



1st International Conference

Three Dimensional Thinking in Autism and Stress Related Disorders

*Expanding Frontiers to Advance Development for
Children across the Lifespan*

April 12 – 14, 2013

Pasadena Convention Center
300 East Green Street
Pasadena, CA 91101

Panel discussions featuring:

Implementing Developmental Models

Bridging Research & Clinical Practices

Building Resilience

Addressing Anxiety & Stress in Children & Parents

Realizing Potential

Creating a Future for Every Child

Profectum Faculty

Serena Wieder, PhD
Ricki Robinson, MD, MPH
Richard Solomon, MD
Barbara Kalmanson, PhD
Connie Lillas, PhD, MFT, RN
Mona M. Delahooke, PhD
Rosemary White, OTR/L
Lisa deFaria, LCSW, BCD
Monica G. Osgood
Cindy Harrison, MSc REG CASLPO
Griff Doyle, PhD
Ruby Moye Salazar, LCSW, BCD

Honoring



T. Berry Brazelton, MD

*Pioneer in Early Child Development
Recipient of Profectum
Humanitarian Award*

Guest Speakers

Elissa Epel, PhD
Connie Kasari, PhD
Lucy Jane Miller, PhD, OTR
Daniel Openden, PhD, BCBA-D
T. Berry Brazelton, MD
Joshua D. Sparrow, MD
Diane Cullinane, MD
Joshua Feder, MD, DFAPA

Three Dimensional Thinking in Autism and Stress Related Disorders

Expanding Frontiers to Advance Development for Children across the Lifespan

We invite you to join us **April 12-14, 2013 in Pasadena, California, for Profectum Foundation's 3-day Inaugural International Conference**. Enjoy this **amazing learning opportunity for professionals and parents!** Keynote presentations feature leading researchers sharing their latest findings, as well as clinicians and educators pioneering state-of-the-art multi-dimensional intervention approaches for children, adolescents and individuals with an Autism Spectrum Disorder and other special needs. The role of stress-related disorders either secondary to an individual's special needs or the result of early childhood trauma and the impact on development and well-being will be explored. You are sure to come away with new insights, inspiration and tools.

Why attend this ground breaking conference?

- To **view the multiple dimensions of development** that build lifelong competencies for relating, thinking, feeling and functioning.
- To **apply new research to practical ideas** you can implement to benefit your children and their families.
- To **learn new ways to deal with stress** - yours, your children and their families – to increase resilience.
- To **help young adults with an ASD or other special needs build for their future** –by connecting their passions to realize dreams.
- To **honor T. Berry Brazelton, MD** as Profectum's Inaugural Humanitarian Award recipient.
- To **meet and network** with colleagues, friends and parents dedicated to the progress of every individual they reach and meet kids and young adults living successfully with an ASD.

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, stress-related disorders or other special needs, **THIS CONFERENCE IS FOR YOU!!**

Frank D. Lanterman Regional Center Vendor Vendor #: PD2979 Service Code: 102

Continuing Education

Visit this link for complete information [[link to website](#)]

We are here to make this an exciting, enjoyable and enriching experience for YOU and can't wait to meet you in April in Pasadena.

~ The Faculty and Directors of the Profectum Foundation

Conference Schedule Overview

Friday, April 12th

The Developmental Models – Bridging Research and Clinical Practice	
7:00 am to 8:00 am	Registration Opens
Morning Plenary Presentations	
8:00 am to 8:30 am	Welcome and Program Overview <i>Ricki Robinson, MD, MPH, and Serena Wieder, PhD</i>
8:30 am to 9:30 am	Foundational Capacities for Development and the DIR® Model <i>Serena Wieder, PhD</i>
9:30 am to 10:30 am	Engaging Autism: Integration of Developmental and Behavioral Approaches to Intervention <i>Connie Kasari, PhD</i>
10:30 am to 11:00am - Break: Poster Sessions, Book Signing, Sponsor Booths & Vendors	
11:00 am to 12:00 pm	New Research Evidence for Developmental Approaches in the Treatment of ASD - Showcasing the P.L.A.Y.® Project <i>Richard Solomon, MD</i>
12:00 pm to 1:00 pm	Keynote Presentation - Understanding Infant Behavior and its Meanings to Parents <i>by T. Berry Brazelton, MD and Joshua D. Sparrow, MD</i> 1:00 pm to 1:30 pm - Special Celebration Honoring T. Berry Brazelton, MD
1:30 pm to 2:30pm - ~ Lunch On Your Own *see lunch spot handouts T. Berry Brazelton, MD and Joshua D. Sparrow, MD Book Signing	
Afternoon Plenary Panel	
2:30 pm to 5:30 pm	Bridging Developmental and Behavioral Treatment Approaches to Help Meet the Needs of Children and Families <i>Moderated by Mona Delahooke, PhD and Serena Wieder, PhD</i> <i>Discussants: Connie Kasari, PhD; Richard Solomon, MD</i> Pivotal Response Treatment (PRT): A Naturalistic Applied Behavior Analytic Approach <i>Daniel Openden, PhD, BCBA-D</i> Blended Developmental -Behavioral Intervention for Toddlers at Risk for Autism: The Southern California BRIDGE Collaborative <i>Joshua Feder, MD</i> DIR® Informed Thinking: A Case Study in Treatment of Anxiety and ASD <i>Mona M. Delahooke, PhD</i> The Parent Perspective: Building a Treatment Team that is Right for Each Child <i>Joyce Show, MD, Yudi Bennett</i>

