



**ONLINE EDITION OF THE 2011 ANNUAL CONFERENCE**

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# **THE DIRFLOORTIME APPROACH**

## **BRIDGING DEVELOPMENTAL DISABILITIES, LEARNING DIFFERENCES AND MENTAL HEALTH**

Interdisciplinary Council on Developmental  
and Learning Disorders (ICDL)  
[www.icdl.com](http://www.icdl.com)

### **Registration Dates**

Registration will remain open until February 20, 2012. You will have access to the conference video lectures until the conference closes on March 4, 2012.

### **Program Modules**

The Online Edition of the 2011 Annual Conference is divided into 9 modules, as described below. You may choose to attend as many modules as you like, and may add additional modules until registration closes on February 20.

### **Certificates of Attendance**

Certificates of attendance are available at the end of each module, upon completion of a brief online evaluation form.



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### **MODULE 1: APPROXIMATELY 4 HOURS LONG**

**\$100**

#### **CUTTING EDGE RESEARCH IN AUTISM SPECTRUM DISORDERS**

*Research is fundamental to our understanding of Autism Spectrum Disorders and informs the development of improved interventions. This panel will review research findings on the impact of social emotional interventions in early identification, eye tracking, broader intervention, and positive brain changes. Presentations will include a discussion of how advanced computing technologies can support better understanding of relationship-based interactions.*

- **OPENING: INTRODUCTION TO PLENARY PANEL From Cecilia Breinbauer, MD, MPH**
- **LECTURE 1: BUILDING HEALTHY MINDS, AN EPIC UNDERTAKING**  
**Stuart Shanker, D.Phil.**, Distinguished Research Professor of Philosophy and Psychology and Director, The Milton and Ethel Harris Research Initiative (MEHRI), York University
- **LECTURE 2: EARLY DIAGNOSTIC INDICATORS AND PREDICTORS OF OUTCOME IN AUTISM SPECTRUM DISORDERS.**  
**Ami Klin, Ph.D.**, Director, Marcus Autism Center, Children's Healthcare of Atlanta, Georgia Research Alliance Eminent Scholar, Professor & Chief, Division of Autism and Related Disorders, Department of Pediatrics, Emory University School of Medicine
- **LECTURE 3: PANEL Q AND A WITH Ami Klin Ph.D., Stuart Shanker, D.Phil. Josh Feder, MD** as the moderator
- **LECTURE 4: USING COMPUTING TECHNOLOGIES TO SUPPORT THE CHALLENGES OF AUTISM**  
**Gregory Abowd, D. Phil.**, Distinguished Professor, School of Interactive Computing, Georgia Institute. of Technology
- **LECTURE 5: CAPTURING THE GLEAM IN THE EYE: USING TECHNOLOGY DURING FLOORTIME TO MEASURE DIFFERENT EMOTIONAL STATES**  
**Ivan Riobo, MBA**
- **LECTURE 6: PANEL Q AND A WITH Gregory Abowd, D. Phil and Josh Feder, MD** as the moderator

### **MODULE 2: APPROXIMATELY 4.5 HOURS LONG**

**\$100**

#### **PROMOTING SOCIAL EMOTIONAL CAPACITIES IN THE COMMUNITY**

*This panel will focus on Training Models for Community-Wide Dissemination of DIRFloortime Services. Each presenter has developed and continues, through on-going outcomes research, to refine a model for training personnel to use the DIRFloortime paradigm, individualized to different and specific large organizations and communities. Four different training and consultation models will be presented. These models cover diverse communities both here and in Puerto Rico, oriented for underserved populations, educational systems, as well as smaller organizations. Common principles of dissemination will be discussed.*

- **OPENING: INTRODUCTION TO PLENARY PANEL From Cecilia Breinbauer, MD, MPH**
- **LECTURE 1: THE PLAY PROJECT**  
**Rick Solomon, M.D. MPH**, Medical Director, Ann Arbor Center for Developmental and Behavioral Pediatrics, and Director and Founder of The PLAY PROJECT
- **LECTURE 2: WHAT THE RESEARCH TELL US: EFFECTIVENESS OF SOCIAL COMMUNICATION-BASED INTERVENTIONS**  
**Devin Casenhiser, Ph.D.**, Head of Research, Milton & Ethel Harris Research initiative (MEHRI), York University and Professor, Department of Audiology and Speech Pathology, University of Tennessee
- **LECTURE 3: SPECIAL HEALTH COVERAGE FOR AUTISM SPECTRUM DISORDERS BASED ON DIRFLOORTIME**  
**Jose Cordero, M.D., MPH**, Dean, Graduate School of Public Health, University of Puerto Rico
- **LECTURE 4: ONE ATTEMPT TO BRING FLOORTIME TO SCALE IN COMMUNITY: INCORPORATING FLOORTIME INTO CHICAGO EARLY HEADSTART PROGRAM**  
**Molly Romer Witten, Ph.D.**, Psychologist and Director, Parent Child Workshop, Chicago, IL
- **LECTURE 5: PREVENTING AND ADDRESSING BULLYING TOWARDS CHILDREN WITH DISABILITIES IN PUBLIC SCHOOLS: IMPROVING NATIONAL AND STATE LEGISLATION**  
**Ari Ne'eman**, President, The Autistic Self-Advocacy Network

