



The Interdisciplinary Council on
Developmental and Learning Disorders

13TH ANNUAL INTERNATIONAL CONFERENCE

Autism Spectrum Disorders: What Works and Why?

Developmental, Interdisciplinary, and Comprehensive Interventions for
Children with Autism and Other Special Needs

November 6, 7, and 8, 2009

*Exciting
New Location*

Hyatt Regency Bethesda, Maryland
(Washington, DC Metro Area)

NEW HOURS!

Conference Begins 1:00 pm, Friday, November 6
Conference Concludes 12 Noon on Sunday, November 8

PLUS: Pre- and Post-Conference Workshops

Featuring Panels on

Developmental Interventions for Children with ASD: Evidence of Their Success

With presentations by Stanley Greenspan, M.D.; Sally Rogers, Ph.D.;
Stuart Shanker, D. Phil.; Amy Wetherby, Ph.D.; and Devin Casenhiser, Ph.D.

Medical and Neurological Concerns that Interfere with Learning: How to Help Children with ASD and Other Special Needs

With presentations by Ricki Robinson, M.D., M.P.H.; Nancy Minshew, M.D.;
Anil Darbari, M.D.; Susan Swedo, M.D.; and Diane Williams, Ph.D., CCC-SLP

Transforming Our Educational Institutions: A New Philosophy for the Future

With presentations by Serena Wieder, Ph.D.; Morton Gernsbacher, Ph.D.;
Stanley Greenspan, M.D.; and Harry Wachs, O.D.

Pre-Conference Workshops, 10:00 am–12 Noon, Friday morning, November 6

Post-Conference Workshops, 1:00–3:00 pm, Sunday afternoon, November 8

(See details inside.)

Choice of Saturday afternoon Concurrent Seminars ■ (See complete list inside.)

Preliminary Conference Program

Autism Spectrum Disorders: What Works and Why?

Developmental, Interdisciplinary, and Comprehensive Interventions for Children with Autism and Other Special Needs

Conference at a Glance

	Friday, Nov. 6	Saturday, Nov. 7	Sunday, Nov. 8		
8:00 am	Registration Opens	8:00 am–12:30 pm Plenary Panel Medical and Neurological Concerns that Interfere with Learning: How to Help Children with ASD and Other Special Needs See page 3	8:00 am–12 Noon Plenary Panel Transforming Our Educational Institutions: A New Philosophy for the Future See page 3		
8:30					
9:00					
9:30					
10:00					
10:30					
11:00	10:00 am–12 Noon Pre-Conference Workshops (additional fee) See page 4	See page 3	Conference Concludes		
11:30					
12:00 Noon					
12:30 pm					
1:00				12:30–1:45 pm Lunch Break	1:00–3:00 pm Post-Conference Workshops (additional fee) See page 4
1:15					
1:30					
1:45					
2:00					
2:15					
2:30	1:15–6:00 pm Plenary Panel Developmental Interventions for Children with ASD: Evidence of Their Success See this page	1:45–2:45 pm Continuation of Morning Plenary Panel See page 3			
2:45					
3:00					
3:15					
3:30					
3:45					
4:00	3:00–5:30 pm Concurrent Seminars How, What, Why and When: From Theory and Research to Practical Applications See page 3				
4:15					
4:30					
4:45					
5:00					
5:30					
6:00					

FRIDAY, NOVEMBER 6, 2009

8:00 am

Registration Opens

10:00 am–12 Noon

Pre-Conference Workshops
(see complete list on page 4)

1:00–1:15 am

Welcome and first presentation of the annual ICDL PIONEER AWARD for contribution to the field of infant mental health and developmental disorders.

Stanley I. Greenspan, M.D., Chair, ICDL

1:15–6:00 pm

PLENARY PANEL

Developmental Interventions for Children with ASD: Evidence of Their Success

What Makes an Intervention Work?