Saturday, April 13th

Building Resilience: Addressing Stress and Anxiety in Children and Parents							
7: 00 am to 8:00 am		Registration					
Morning Plenary Presentations							
8:00 am to 8:15 am		Program Overview <i>Ricki Robinson, MD, MPH</i>					
8:15 am to 9:15 am		Building a Program of Treatment Effectiveness Research: Lessons Learned from 30 Years of Challenge and Success <i>Lucy Jane Miller, PhD, OTR</i>					
9:15 am to 10:15 am		Early Brain Development, Long Lasting Effects of Chronic Stress, and Clinical Implications Across Disciplines <i>Connie Lillas, PhD, MFT, RN</i>					
10:15 am to 10:45 am ~ Break: Poster Presentations, Book Signings, Sponsor Booths & Vendors							
Morning Plenary Panel							
10:45 am to 12:30 pm		Real World Applications: Supporting Stress Responses and Anxiety in Children and their Families <i>Presentations and Case Discussion: Rosemary White, OTR/L; Cindy Harrison, M.Sc. REG CASLPO; Barbara Kalmanson, PhD; Connie Lillas, PhD, MFT, RN and Lucy Jane Miller, PhD, OTR</i>					
12:30 pm to 1:30 pm ~ Lunch On Your Own *see lunch spot handouts							
Afternoon Plenary Presentations							
1:30 pm to 2:45 pm		Super Parenting: Building Stress Resiliency in Parents of Special Needs Children <i>Elissa Epel, PhD</i> Panel Discussion <i>Moderated by Barbara Kalmanson, PhD</i>					
2:45 pm to 3:00 pm ~ Break: Poster Presentations, Book Signings, Sponsor Booths & Vendors							
3:00 pm to 4:15 pm ~ Afternoon Workshops							
Bullying: Prevention, Building Resilience & Creating Supportive Communities <i>Lisa deFaria, LCSW, BCD; Monica G. Osgood and Karen McDowell, BA</i>	The Path to Joint Attention: Challenges and Stressors Along the Road <i>Griff Doyle, PhD</i>	Communication and Anxiety <i>Cindy Harrison, M.Sc., Reg CASLPO, SLP</i>	Overcoming Adverse Childhood Experiences and Building Resilience Through Multiple Ports of Entry: A Foster-Adoption Case Study <i>Connie Lillas, PhD, MFT, RN</i>	The PCDA “Teen Club” – A DIR® Based Social Skills Program for Teens <i>Diane Cullinane, MD and Jennifer Aceves</i>	“The Rubber Meets the Road”: The DIR®/ OT Treatment Perspective for Addressing Stress in Children <i>Lucy Jane Miller, PhD, OTR and Rosemary White, OTR/L</i>	Helping Parents Cope with Stress and Find Resilience <i>Mona M. Delahooke, PhD; Elissa Epel, PhD; Barbara Kalmanson, PhD</i>	Individuals Grow Best Within Family Relationships <i>Ruby Moya Salazar, LCSW, BCD</i>
4:15 pm to 4:30 pm ~ Break: Poster Presentations, Book Signings, Sponsor Booths & Vendors							
4:30 pm to 5:30 pm		Model Case Presentation: An Adolescent With an Autism Spectrum Disorder Presenting with Chronic Stress in an Educational Setting <i>Monica G. Osgood</i> <i>Discussant: Lisa deFaria, LCSW, BCD, Director, Family Center for Developmental Therapies, CA</i>					

Sunday, April 14th

Creating a Future: Challenges and Solutions across the Lifespan	
7:00 am to 8:00 am	Registration
Morning Plenary Presentation	
8:00 am to 8:15 am	Program Overview <i>Serena Wieder, PhD</i>
8:15 am to 10:15 am	Key Steps to Creating a Meaningful Life for Every Child with ASD <i>Ricki Robinson, MD, MPH</i> Young Adult Panel Discussion: Their Concerns and Their Solutions <i>Moderated by Serena Wieder, PhD and Joshua D. Sparrow, MD</i>
10:15 am to 10:45 am ~ Break: Poster Presentations, Book Signings, Sponsor Booths & Vendors	
10:45 am to 11:45 am	Barriers to Progress: Revise and Revive Interventions <i>The Role of Visual Spatial and Related Processing Challenges to Emotional Regulation</i> <i>Serena Wieder, PhD</i>
11:45 am to 12:45 pm	Realizing Potential: School Programs that Recognize Intelligence and Prepare Students with Diverse Needs for Successful Futures <i>Monica G. Osgood</i>
12:45 pm to 1:15 pm	Concluding Remarks <i>Ricki Robinson, MD, MPH; Monica G. Osgood; Serena Wieder, PhD</i>

Program Descriptions

Friday, April 12, 2013

The Developmental Models -Bridging Research and Clinical Practice

Morning Plenary Presentations

8:00 am – 8:30 am |Welcome and Program Overview

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

Serena Wieder, PhD, Clinical Director, Profectum Foundation

8:30 am – 9:30 am | Foundational Capacities for Development and the DIR® Model

Serena Wieder, PhD, Clinical Director, Profectum Foundation

Activating development for children on the Autism Spectrum requires models of intervention that embrace the complexity of each child’s individual trajectory and provide experiences that build the foundation for learning, competence, friendship and relationships to prepare for the future. Understanding the DIR® (Developmental Individualized and Relationship-Based) core foundational capacities and the building blocks needed to move from skills to competencies can help close the gaps and barriers impeding development. Presentations of children with different profiles will focus on prioritizing goals and integrating related intervention approaches individualized to each unique child.