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- **LECTURE 6: PANEL Q AND A** WITH Rick Solomon, M.D. MPH, Devin Casenhiser, Ph.D., Jose Cordero and Molly Romer Witten, Ph.D. as the moderator

### **MODULE 3: APPROXIMATELY 4 HOURS LONG**

**\$100**

#### **LESSONS LEARNED FROM CHILDREN EXPOSED TO TRAUMA: IMPLICATIONS FOR LEARNING DIFFERENCES AND DEVELOPMENTAL DISABILITIES**

*Infants and children diagnosed on the autism spectrum, and those with learning and other developmental disorders, have unique neurosensory profiles that often lead to problems in self-regulation which may render them less available for engagement and communication. This panel will review the research and clinical practice surrounding the impact of trauma on children, and use this review as a lens through which the experiences of children with autism, and their families, can be understood and supported.*

- **OPENING: INTRODUCTION TO PLENARY PANEL** From Cecilia Breinbauer, MD, MPH
- **LECTURE 1: LESSONS LEARNED FROM CHILDREN EXPOSED TO TRAUMA: IMPLICATIONS FOR LEARNING DIFFERENCES AND DEVELOPMENTAL DISABILITIES**  
**Joy Osofsky, Ph.D.**, Barbara Lemann Professor, Departments of Pediatrics and Psychiatry, LSU Health Sciences Center
- **LECTURE 2: MAKING SENSE OF WHAT WE SEE AND WHAT WE EXPECT BUT DON'T SEE**  
**Barbara Kalmanson, Ph.D.**, Clinical Psychologist and Special Educator, San Francisco, CA and Academic Dean, ICDL Graduate School
- **LECTURE 3: INTERGENERATIONAL TRANSMISSION OF TRAUMA AND ANXIETY: RECOGNIZING AND ALLEVIATING TRIGGER PATTERNS**  
**Rebecca Shahmoon-Shanok, L.C.S.W., Ph.D.**, Director, Institute for Infants, Children & Families; Jewish Board of Family and Children's Services
- **LECTURE 4: MAPPING UNDERLYING DIMENSIONS OF TRAUMA AND AUTISTIC SPECTRUM DISORDERS USING THE NEURORELATIONAL FRAMEWORK (NRF)**  
**Connie Lillas, Ph.D., M.F.T., R.N.**, National Graduate Zero to Three Leadership Fellow
- **LECTURE 5: RESPONSE TO STRESS AND TRAUMA IN YOUNG CHILDREN WITH AUTISM: A NEUROBIOLOGICAL VULNERABILITY**  
**Charles Cartwright, M.D.**, Director of the Autism Center at the YAI Network
- **LECTURE 6: FUNCTIONAL EMOTIONAL DEVELOPMENT, THE NEUROSEQUENTIAL MODEL OF THERAPEUTICS AND LESSONS FROM TRAUMA: WHEN THE SUB-CORTEX HI-JACKS THE CORTEX.**  
**GERRY COSTA, Ph.D.**, Director and Senior Lecturer, Center for Autism and Early Childhood Mental Health, College of Education and Human Services, Montclair State University
- **LECTURE 7: PANEL Q AND A** WITH **Joy Osofsky, Ph.D.**, **Barbara Kalmanson, Ph.D.**, **Rebecca Shahmoon-Shanok, L.C.S.W., Ph.D.**, **Connie Lillas, Ph.D., M.F.T., R.N.** and **Gerry Costa Ph.D.** as the moderator

### **MODULE 4: APPROXIMATELY 9 HOURS LONG (1 ½ HOURS PER DISCUSSION SESSION)**

**\$100**

#### **DIRFLOORTIME DISCUSSIONS**

*Discussions of the application of the DIRFloortime Model to mental health and developmental challenges faced by children and adolescents.*