Stanley Greenspan, M.D., Clinical Professor of Psychiatry, Behavioral Science and Pediatrics, George Washington University

The Early Start Denver Model: Outcomes for Toddlers and Families

Sally Rogers, M.D., Professor of Psychiatry and Behavioral Sciences, the M.I.N.D. Institute, University of California Davis, Medical Center

Early Social Interaction Project:

Implementing the SCERTS Model for Toddlers with Autism Spectrum Disorders in Everyday Activities

Amy Wetherby, Ph.D., CCC-SLP, Professor of Clinical Sciences, College of Medicine, L.L. Schendel Professor of Communication Disorders, Florida State University, Tallahassee, FL

New Outcome Research on How DIR®/Floortime™ Changes Social Interaction and Brain Functioning

Stuart Shanker, D. Phil., Professor of Philosophy and Psychology, York University and Devin Casenhiser, Ph.D., Head of Research, Milton and Ethel Harris Research Initiative, York University

Continuing Education (CEUs)

All participants will receive a Certificate of Attendance documenting 17 hours of participation for the conference and 2 hours for each workshop attended. For information on CEUs for your profession, visit www.icdl.com or call 301-656-2667.

Learning Objectives

At the conclusion of the conference, participants will be able to

1. Explain the critical factors of effective interventions for children with Autism Spectrum Disorder (ASD).
2. Describe different types of developmental interventions for children with ASD and their level of efficacy.
3. Cite medical concerns that can interfere with learning in children with ASD.
4. Describe medical approaches that can help children with ASD who present perseverative behaviors and/or gastrointestinal problems.
5. Associate neuroscience findings with language development in children with ASD.
6. Formulate recommendations to improve the educational outcomes for children with ASD and other special needs.
7. Discuss issues of acceptance and quality of life for children, adolescents and adults with disabilities.

All conference and workshop handouts will be posted on the ICDL website. Your registration confirmation will contain a link to view and print the handouts.

SATURDAY, NOVEMBER 7, 2009

8:00–12:30 pm

PLENARY PANEL

Medical and Neurological Concerns that Interfere with Learning: How to Help Children with ASD and Other Special Needs

Welcome and Introduction of Panel

Ricki Robinson, M.D., M.P.H., Clinical Professor of Pediatrics, Keck School of Medicine, University of Southern California

The Details Are In the Connections: Deciphering Heterogeneity in ASD

Nancy Minshew, M.D., Professor of Psychiatry and Neurology, University of Pittsburgh and Principal Investigator and Director, NIH Autism Center of Excellence

Repetitive Behaviors and Fixated Interests: How Much is OCD? What is the role of PANDAS? (Pediatric Autoimmune Disorders Associated with Streptococcal Infections)

Susan Swedo, M.D., Chief, Pediatrics and Developmental Neuropsychiatry Branch, National Institute of Mental Health

Gastrointestinal and Feeding Issues in Children with ASD

Anil Darbari, M.D., Medical Director, Pediatric Gastroenterology/Nutrition and Feeding Disorders Program, Kennedy Krieger Institute and Assistant Professor, Pediatric Gastroenterology and Nutrition, Johns Hopkins University

Ask the Doctor: An opportunity to present medical challenges in your patients with ASD to **Drs. Robinson, Minshew, Swedo, Darbari and Williams.**

12:30–1:45 pm

Lunch Break

1:45–2:45 pm

Continuation of Morning Plenary Panel

Developing Language in Children with Autism: Insights from Neuroscience

Diane Williams, Ph.D., CCC-SLP, Assistant Professor, Department of Speech-Language Pathology, Duquesne University.

3:00–5:30 pm

CONCURRENT SEMINARS

How, What, Why and When: From Theory and Research to Practical Applications

Note: Most seminars will be repeated twice, from 3:00 to 4:00 pm and from 4:30 to 5:30 pm. There will be a coffee break from 4:00 to 4:30 pm

Anxiety and Behaviors related to Sensory Integration and Sequencing Challenges

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

Developing Language in Children with Autism: Practical Application of Science to Intervention

Diane Williams, Ph.D., CCC-SLP, Assistant Professor, Department of Speech-Language Pathology, Duquesne University.