Participants will be able to:

- Describe 3 components of the DIR[®]/Floortime[™] Model
 - Development- Including capacities to attend and remain calm and regulated, engage and relate to others, initiate and respond to all types of communication beginning with emotional and social affect based gestures, language acquisition, use ideas to communicate needs and think and play creatively.
 - Individual Differences- each child takes in, regulates, responds to, and comprehends sensations such as sound, touch, and the planning and sequencing of actions and ideas.
 - Relationship Based - Model describes the learning relationships with caregivers, educators, therapists, peers, and others.

9:30 am - 10:30 am | Engaging Autism: Integration of Developmental and Behavioral Approaches to Intervention

Connie Kasari, PhD, UCLA Center for Autism Research & Treatment

This presentation will focus on current evidence based interventions in ASD, and the trend towards targeted approaches, and modularized interventions. As the field moves toward more personalized interventions, understanding the active ingredients of interventions for children at different ages, and in different contexts becomes critical in building more effective interventions. A program of research will be described that addresses core impairments in the early development of autism. These research studies have integrated developmental and behavioral approaches to address the early core areas of joint attention, play and language. Applications of the research have been examined with preverbal toddlers and preschoolers as well as older minimally verbal children with autism. Focus will be on the changes in developmental targets depending on child characteristics and context.

Participants will be able to:

- Identify at least three developmental tasks of early childhood that are impaired and linked to later language development.
- Identify at least two specific methods associated with later improvement in language outcomes.
- Identify two predictors of long term outcomes.

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

11:00 am to 12:00 pm | New Research Evidence for Developmental Approaches in the Treatment of ASD - Showcasing the P.L.A.Y.[®] Project

Richard Solomon, MD, Medical Director of The P.L.A.Y. Project and the Ann Arbor Center for Developmental and Behavioral Pediatrics, Michigan; NIMH Grant Recipient

In this talk Richard Solomon, MD will present the results of the NIMH study: “Randomized, controlled trial of The P.L.A.Y. (Play and Language for Autistic Youngsters) Project Intervention for Autism”. This study evaluates outcomes, after one year of intervention, by comparing 60 control children receiving community standard services (CSS), of 12-14 hours of special education pre-school, to 60 PLAY Project intervention children receiving CSS plus the PLAY Project, a once a month, home-based, parent training program using trained masters level PLAY Project Home Consultants. Dr. Solomon will review the related scientific literature, describe the PLAY Project’s intensive developmental intervention model and present the key outcomes including the interactional skills of parents and children, language, and autism severity.

Participants will be able to:

- Describe the scientific evidence for *developmental* (as opposed to ‘behavioral’) interventions for children with autism.
- Describe the P.L.A.Y. Project Home Consultation model
- Define the research findings of the P.L.A.Y. Project’s NIMH grant.

12:00 pm to 1:00 pm | Keynote Presentation - Understanding Infant Behavior and its Meanings to Parents

1:00 pm-1:30 pm Award Ceremony

Special Celebration Honoring T. Berry Brazelton, MD

Keynote Presentation by T. Berry Brazelton, MD *Professor of Pediatrics, Emeritus Harvard Medical School Founder, Brazelton Touchpoints Center, Children's Hospital Boston* **and Joshua D. Sparrow, MD;** *Director of Special Initiatives, Brazelton Touchpoints Center, Children's Hospital Boston; Director, Brazelton Touchpoints Project, Inc. Clinical Associate Professor, Harvard Medical School*

As one of the founders and longtime "shepherds" of the infant mental health movement, Dr. Brazelton will share some of his memories of the other founding mothers and fathers, and of the vision that they shared of the future for babies and families. He will also discuss the NBAS and his path breaking work in the field of infant behavior development.

Participant will be able to:

- Describe the importance of state regulation for the newborn.
- Describe the means used for state regulation by the newborn.
- Identify auditory and visual competencies present at birth or within the first three weeks of life

America's most inspired pediatrician and pioneer of developmental approaches to support children and families, will be awarded the Inaugural Profectum Humanitarian Award, for his lifetime contributions to families and children worldwide, presented by Serena Wieder, PhD.

- Presentations by the creative young adults from the "Exceptional Minds" program
- Entertainment provided by young talent from "Miracle Project" ("Autism: The Musical")
- Book signing/personal Q & A with Dr. Brazelton, conference speakers and Profectum faculty

1:30 pm -2:30 pm | Lunch on Your Own *See lunch spot handout* - T. Berry Brazelton, MD and Joshua D. Sparrow, MD; Book Signing

Afternoon Plenary Panel

2:30 pm -5:30 pm | Bridging Developmental and Behavioral Treatment Approaches to Help Meet the Needs of Children and Families

Moderated by Mona M. Delahooke, PhD and Serena Wieder, PhD;

Discussants: Connie Kasari, PhD; Richard Solomon, MD

Pivotal Response Treatment (PRT): A Naturalistic Applied Behavior Analytic Approach

Daniel Openden, PhD, BCBA-D; Vice President & Clinical Services Director of SARRC

Blended Developmental -Behavioral Intervention for Toddlers at Risk for Autism: The Southern California BRIDGE Collaborative *Joshua Feder, MD Director of Research, Graduate School, Interdisciplinary Council on Developmental and Learning Disorders Medical Director, SymPlay LLC Family Games for Autism; Clinical Associate Professor, UCSD School of Medicine*