1. **LECTURE 1: ADHD AND AUTISM: CROSSOVER CONDITIONS AND COMPANION INTERVENTIONS IN THE DIRFLOORTIME MODEL**  
*ADHD and Autism are related conditions, genetically and in their symptoms. Both can be better understood and addressed in the DIR model. This session will describe how DIRFloortime principles are applied to these and other challenges*  
**Josh Feder, M.D.**, Clinical Assistant Professor at UCSD School of Medicine, Director, Department of Research, ICDL Graduate School
2. **LECTURE 2: USING DIR TO ADDRESS CHALLENGING BEHAVIOR FROM ADULTS WITH SEVERE DEVELOPMENTAL DIFFERENCES**  
*Many adults, with and without autism, have been labeled severely and profoundly intellectually disabled. Despite living in "care" settings that are replete with various support personnel, they can experience profound loneliness, trapped into dealing on their own with catastrophic emotions that impede relating and communicating while leading to expressions of protest that are called "problem behaviors". Adapted Floortime or "intentional interaction" can provide a way for people in this situation to connect with others and, over time, learn to modulate extreme emotions through co-regulation*



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**Gene Christian, M.S.**, Licensed Mental Health Counselor

**3. LECTURE 3: DIRFLOORTIME IN ASSESSING AND TREATING SELECTIVE MUTISM**

Given the complexity of Selective Mutism, it requires a comprehensive assessment and treatment framework, such as DIRFloortime, which addresses all facets of the disorder: social emotional development, individual differences, including speech and language, motor and sensory processing, and relationships with others at home, school and in the community

**Joleen Fernald, M.S., CCC-SLP**, Speech Language Pathologist, Dover, NH

**4. LECTURE 4: THE REBECCA SCHOOL – DIR ALL THE TIME**

The Rebecca School was created and administered under the supervision of the late Dr. Stanley Greenspan. This talk will address the complex issue of doing DIR "all day long", in the context of an educational environment with particular attention paid to Dr. Greenspan's input. Videotapes will be used for illustration.

**Gil Tippy, Psy.D.**, Clinical Director, The Rebecca School

**5. LECTURE 5: UNCOVERING THE NEURODEVELOPMENTAL MANIFESTATIONS OF LYME AND OTHER TICK-BORNE DISEASES IN CHILDREN**

Lyme disease is the fastest growing vector-borne infectious disease in the US and can cause a wide range of neurologic, cognitive, and psychiatric symptoms. There is emerging evidence suggesting that Lyme and other tick-borne infections can be transmitted in ways other than a tick bite, including congenitally. Lyme disease has been called the "great imitator" and should be considered in the differential diagnosis of rheumatologic and neurologic conditions, as well as any difficult-to-treat multi-system disorders, such as autism spectrum disorders (ASD). Current ASD research is looking at the interaction between environmental factors and genetics. Infectious disease, in particular *Borrelia* (Lyme), *Babesia*, *Mycoplasma*, *Chlamydia*, *Ehrlichia*, *XMRV* infections, and the subsequent immune reactions in both the mother and unborn child, is an important environmental consideration. Evidence supporting the relationship between tick-borne infections in the mother and child and ASD shall be reviewed. Neuropsychological manifestations of *Borrelia* infection, outside of ASD, will also be discussed, as will diagnostic and treatment considerations and case examples.

**Robert Bransfield, M.D., DFAPA**, Associate Director of Psychiatry and Chairman of Psychiatric Quality Assurance, Riverview Medical Center; and **Christina Lyons, M.S., OTR/L**, Pediatric Occupational Therapist

**6. LECTURE 6: WELCOMING PARENTS IN THE ROOM**

This session will outline principles for including parents in treatment which assist professionals in providing service with empathy and with an understanding of the vulnerability of the parents who need to bring their child to another for help. When professionals learn to discuss intervention plans and strategies from a perspective of supporting the child's and families' strengths, parents are less anxious, less defensive and more receptive to professional guidance. Similarly, when professionals are ready and available to be responsive to the questions, ideas, and worries of parents, they will be more prepared to engage parents in the therapeutic process, and empathic with the parents' concerns. Professionals will learn how to join with the parents in finding a common language to talk about the child and the therapeutic process, allowing the parent to take the lead in setting goals, thinking through the reasons for constrictions in development, and showing how they as parents can come to cherish and enjoy their relationship with their child.