The Doctor is In! Bring your Questions

Ricki Robinson, M.D., M.P.H., Clinical Professor of Pediatrics, Keck School of Medicine, University of Southern California

Floortime All Day Long: Creating and Seizing Opportunities to Help your Child Interact and Think

Griff Doyle, Ph.D., Clinical Psychologist, Bethesda, MD

From Stress to Success in School: Principles and Strategies to Support Developmentally Based Education

Monica Osgood, Founder/Executive Director, Celebrate the Children, Wharton, NJ

Getting Ready for Adolescence: Emerging Sexuality and Autism

Lori Jeanne Peloquin, Ph.D., Clinical Psychologist, Rochester, NY

The Importance of Prosody in Our Work with Children

Lois Black, Ph.D., Associate Scientist, Center for Spoken Language and Understanding, Oregon Health and Science University

Mood and Self-Regulation Challenges: Aggression, Tantrums, and Learning

Ira Glovinsky, Ph.D., Clinical Psychologist, Ann Arbor, MI

Parenting, What Matters Most!

Barbara Kalmanson, Ph.D., Clinical Psychologist and Special Educator, San Francisco, CA and Dean, ICDL Graduate School

SUNDAY, NOVEMBER 8, 2009

8:00 am–12 Noon

PLENARY PANEL

Transforming Our Educational Institutions: A New Philosophy for the Future

Visual-Spatial Thinking: The Missing Piece in Education

Serena Wieder, Ph.D., Associate Chair, ICDL and Director, DIR Institute, Clinical Psychologist, Silver Spring, MD and **Harry Wachs, O.D.**, Founder, The Vision and Conceptual Development Center, Washington, DC

Acceptance of Disability: Lower Stress and Higher Quality of Life

Morton Gernsbacher, Ph.D., Vilas Research Professor & Sir Frederic Bartlett Professor, The University of Wisconsin-Madison

Overcoming the Big Mistake: Transforming Education for Children with ASD and Other Special Needs

Stanley Greenspan, M.D., Clinical Professor of Psychiatry, Behavioral Science and Pediatrics, George Washington University

12 Noon

Conference Concludes

1:00–3:00 pm

Post-Conference Workshops

See page 4 for a complete list.

**CONFERENCE
BOOK STORE**

provided by the
Special Needs Project will be open throughout the Conference offering the presenters' publications and a wide variety of material related to autism and developmental needs.



FRIDAY, NOVEMBER 6, 2009

10:00–12 noon

PRE-CONFERENCE WORKSHOPS

Bipolar Disorders: Is It or Isn't It?

This workshop will discuss our emerging understanding of bipolar disorder in children. We will discuss how bipolar disorder emerges and will differentiate bipolar disorder from other disorders of severe mood dysregulation.

Ira Glovinsky, Ph.D., Clinical Psychologist, Ann Arbor, MI

DIR®/Floortime™: How to Go for the Gleam in a Child's Eyes

This workshop will cover the basic principles of DIR/Floortime. Video vignettes will be used throughout to illustrate Floortime sessions at each of the functional emotional developmental levels. Children of different chronological ages will be seen in sessions with individuals, families and groups. We will discuss how to follow the child's natural interests to join the child in play, create a continuous flow of reciprocal interaction, and challenge the child to expand his interaction. Through case examples we will address how to use Floortime to increase a child's thinking and reasoning capacities.