DIR® Informed Thinking: A Case Study in Treatment of Anxiety and ASD

Mona M. Delahooke, PhD, Clinical and Consulting Psychologist, Profectum Foundation Mental Health Working Group Co-Chair

The Parent Perspective: Building a Treatment Team that is Right for Each Child

Joyce Show, MD, Yudi Bennett

Now more than ever families are utilizing a hybrid approach in the treatment of their child with autism or other special needs. This groundbreaking plenary panel will focus on multi-disciplinary and multi-modality collaboration, between educators, mental health practitioners, early intervention and behavior specialists. A panel of experts will discuss commonalities, differences and potential new linkages between behavioral models (ABA & PRT) and developmental programs (DIR®). A case discussion and parent panel will illustrate how professionals and families can work together to coordinate, cooperate and complement treatment for children and families. Moderated by Mona Delahooke, PhD

Participants will be able to:

- List 2 critical differences between discrete trial training (DTT) and pivotal response training (PRT).
- Describe the salient differences and similarities between PRT and DIR® Floortime™.
- Describe an understanding of behavioral and developmental treatment approaches as a stimulus to thinking about how an integrated approach tailored to each child's individual differences can address anxiety and stress.

Saturday, April 13, 2013

Building Resilience: Addressing Stress and Anxiety in Children and Parents

Morning Plenary Presentations

8:00 am – 8:15 am | Program Overview

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

8:15 am to 9:15 am | Building a Program of Treatment Effectiveness Research: Lessons Learned from 30 Years of Challenge and Success

Lucy Jane Miller, PhD, OTR, Clinical Director, STAR ("Sensory Therapies and Research") Center and Founder of the Sensory Processing Disorder Foundation, Colorado

This presentation takes the real life experience of developing a research program focused on documenting treatment effectiveness and breaks it into four needed building blocks for rigorous design. The treatment at STAR Center uses a combination of DIR® and OT/SI as well as other approaches. The outcomes studies include both standardized and non-standardized measures and incorporate a wide variety of evidence from behavioral to physiological outcomes.

Participants will be able to:

- To list the four basic elements needed in a program of research evaluating the effectiveness of treatment
 - Need and methods to establish a homogenous sample
 - Need and methods to develop a replicable treatment with Fidelity to the Treatment measures
 - Need for and methods of conducting outcome measurements that are reliable and meaningful
 - Methodological Issues (power, blinded raters, randomization etc.)
- To describe where the field has come from in terms of treatment studies
- To list current and future methodologies and collaborations related to outcome studies and evidence-based practice

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9:15 am to 10:15 am | Early Brain Development, Long Lasting Effects of Chronic Stress, and Clinical Implications Across Disciplines

Connie Lillas, PhD, MFT, RN, Director of the Interdisciplinary Training Institute, Los Angeles

Dr. Lillas' presentation will highlight three critical aspects to early brain development that are key to understanding behavior across the lifecycle. These three neurodevelopmental processes will be translated by Dr. Lillas into three salient clinical steps that all disciplines can learn to utilize, regardless of the diagnostic category (ies) the child or parent holds. Amongst these features, the effects of chronic stress on brain development as well as its influence on adult onset diseases will be elucidated.

Participants will be able to:

- Identify three salient features of early brain development affected by stress and trauma
- List how these three features of early brain development can be translated into three practical steps that clinicians and parents can use
- Identify behaviors of three primary stress responses inherent to infants, children, and adults
- Identify behaviors of four toxic stress patterns that can occur across the lifecycle

10:15 am to 10:45 am | Break: Poster Sessions, Book Signings, Sponsor Booths & Vendors

Morning Plenary Panel

10:45 am to 12:30 pm | Real World Applications: Supporting Stress Responses and Anxiety in Children and their Families

Presentations and Case Discussion; Rosemary White, OTR/L; Cindy Harrison, M.Sc. REG CASLPO; Barbara Kalmanson, PhD; Lucy Miller, PhD, OTR; Connie Lillas, PhD, MFT, RN

Cases, with video of the work with children and their families, will be presented by Connie Lillas and Rosemary White. Following each case the members of the multidisciplinary faculty will share their observations and perceptions of the case from their professional frame of reference thus, facilitating an interdisciplinary discussion around how each professional can support stress responses and anxiety in children and families.

Participants will be able to identify:

- Identify physiological factors that should be considered when a child and or parent experience a stress response.
- Identify behaviors that a child exhibits when experiencing stress responses and anxiety.
- Identify styles of interaction that each professional may utilize to support the child and parent to recover from a stressful and/or anxiety provoking event.

12:30 pm -1:30 pm | Lunch on Your Own *See lunch spot handout*

Afternoon Plenary

1:30 pm -2:45 pm | Super Parenting: Building Stress Resiliency in Parents of Special Needs Children

Elissa Epel, PhD, Associate Professor, Department of Psychiatry UCSF

Panel Discussion

Moderated by Barbara Kalmanson, PhD; Founder of the Oak Hill School

Dr. Epel will describe how chronic stress of caregiving has a toll on both emotional wellbeing and physical health. However, while being a caregiver is often a situation beyond one's control, is not a deterministic fate for worsened health, in fact, it can provide opportunities for building stress mastery, and greater meaning, and ways of coping with stress that minimize the usual wear and tear of a chronic stress exposure. She will describe her studies on links between

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types of adversity and psychological coping processes with bodily cell aging, and what we are learning from interventions about how to reverse or at least slow cellular aging.

