvin Ailey American Dance Theater/Ailey II. The Theater has also been the site of many television and film specials including A&E's Live by Request, Comedy Central Presents and Premium Blend, Robert Klein in Concert and VH1's Soundtrack Live. For more information, and to view a schedule of events, please visit www.jjay.cuny.edu/theater.

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Jeffrey Kurtze
House Carpenter/Rigger

William Grady
House Audio Engineer

David Nelson
Stagehand

Alyshia Burke
Custodian



BEST VALUE!

Early Bird Rate: now thru September 11th
Regular Rate: September 12th to October 16th

Registration

	Early Bird Rate thru 9/11/15 EXTENDED To 9/18/15	Regular Rate 9/19/15 thru 10/16/15	Late Registration after 10/16/15
Registration Fee	\$185	\$225	\$250
CE Fee	\$30	\$30	\$30

Discounts

See if you qualify for a 15% discount off the registration fee. (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.

Student with Current Id: Please email a copy of your current student ID to 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 stating that you fall into this category.

Profectum Academy Member Enrolled Course Candidate or Profectum Certificate holder. Email emily.mohr@profectum.org for a discount code.

Registration and Cancellation

Registrations and payments must be received no later than **Friday, October 16, 2015**. Confirmations and receipts are furnished by email. Any registration received after **Friday, October 16, 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 must be received no later than **Friday, October 2, 2015** via email to 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.

Accommodations for Persons with Disabilities

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

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