Barbara Kalmanson, Ph.D., Clinical Psychologist and Special Educator, San Francisco, CA and Dean, ICDL Graduate School

Sensory Integration and Individual Differences: A Basic Understanding

Understanding the child's sensory profile is essential for all interactions and learning. This workshop will examine the sensory modulation continuum of sensory registration and response to stimuli and how it influences behavior, attention, impulse control, postural control, motor control, and functional skills. It will address motor planning, the core capacity necessary for sequencing interactions with people and objects, as well as for building bridges between ideas and abstract thought.

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

Understanding the Development and Derailment of Language Comprehension: Its Impact on Engaging, Relating and Communicating

The ability to comprehend non-linguistic and linguistic communication has its roots in the development of shared attention, shared meaning, and shared intentionality. Too often, the child's difficulties with comprehension are not recognized or prioritized during intervention. The atypical developmental pattern of production exceeding comprehension seen in some children with language challenges leads to further emphasis on the use of language rather than the understanding of language. In this workshop, we will revisit the developmental foundations for meaning and comprehension and illustrate what therapy might look like when these goals are focused on during playful interactions.

Sima Gerber, Ph.D. CCC, Professor of Communication Disorders, Queens College, CUNY

SUNDAY, NOVEMBER 8, 2009

1:00–3:00 pm

POST-CONFERENCE WORKSHOPS

Advanced Sensory and Motor Integration

Using case illustrations, this workshop will discuss the subtle impact of sensory, motor, and emotional patterns underlying challenges in relating and communicating including Autism Spectrum Disorder, Regulatory Disorder, ADHD, behavior problems and learning challenges. It will also give examples of how to use the FEAS (Functional Emotional Assessment Scale) to understand the child's sensory profile, guide treatment and provide parent coaching.

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

The Affect-Based Language Curriculum (ABLC): An Overview

This workshop will present an overview of the basic constructs of The Affect-Based Language Curriculum (ABLC). Participants will learn terminology and how to use this dynamic curriculum in home, school and therapy settings. The presenter will review the implementation process including administration of the Checklists, how to select Systematic Instruction and Applied Floortime™ goals. Videotapes will be used to illustrate the teaching points within individual and group settings.

Diane Lewis, MA/CCC-SLP, Director of Communication Enrichment Services in Bethesda, MD and co-author, with Stanley I. Greenspan, M.D. of the *Affect-Based Language Curriculum (ABLC)*

Coaching Parents to Learn Floortime™ from the Inside Out

This workshop will focus on the ins and outs of coaching parents. Parents want to experience themselves as creative players and effective care-givers. This happens when we help parents learn how to think about crafting Floortime play from the big ideas, rather than tell them what to do. We will look at vignettes from sessions and think together about how to make the best use of our coaching in the moment.

Barbara Kalmanson, Ph.D., Clinical Psychologist and Special Educator, San Francisco, CA and Dean, ICDL Graduate School

The Development of Visual-Spatial Knowledge and Functional Emotional Development

A visual-spatial cognitive and emotional profile adds to our understanding of how children with developmental and learning challenges think, feel and function. This workshop will guide participants in observational assessments and specific intervention strategies which provide the experiences necessary for emotional, symbolic and cognitive development related to deficits in visual-spatial knowledge. It will address the intersection between language, symbolic and emotional development and related anxieties.

Harry Wachs, O.D., Founder, The Vision and Conceptual Development Center, Washington, DC; **Serena Wieder, Ph.D.**, Associate Chair, ICDL and Director, DIR Institute, Clinical Psychologist, Silver Spring, MD; and **Mollie Straff**, Therapist, Vision and Conceptual Development Center, Washington, DC

DIR®-Based IEP Curriculum Goals for Early and Later Education

This workshop will provide a how-to approach for identifying DIR IEP Goals. The DIR-based IEP curriculum goal bank will be reviewed and its application illustrated through several case studies. The importance of data collection, accountability and outcome measurement in schools, and how this supports a child's maximum progress will be discussed. The last portion of the workshop will include an interactive exercise using the goal bank. Participants will practice identifying goals and taking data using video case examples.