Participants will be able to:

- Identify three ways that chronic stress can impair health.
- Define how caregiving is different than other types of chronically stressful situations (like job stress). What makes it unique.
- Describe how the skill of mindfulness can reduce stress. What are other ways of minimizing caregiver stress.

2:45 pm -3:00 pm | Break: Poster Sessions, Book Signings, Sponsor Booths & Vendors

Afternoon Workshops

3:00 pm - 4:15 pm | Workshops

Bullying: Prevention, Building Resilience & Creating Supportive Communities

Lisa deFaria, LCSW, BCD, Director, Family Center for Developmental Therapies, CA

Monica G. Osgood, Executive Director, Profectum Foundation; Co-Founder & Executive Director, Celebrate the Children School, NJ

Karen McDowell, BA, Lead Teacher, Celebrate the Children

Children and adolescents with an Autism Spectrum Disorder or other special needs are frequent targets of peer harassment – “bullying” – both at school and in the community. Core challenges in the areas of social communication, reading and adapting to social cues, vulnerable sensory and emotional regulatory capacities, even idiosyncratic areas of interest contribute to their peer’s perception of the ASD individual being “different,” and therefore vulnerable. Since bullying often begins as early as preschool and accelerates in intensity and complexity as the child ages – intervention requires a developmental framework, sensitive to each age and stage. Utilizing video and discussion, the presenters will explore how a focus on individual empowerment, experience-driven and in the natural environment, may improve awareness, communication skills and the ability to self-advocate appropriately, to build resilience in the child. However, presenters will also discuss the equally important role of community education and understanding, inspiring a culture that tolerates differences, while mandating a “zero-tolerance” for bullying across the domains of school and community.

Participants will be able to:

- Define the meaning of “bully” – or peer harassment – as reflected by age and stage
- Describe how bullies are created – as are victims - culture, community, school, educators, parents and peers – *we are all complicit*
- Identify key differentials of the bully-victim dynamic when the targeted child or adolescent has special needs
- Describe how the individual with special needs may unwittingly contribute to their victimization, including: misinterpreting social cues; black and white thinking; misunderstanding humor; poor perspective taking or “theory of mind;” unaware of social hierarchy; and lack of “filter,” knowing how much to say, what and when not to.
- Identify the six primary proactive elements of intervention:
 - Creating school-wide “bully-free” zones
 - Maintain a culture of zero tolerance for bullying reinforced across grade levels
 - School wide peer sensitization, plus tools for peers to intervene
 - Establish well-articulated consequences, as well as help, for the student that victimizes others
 - Enhance the social intelligence of the individual with special needs
 - Empowering the victim to advocate for themselves and how to do so appropriately.

The Path to Joint Attention: Challenges and Stressors Along the Road

Griff Doyle, PhD; Profectum Foundation Certification Track Development Coordinator

This workshop will focus on the more unique sources of and remedies for stress inherent in the achievement and maintenance of Joint Attention (JA) between caregiver and child. We will go beyond the recognized definition of JA by briefly describing its evolution and fulfillment as the active processes that occur in FEDL Levels I-IV. The DIR[®] model will be adopted to recognize specific stressors that caregiver and child encounter while establishing and sustaining basic co-regulation, and the of sharing mutual positive affect through intentional, reciprocal two-way communication.

Participants will be able to:

- Define the standard definition of JA and how it augurs in a transformative, new means for caregiver and child to experience the world together.
- Describe the basics of how FEDL Levels I-IV provide a perspective with which to identify the earliest functions and the original, imperfect blending of mind, body, and affect from which JA unfolds.
- Identify some of the major stressors that can compromise and damage the dyad's ability to graduate into this new realm of relating in which they can simultaneously engage warmly with each other and focus on a third entity(object, person, problem, event, etc.) together.

Communication and Anxiety

Cindy Harrison, M.Sc., Reg CASLPO, SLP; Profectum Foundation Conference Coordinator

This workshop will focus on the role of communication in anxiety. Individuals with uneven processing, challenges with comprehension (receptive language – verbal and non-verbal) or production (speech, expressive language) and pragmatics (social use of language) are often more challenged in the communication realm during times of stress or anxiety. This workshop will address how to support communication and will provide some clinical strategies to address these issues.

Participants will be able to:

- Identify the role that stress and anxiety may have on speech/language and communication
- Identify clinical strategies to support communication during times of stress and anxiety

Overcoming Adverse Childhood Experiences and Building Resilience through Multiple Ports of Entry: A Foster-Adoption Case Study

Connie Lillas, PhD, MFT, RN Director of the Interdisciplinary Training Institute, Los Angeles

Procedural memories are a part of early childhood experiences that can encode both sources of resilience and sources of distress. When working with children from the foster care system or international adoptions, the adoptive parents and practitioners may not always be informed of the child's history and may feel that they are working "in the dark." This workshop will highlight multiple sources of triggers and resilience that can be utilized when working with such children. An emphasis on using procedural memory enactments while working through emotional themes of the bully (aggressor), the victim, and the protector will be showcased through video clips.

Participants will be able to:

- Identify multiple sources that trigger stress responses
- Identify multiple resilience factors that support stress recovery
- Identify the expansion of emotional themes (socio-emotional milestone #5) through the use of procedural memory enactments while working through early toxic stress experiences
- Identify the salient features of the bully (aggressor), the victim, and the protector in expanding emotional themes with children who have been victimized in any way

The PCDA “Teen Club” – A DIR® based Social Skills Program for Teens

Diane Cullinane, MD, Executive Director, Pasadena Child Development Associates
Jennifer Aceves, Director of the Teen Club

This workshop will present the PCDA “Teen Club”, a highly effective DIR® based social skills program for teens with autism and other developmental challenges. We will focus on strategies used to build functional emotional developmental capacities, and how to consider and support individual profiles within a group setting. In particular, the challenges of anxiety and bullying will be explored.