**Barbara Kalmanson, Ph.D.**, Clinical Psychologist and Special Educator, San Francisco, CA and Academic Dean, ICDL Graduate School and **Rebecca Shahmoon-Shanok, L.C.S.W., Ph.D.**, Director, Institute for Infants, Children & Families; Jewish Board of Family and Children's Services

**MODULE 5: APPROXIMATELY 2 HOURS LONG**

**\$50**

**WORKSHOP: DEVELOPMENTAL APPROACH TO BEHAVIORAL PROBLEMS**

*This workshop will present practical strategies for helping a child during times of distress and will create plans so that a child develops the skills needed to avoid those moments of dysregulation. A structured approach for managing the moment will be described under the general headings of 1) attune, calm, and organize, 2) help, and 3) recover, review, repair, and rehearse. This progression uses the functional emotional developmental milestones, compacted into a short time frame for moments of intense distress. Individual differences and the unique dynamics of interactions are integrated into the DIRFloortime approach. The second part of the presentation focuses on creating a long-range plan for helping children practice*



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and master the needed underlying capacities to manage their emotions and behaviors as demanded by their environment. Goals for behaviors will be described in terms of developmental skills and in the context of relationships.

**Diane Cullinane, M.D.**, Developmental Pediatrician, Executive Director of Pasadena Child Development Associates, Pasadena, CA; Faculty, ICDL Southern California DIR Institute and Head, DIR/Floortime Coalition of California

### **MODULE 6: APPROXIMATELY 2 HOURS LONG**

**\$50**

#### **WORKSHOP: LEARNING TO PLAY AND PLAYING TO LEARN**

*Floortime is fun for the whole family and a great way to create meaningful learning experiences. This workshop will focus on how to bring the systematic developmental interventions of Floortime into family life and school life. Through video illustrations we will explain Floortime techniques with children at each developmental level. Special attention will be given to coaching parents to rediscover the pleasure of playfulness and the value of learning through experience. Participants will learn how to mobilize affect to harness attention and concentration, support initiation, and move children from sensory-motor play to symbolic play and abstract thinking.*

**Barbara Kalmanson, Ph.D.**, Clinical Psychologist and Special Educator, San Francisco, CA and Academic Dean, ICDL Graduate School and  
**Lorraine Ehlers-Flint, Ph.D.**, Clinical Psychologist, Mamaroneck, New York

### **MODULE 7: APPROXIMATELY 2 HOURS LONG**

**\$50**

#### **WORKSHOP: TALKING OR COMMUNICATING**

*This workshop invites participants from all disciplines to explore the developmental processes of the DIR Functional Developmental Capacities so as to understand communication development. Emphasis will be on developing an intervention plan based on our knowledge of the child's communication profile while being mindful of communicative intent, comprehension, and emotional thinking. Video examples will be used to support concepts and encourage audience discussion.*

**Sherri Cawn, M.A., CCC/SLP**, Speech-Language Pathologist, Northbrook, IL

### **MODULE 8: APPROXIMATELY 2 HOURS LONG**

**\$50**

#### **WORKSHOP: ADHD, BIPOLAR DISORDER AND ASPERGER'S DISORDER**

*This workshop will discuss the core similarities and differences in Bipolar Disorder, Attention Deficit Hyperactive Disorder and Asperger's Disorder. The core components of the development of each disorder will be reviewed and the application of DIRFloortime to their treatment will be discussed.*

**Ira Glovinsky, Ph.D.**, Clinical Psychologist, Ann Arbor, MI, and Associate Academic Dean, ICDL Graduate School

### **MODULE 9: APPROXIMATELY 2 HOURS LONG**

**\$50**

#### **WORKSHOP: SEVERE APRAXIA AND ITS IMPACT IN PLAY AND COMMUNICATION. THE MAGIC OF AFFECT, LOVE AND EMPATHY WHEN HELPING CHILDREN WITH SEVERE CHALLENGES**

*This workshop will illustrate how occupational and speech-language therapists collaborate to facilitate the development of play and communication skills for the child with ASD. The presenters will share successful strategies for dealing with the severe praxis that blocks the child's access to the ideation, motor-planning and initiation that are necessary for play and communication. If these base skills are addressed, then the child will look less self-absorbed, rigid, repetitive and severely developmentally delayed. By acknowledging the role of affect and its connection to motor-planning, the presenters will show how these children are more available to learn, play, communicate and enjoy their lives.*

**Diane Lewis, CCC-SLP**, Director, Children's Innovative Therapy Group and **Milagros Cordero, Ph.D., OTR/L**, ITTS for Children