Monica Osgood, Founder/Executive Director, Celebrate the Children, Wharton, NJ

ICDL 13th Annual Conference



Hotel & Travel

All Conference and Workshop Sessions will be held at the

Hyatt Regency Bethesda

One Bethesda Metro Center

7400 Wisconsin Avenue

Bethesda, Maryland, USA 20814

Tel: +1 301-657-1234 Fax: +1 301-657-6453

Reservations

A limited block of rooms are available at the conference rate of **\$109 single/double** (11/5 through 11/9) for registrants until **October 16**. When making your reservation, refer to **ICDL** to receive our special group rate. Reservations will be made on a space-available basis, so call early.

To reserve a room online, go to <http://www.bethesda.hyatt.com/groupbooking/betheplan2009>

To reserve by phone, call 800-233-1234 and mention **ICDL** to receive our group rate.

Directions/Transportation from Airports

The Hyatt Regency Bethesda sits on top of the Bethesda Metro Stop on the Red Line, in the heart of downtown Bethesda and just minutes from Washington, D.C. For more information on what to do in Bethesda and Washington, and for exact directions to the hotel, visit www.bethesda.hyatt.com or call 301-657-1234.

Distance from local airports to Hyatt Regency Bethesda:

Reagan National Airport (DCA)—12 miles

Dulles International (IAD)—24 miles

Thurgood Marshall Baltimore/Washington International Airport (BWI)—34 miles

Transportation Options:

• D.C. Metro

Hyatt Regency Bethesda sits on top of the Bethesda Metro Stop on the Red Line. Washington Reagan National Airport is also accessible via Metro. To plan your trip on either the Metro Rail or Bus System, go to www.wmata.com and click on trip planner.

• Taxis

\$45–\$55 from DCA (Reagan National Airport)

\$55–\$65 from IAD (Dulles International Airport)

\$65–\$75 from BWI (Baltimore Washington International Airport)

• Airport Shuttles

Super Shuttle, Phone: 1-800-Blue-Van

The Airport Shuttle, Phone: 1-800-776-0323

ICDL Books and Videos



To order the publications listed below and for a complete list of all the books and videos published by ICDL, visit www.icdl.com.

If you are taking the Pre-Conference Workshop on Bipolar Disorders, this book will be of interest to you!

Children and Babies with Mood Swings: New Insights for Parents and Professionals

By Stanley I. Greenspan, M.D.; Ira Glovinsky, Ph.D.; and Cindy Glovinsky

Addressing the challenges of living with a child whose moods are extreme and unpredictable, this book transcends traditional tendencies and diagnoses by discussing mood swings in terms of how they develop, instead of presenting the reader with the usual list of symptoms and treatments. The complex interplay between children's emotional states and the various developmental milestones that lie along the pathway to adulthood are described, offering hope to parents by giving them a whole new way of looking at an old problem that paradoxically seems to be increasing in modern times.

ICDL Member—\$20.50 ■ Non-Member—\$24.95

If you are taking the Post-Conference Workshop on the ABLC, the following book will interest you!

The Affect-Based Language Curriculum (ABLC) An Intensive Program for Families, Therapists and Teachers. 2nd Edition

By Stanley Greenspan, M.D. and Diane Lewis, M.A., CCC/SLP

An innovative approach to the development of language that integrates the affect based model of human development, developed by Stanley I. Greenspan, M.D. (the Floortime™ Model), with the development of receptive and expressive

language, imitation, pragmatics, and engagement. The curriculum incorporates the principles of Systematic Instruction and Applied Floortime as the primary teaching strategies. It also includes supplemental oral motor and augmentative communication techniques that support the development of language. The Second Edition includes updated and revised chapters as well as several new sections. It also includes a CD with all Checklists, Tracking Forms, Systematic Instruction Skills and Applied Floortime Activities in Microsoft Word format for easy application.