Participants will be able to:

- Describe how supporting the growth of foundational emotional capacities -shared attention, regulation, and engagement - enable higher functioning, including shared problem solving, reflective and abstract thinking.
- List 3 strategies that can be used in a group program to meet individual differences.
- Identify successful strategies that help teens manage stress.

“The Rubber Meets the Road”: The DIR®/ OT Treatment Perspective for Addressing Stress in Children

Lucy Miller, PhD OTR Clinical Director, STAR (“Sensory Therapies and Research”) Center and Founder of the Sensory Processing Disorders Foundation, Colorado

Rosemary White, OTR/L; Owner/Director Pediatric Physical and Occupational Therapy Services, Profectum Faculty and Chair of OT/PT Work Group

This workshop will continue to deepen the participants understanding of states of arousal in children with special needs and related challenges in function including sensory, affective inter-action and social emotional development. Case presentations, identifying challenges and demonstrating treatment for the DIR® OT perspective, will be to core of this session. Throughout the session there will be the opportunity for interactive discussion between the participants and Lucy and Rosemary.

Participants will be able to:

- Describe the STAR treatment model and identify the key features that make the model so effective (intensive model, parent education, etc.)
- List the barriers to implementing this intensive model in many settings.
- Define the various differences in treating different sensory subtypes.
- Identify the areas of an individual’s unique profile that may affect the child’s ability to relate and communicate and progress in their functional emotional development.
- Describe the power of “affect” to increase the child’s attention to task and to enhance the rhythms of social interaction with a child.
- Define how to recognize that “affect” has to be tailored to the individual child to support their engagement, the ability to initiate, collaborate in problem solving and elaborate ideas.

Helping Parents Cope with Stress and Find Resilience

Mona M. Delahooke, PhD, Clinical and Consulting Psychologist, Profectum Foundation Mental Health Working Group Co-Chair

Elissa Epel, PhD, Associate Professor, Department of Psychiatry UCSF

Barbara Kalmanson, PhD; Founder of the Oak Hill School

This workshop will continue the theme of day two with a closer look at how parents can cope with stress, and how professionals can support parents. The panel will present relevant information on techniques parents can use to buffer stress and promote physical and mental health, including communication styles, maintaining close relationships, mindfulness etc. Dr. Epel will continue the theme from her morning plenary on building stress resiliency in parents of

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children with special needs. Dr. Kalmanson will present information about the stress on the couple and siblings, and Dr. Delahooke will describe how professionals can use their relationship with parents to promote family resilience.

Participants will be able to:

- List 2 techniques that buffer stress for parents of children with special needs.
- Describe how an awareness of how mindfulness practices improve health in mothers of children with developmental challenges.
- Describe how clinicians can assist parents to buffer stress as they coordinate services for their child.

Individuals Grow Best Within Family Relationships

Ruby Moye Salazar, LCSW, BCD, Director and Senior Clinician at Salazar Associates; Profectum Foundation Tutoring Coordinator

The DIR® Model can be expanded for family focused use when we identify individual profiles, how they interface within the family dynamics and how the family lives in their unique culture. Both daily routines as well as life's big issues impact ALL families. The modern family living with Autism or special needs cares about all its members and how to foster well-being among siblings, nuclear and extended family, friends, careers, community. Everyone's quality of life and future pursuits are important. This workshop will address FAMILY LIFE SPAN DEVELOPMENTAL INTERACTIONAL CHANGES AND NEEDS and PRACTICAL ways for them to grow and thrive. The impact of professional services across the life span will be explored with a focus on PROMOTING INDIVIDUAL AND FAMILY INTEGRITY.

Longitudinal clinical case-based stories from real families will exemplify learning and discussion.

Participants will be able to:

- Define how to use the DIR® Model in the context of family integration and integrity.
- Describe the essential relationship between individual growth and family relationships.
- List practical ways to support growth by conceptualizing family impact over the lifespan.
- Identify how to operationalize individual and family well-being in a larger societal context.

4:15 pm-4:30 pm | Break: Poster Sessions, Book Signings, Sponsor Booths & Vendors

4:30 pm-5:30 pm | Model Case Presentation: An Adolescent with an Autism Spectrum Disorder Presenting with Chronic Stress in an Educational Setting

Monica G. Osgood, Executive Director, Profectum Foundation; Co-Founder & Executive Director, Celebrate the Children School

Discussant: Lisa deFaria, LCSW, BCD, Director, Family Center for Developmental Therapies, CA

This exciting case integrates many of the featured themes presented throughout the conference, demonstrating real world application of stress management and the impact it can have on an individual, his family, and the professionals on his team.

Participants will be able:

- Describe how individual developmental profiles contribute to the perception of experiences and perhaps enhance the traumatic effects of certain situations
- Define how to differentiate symptomology of developmental disorders from PTSD
- List the interdisciplinary interventions that support the child, family and team in addressing PTSD and ASD
- Describe how the DIR® model supports the foundations needed to address PTSD symptoms
- Define the ongoing challenges of adolescents with PTSD and ASD.

Sunday, April 14, 2013

Creating a Future: Challenges and Solutions across the Lifespan

Morning Plenary Presentation

8:00 am – 8:15 am | Program Overview

Serena Wieder, PhD Clinical Director, Profectum Foundation

8:15 am -10:15 am | How to Create a Meaningful Life for Every Child

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

Young Adult Panel Discussion: Their Concerns and Their Solutions

Moderated by Joshua D. Sparrow, MD; and Serena Wieder, PhD Clinical 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. Inspiring cases will describe how to implement changes that will foster independence for individuals with ASD from childhood through adolescence to adulthood and how to match an educational program to meet the interests of a child with ASD to support movement up the developmental ladder.

Participants 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.

10:15 am - 10:45 am | Break: Poster Sessions, Book Signings, Sponsor Booths & Vendors

10:45 am -11:45 am | Barriers to Progress: Revise and Revive Interventions

The Role of Visual Spatial and Related Processing Challenges to Emotional Regulation

Serena Wieder, PhD, Clinical Director, Profectum Foundation

When development encounters unmet challenges impeding progress, or advances slowly or unevenly, we must re-examine our understanding of individual profiles, re-evaluate interventions, and reconsider opportunities to advance progress. Visual spatial challenges can affect every aspect of development, including thinking, learning, movement, relating, emotions and life competencies. These challenges are often accompanied by anxiety, stress, and poor emotional regulation as individuals encounter difficulties. Discover the visual spatial, cognitive and emotional profile to uncover further pathways to progress.

Participants will be able to:

- Describe how to assess hurdles in development and gaps in foundational capacities
- List behaviors related to anxiety and visual spatial challenges
- Describe how to focus on the comprehension wall behind words and thoughts
- Define how to activate development through affect
- List the emotional-regulatory challenges and constrictions
- Describe how to prioritize goals and changes in intervention when progress falters

11:45 am -12:45 pm | Realizing Potential: School Programs that Recognize Intelligence and Prepare Students with Diverse Needs for Success Futures

Monica G. Osgood, Executive Director, Profectum Foundation; Co-Founder & Executive Director, Celebrate the Children School

Today we understand that autism is a disorder of integration and that deficits in the sensory-motor system are at the core of what derails individuals with ASD from realizing his or her potential. These core challenges often impact the individual's ability to act on intentions and share with others his or her true intellect. This plenary session will illustrate educational interventions for middle and high school aged students and young adults that target core deficits through emotionally-meaningful, relationship-based activities in the classroom. Tapping into each student's unique communication system will be emphasized and the use of presumed competence to maximize intellectual participation in class will be illustrated through video examples. Independence will be a key focus of this plenary as work on organization, working in groups, relationships fostered through group problem solving and higher level critical and creative thinking are targeted. Additionally, the use of technology and the importance of global awareness will be covered as students are prepared for successful lives in the 21st Century.

Participants will be able to:

- Describe new insights into the capabilities and competence of the student with ASD and other developmental challenges
- Describe how autism is a disorder of integration
- List different approaches to maximizing each student's ability to communicate
- Describe how targeting the core deficits in each individual's sensory-motor system and maximizing communication in the classroom realizes higher levels of intelligence, self-esteem, participation, independence, relationships and overall success

12:45 pm-1:15 pm | Concluding Remarks

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

Conference Presenters Biographies and Disclosures

Biographies View on our Website: [[Guest Presenters](#)] [[Profectum Faculty Presenters](#)]

ASHA Disclosures View on our Website: [[Guest Presenters](#)] [[Profectum Faculty Presenters](#)]

Continuing Education Information

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. [[link to the Profectum CE website page](#)]

Receiving Continuing Education Credit: MFTs, LCSWs, Psychologists, RNs



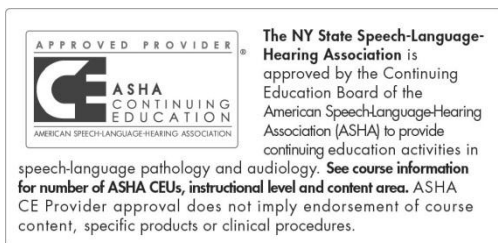
This intermediate level conference is sponsored by Early Intervention Training Institute at the Los Angeles Child Guidance Clinic. Call The Early Intervention Training Institute at the Los Angeles Child Guidance Clinic (EITI) at 323-373-

2400 if you have any CE questions regarding Psychologists, MFT, LCSW, RN continued education. [[link to website](#)]

The Los Angeles Child Guidance Clinic is approved by the American Psychological Association to sponsor continuing education for psychologists for 19.5 hours. 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 and LCSWs for 19.5 hours. Provider approved by the California Board of Registered Nursing, Provider #CEP 15797, for 19.5 hours. It is the licensee's responsibility to retain this Certificate of Attendance for a period of four years after the course date.

Receiving Continuing Education Credit: SLPs and OTs

This educational offering qualifies for up to 19.5 continuing education hours as required by many national, state and local licensing boards and professional organizations. Keep your course outline and certificate of attendance, and contact your own board or organization for specific filing requirements. Call Onsite Professional Learning (OPL) at 248-318-7732 if you have any CE questions regarding SLP's or AOTA continued education.



Speech-Language Pathologists: This course is offered for up to 1.95 ASHA CEUs. (Various level, Professional area)



Occupational Therapists/Certified Occupational Therapy Assistants: OPL is approved by the AOTA to provide continuing education. This conference is offered for up to 1.95 AOTA CEUs/19.5 contact hours.