ICDL Member—\$47.50 ■ Non Member—\$52.50

Diagnostic Manual for Infancy and Early Childhood (ICDL-DMIC)

The first comprehensive, developmentally based classification system for neurodevelopmental (including autism spectrum), mental health, regulatory-sensory processing, and language disorders and learning challenges in the earliest years of life. The ICDL-DMIC opens a new era in our approach to infants, young children, and their families—an approach based on understanding developmental pathways and dynamic processes essential for modern diagnostic and treatment programs.

ICDL Member—\$27.50 ■ Non Member—\$29.50

If you are taking the Pre-Conference Workshop on DIR®/Floortime™, these videos will interest you!

Floortime DVD Training Series

Meant to supplement the child's work with professionals, the Floortime DVD Training Series shows parents how to use the Floortime approach to help their child relate and communicate. The

Floortime DVD Training series is available in three DVD sets. Each DVD set features interviews of Drs. Greenspan and Wieder; video of them working with individual children and their parents to demonstrate how to put Floortime principles into action; and a supplementary guide with transcripts, information about the Floortime approach and a parent questionnaire.

• *"The Basics: Relating and Communicating,"* shows parents how to interact with their child to support his development, from shared attention and engagement to interaction and more advanced communication.

• *"Sensory Regulation and Social Interaction,"* shows parents how to help a child overcome challenges of sensory regulation that interfere with his ability to relate and communicate, enabling him to reach higher developmental levels, including social interaction and pretend play.

• *"Symbolic and Logical Thinking,"* shows parents how to use pretend play to help their child create and connect ideas and to think logically.

Price per set:

ICDL Member—\$79.95 ■ Non-Member—\$88.95

COMING SOON NEW BOOKS FROM ICDL

By Stanley Greenspan, M.D.

Overcoming Anxiety, Depression and other Mental Health Disorders in Children and Adults: A New Roadmap for Families and Professionals

By Harry Wachs, O.D. and Serena Wieder, Ph.D.

Visual-Spatial Knowledge: The Foundation for Thought, Affect, Play and Education

The Interdisciplinary Council on Developmental and Learning Disorders



The Interdisciplinary Council on Developmental and Learning Disorders

Founded by Stanley Greenspan and Serena Wieder, the Interdisciplinary Council on Developmental and Learning Disorders (ICDL) has been a pioneer in its work to advance the identification, prevention, and treatment of developmental and learning disorders. For information on all the programs and activities of IC DL, visit our website, www.icdl.com.

Become a Member

For a small yearly fee (\$35 for parents and \$60 for professionals) you can JOIN IC DL NOW and take advantage of the reduced 2009 conference registration fees as well as all the benefits listed below. Join online at www.icdl.com or use the conference registration form to send in your membership dues.

Membership Benefits

- Discounted Conference Registration Fee
- Video lectures including
 - » Learning Tree, by Dr. Stanley Greenspan
 - » Look into My Eyes: A Floortime Parent Project
- Dr. Stanley Greenspan's **Web Radio Shows available as mp3 files**
- **Discounted prices on all IC DL Books and Videos**
- The **IC DL E-Library** including
 - » Journal of Developmental Processes articles
 - » Closing Circles, practical advice on different topics for parents and professionals
 - » Handouts from previous conferences
- **Interactive Online Forums for parents and professionals**

Becoming an IC DL member is easy.

- Join online at <http://www.icdl.com>
- Mail the conference registration form in this brochure (even if you are not attending) with your membership payment.

The IC DL Graduate School

PhD in Infant Mental Health and Developmental Disorders

The IC DL Graduate School offers *the first doctoral program in infant and early childhood mental health and developmental disorders.*

The first class entered in January 2008, and there are currently 79 enrolled students representing a variety of disciplines, interests and educational backgrounds, including mental health, education, occupational therapy and speech and language pathology. The curriculum is designed to integrate research and clinical contributions from all the relevant disciplines and prepares students to become leaders in the field, providing them a unified developmental and relationship-based approach to their work.



The Interdisciplinary Council on Developmental and Learning Disorders

This program is offered through an **innovative and interactive distance-learning format**. Students have the advantage of studying and viewing lectures on their own schedule. They participate in real time virtual interactive classroom discussions and reflective supervision, and have online access to study materials and videotaped clinical material.

We invite interested professionals with a strong interest in working with infants, young children and their families to learn more about this unique interdisciplinary program at www.icdl.com/GraduateSchool.shtml.



The Interdisciplinary Council on Developmental and Learning Disorders

The DIR Institute offers the only DIR Certificate or Floortime Diploma.

This competency based program is taught by the distinguished DIR faculty and includes attendance at intensive summer and/or regional educational programs.

For more information on the program and the 2010 dates, visit www.icdl.com.

DIR B Beginning Practitioners	DIR C Clinical Specialist and Educator Certificate Program	DIR A Administrators Program
For those beginning to integrate DIR practice into their disciplines who have completed introductory courses and want more in-depth training to expand their experience. This program prepares you for the DIR Clinical Specialist/Educator Certificate Program.	For experienced DIR clinicians and educators prepared to demonstrate competencies in DIR principles and practices in their existing disciplines. Includes assessment and intervention. Obtaining the Certificate can lead to consulting and trainer opportunities.	For administrators of DIR based educational services including birth to three, pre-school and school aged programs. This program can be attended simultaneously with the DIR B or DIR C programs for qualified candidates.

GLIMPSE is Seeking Submissions!

GLIMPSE showcases the unique perspective contained in the writings and artwork of individuals with a history of autism and other developmental and learning disorders. The 2008 issues of GLIMPSE are available online at www.icdl.com and for purchase in hardcopy and as note cards. We are currently seeking submissions for the 2009 issue. We are interested in poetry, essays, reflections, short stories, photography, and two-dimensional artwork on any subject, so that we may gain a GLIMPSE into the rich inner life of these individuals. We are seeking work from individuals of all ages.

Submission guidelines, editorial policy, and information about the editors can be found at www.icdl.com.

ICDL 13th Annual International Conference

Registration Form



If you cannot attend the conference, but would like to continue to receive our mailings, become a member or make a donation, please complete the name and address portion of this form and mail it to us, or visit www.icdl.com and click on 'stay connected.'

ICDL Conference: Nov. 6–8, 2009

To register online, visit www.icdl.com.

Last Name _____

First Name _____

Daytime Telephone (____) _____

Email address _____

Your registration confirmation will be sent to your email address.

Organization: _____

Address: _____

City _____ State _____ Zip _____

Country _____

How did you hear about this conference?

- an email
 a brochure in the mail: (4 letter code on the mailing label _____)
 an ad in a magazine or journal
 the ICDL website

I am attending this conference in my role as a (Check both, if applicable.)

- Professional Parent

Profession

- Education Pediatrics
 Music and/or Dance Therapy Psychiatry
 Occupational/Physical Therapy Psychology
 Nursing Speech/Language Pathology
 Neurology Social Work
 Other _____

- I speak Spanish and/or work with Spanish Speaking Families

Conference Registration Fee (check one)

	Early Bird Postmark by 10/23/09	Regular Postmark after 10/23/09
Conference—ICDL Member	\$290	\$340
Conference—Non Member	\$350	\$410
Workshop—ICDL Member	\$80	\$100
Workshop—Non Member	\$140	\$160

For information on group registration discounts, write groupdiscount@icdl.com or call 301-656-2667

CONFERENCE AND WORKSHOP HANDOUTS

Your registration confirmation will contain instructions on how to view and print the handouts.

Make all checks payable to the Interdisciplinary Council on Developmental and Learning Disorders (ICDL) and Mail to: 4938 Hampden Lane, Suite 800, Bethesda, MD 20814

We are not able to accept registrations by fax or phone, although messages and inquiries are welcome at 301-656-2667.