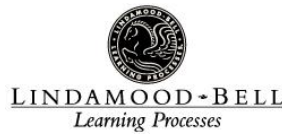
The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA. AOTA Educational level Introductory, Category 2: Occupational Therapy Process

We value our Resource Partners!

Please visit with them during the conference!



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Registration Information

Click [[HERE](#)] to register online now!

Early Bird Rate	Regular Rate
<i>2-19-13 to 4-1-13</i>	<i>4-1-13 to 4-12-13</i>
\$395 3-days	\$425 3-days
\$180 Friday Only	\$210 Friday Only
\$180 Saturday Only	\$210 Saturday Only
\$110 Sunday Only	\$140 Sunday Only
\$35 CEUs	\$ 35 CEUs

Frank D. Lanterman Regional Center Vendor [[link to website](#)]

Vendor #: PD2979 Service Code: 102

Discounts

Group Discount: A 20% discount will be given to groups of 10 or more. A 15% discount will be given to groups of 5 to 9. Group registrations must be completed at the same time. For information on how to register your group, please send an email to admin@profectum.org.

Student Discount: A 15% discount will be given to students. Please send an email to admin@profectum.org stating the school and degree program you are enrolled in. You will be sent a discount code.

Parent Discount: A 15% discount will be given to parents. Please send an email to admin@profectum.org stating you are a parent. You will be sent 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 Friday, April 5, 2013. Confirmations and receipts are furnished by email. Any registration received after **Friday, April 5, 2013** will be considered an "onsite registration", providing space is available, and you will be required to check in and register at the registration desk.

We DO NOT invoice for our events. All attendees or groups must have a paid registration prior to the event. Written cancellation notification must be received no later than **Friday, March 29, 2013** 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.

Hotel Accommodations

View on our website [[hotel accommodation information](#)]

Accommodations for Persons with Disabilities

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

Welcome to Profectum™

Profectum comes from the Latin for "advancement or progress," and Profectum Foundation is dedicated to advancing the development of all children, adolescents and adults with autism and special needs.

We believe that a person's growth and development depend on incorporating new learning and experiences to get to the next stage of development. Similarly, we believe that the intervention approaches that parents and practitioners use to help individuals with special needs also must advance and evolve to incorporate new ideas, new knowledge and reflect the most up-to-date research – they should never be static.

Profectum recognizes the reality that parents, early intervention programs and schools currently use a number of different intervention approaches – each of which has its own strengths and weaknesses in addressing an individual's needs. Our [Foundational Capacities for Development™](#) (FCD™) provides an integrative framework to help parents and practitioners determine how to integrate different approaches to help an individual with special needs address his/her barrier/challenge at specific stages of development.

Profectum embraces the Developmental, Individual Differences, Relationship (DIR®/Floortime™) model at its core. Our faculty of nearly 60 professionals (including Serena Wieder who co-created the DIR® model with Stanley Greenspan and started ICDL's DIR® Institute) collectively has over 1000+ years of experience working with individuals with special needs invested over 300+ hours over the past 6 months to create the FCD™ to bring DIR®/Floortime™ to its next level. Our DIR®-FCD™ approach provides the basis for parents, multidisciplinary professionals and paraprofessionals working with individuals on the autism spectrum to identify an individual's needs and bring to bear the best tools and approaches to help address such needs – be it DIR®/Floortime to build the foundational skills or ABA, visual-spatial work, ESDM (Early Start Denver Model) or others

We welcome parents, clinicians, educators, early intervention specialists and others interested in broadening their understanding of how to use the DIR®/Floortime™ model with other integrated treatment approaches to address real life challenges and how parents and professionals use real world solutions to realize each child's potential.

Please [contact us](#) with your questions and interest in learning more about our programs. Our training has been initiated through the Profectum Academy training tracks. This ground breaking curriculum holds the promise to advance development of individuals with special needs across their lifespan.

Serena Wieder, PhD
Clinical Director

Ricki Robinson, MD, MPH
Medical Director

Monica G. Osgood
Executive Director

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Profectum's Basic Course DIR®-FCD Certificate Program

The Professional Certificate in DIR®-FCD is a one-year program for licensed and credentialed professionals in Speech and Language, Occupational and Physical Therapy, Education, Mental Health (Psychology, Social Work, Counseling, Marriage and Family Therapy), Medicine, Developmental Optometry, Creative Arts, and others who want to integrate the Profectum DIR®-FCD model into their practice. A new systematic interdisciplinary curriculum provides the theoretical knowledge and applied clinical and educational foundations for integrated assessment and intervention competence. Participants are required to share their work in assessment and intervention and demonstrate competency in applying DIR®-FCD principles. This intensive one-year program offers a combination of required webcast courses, online interactive class participation, and reflective tutoring.

The goal of this program is to provide participants with initial expertise in working developmentally with children, who have challenges in relating, communicating and thinking while honoring individual differences utilizing a relationship-based approach.

This dynamic program offers:

- Weekly lectures from our interdisciplinary faculty that you can watch at your convenience.
- Model cases presented by senior clinicians to support the participant's ability to conceptualize cases within the model.
- Monthly on-line, small group classroom discussions on content of the lectures and the presentations of brief video vignettes.
- Group and individual tutoring on individual cases with faculty within your discipline.
- Presentation of a final case vignette in the on-line classroom discussion group.

Over the next year Profectum Academy will add a range of diploma and certificate tracks for parents, paraprofessionals and professionals from introductory to faculty levels.

An application is available on-line at www.profectum.org.



www.profectum.org