Confirmation: Your confirmation will be emailed to the address you provided above.

Cancellation Policy: Cancellations must be in writing and postmarked on or before November 1, 2009 to receive a full refund. Cancellations after that date are subject to a \$75 administrative charge. **NO CANCELLATIONS AFTER NOVEMBER 6, 2009.** Mail cancellations to ICDL, 4938 Hampden Lane, Suite 800, Bethesda, MD 20814.

I Am Registering For (check all that apply)

<input type="checkbox"/>	Conference, November 6–8, 2009	\$
Pre-Conference Workshop on Friday, Nov. 6 from 10 am-12 Noon Please note that if there is insufficient enrollment, workshops will be cancelled and registration fees refunded.		
<input type="checkbox"/>	1–Bipolar Disorders	\$
<input type="checkbox"/>	2–DIR®/Floortime™: How to Go for the Gleam	\$
<input type="checkbox"/>	3–Sensory Integration & Individual Differences	\$
<input type="checkbox"/>	4–Understanding the Development & Derailment of Language	\$
Post-Conference Workshop on Sunday, Nov. 8 from 1–3 pm Please note that if there is insufficient enrollment, workshops will be cancelled and registration fees refunded.		
<input type="checkbox"/>	5–Advanced Sensory & Motor Integration	\$
<input type="checkbox"/>	6–ABLC, An Overview	\$
<input type="checkbox"/>	7–Coaching Parents	\$
<input type="checkbox"/>	8–Development of Visual-Spatial Knowledge	\$
<input type="checkbox"/>	9–DIR®-Based IEP Curriculum Goals	\$
Membership Fee (per year)		
<input type="checkbox"/>	Professional—\$60	<input type="checkbox"/>
<input type="checkbox"/>	Parent—\$35	\$
Additional Tax Deductible Donation to Support:		
<input type="checkbox"/>	Distance Learning	\$
<input type="checkbox"/>	New Publications	\$
<input type="checkbox"/>	DIR Institute	\$
<input type="checkbox"/>	ICDL Graduate School	\$
<input type="checkbox"/>	Research	\$
<input type="checkbox"/>	Parent Scholarships	\$
SUBTOTALS: Conference Registration		\$
Workshop(s)		\$
Membership		\$
Tax Deductible Donations		\$
TOTAL ENCLOSED:		\$

Method of Payment

- Visa MasterCard Check (payable to ICDL)

Purchase order number: _____

Cardholder Name _____

Cardholder Signature _____

Card Number _____ Exp _____

Cardholder Address if different from address above:

**Interdisciplinary Council on
Developmental and Learning Disorders**
4938 Hampden Lane, Suite 800
Bethesda, Md 20814

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**Developmental, Interdisciplinary, and Comprehensive Interventions for
Children with Autism and Other Special Needs**

November 6, 7, and 8, 2009

*Exciting
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(Washington, DC Metro Area)**

Distinguished Faculty: Stanley Greenspan, M.D.; Serena Wieder, Ph.D.; Ricki Robinson, M.D., M.P.H.; Sally Rogers, M.D.; Amy Wetherby, Ph.D., CCC-SLP; Stuart Shanker, D. Phil; Devin Casenhiser, Ph.D.; Nancy Minshew, M.D.; Susan Swedo, M.D.; Anil Darbari, M.D.; Diane Williams, Ph.D., CCC-SLP; Morton Gernsbacher, Ph.D.; Harry Wachs, O.D.; Rosemary White, OTR/L; Griff Doyle, Ph.D.; Monica Osgood; Lois Black, Ph.D.; Ira Glovinsky, Ph.D.; Barbara Kalmanson, Ph.D.; Sima Gerber, Ph.D., CCC; Diane Lewis, MA/CCC-SLP; and Lori Jeanne Peloquin, Ph.D.

REGISTER ONLINE AT WWW.ICDL.COM