



The Interdisciplinary Council on  
Developmental and Learning Disorders

12TH ANNUAL INTERNATIONAL CONFERENCE

## Redefining the Potential for Emotional and Social Functioning In Children with Autism and Special Needs

November 7, 8, and 9, 2008 ■ Hilton McLean, Tysons Corner, Virginia (Washington, DC Metro Area)

### Featuring Panels on

#### New Research on Social and Emotional Gains and Changes in Brain Functioning in Children with ASD

*Results from New Outcome Studies  
on the DIR®/Floortime™ Approach*



#### New Insights into Identifying and Treating Medical Conditions Associated with ASD



#### A Bioethical Approach to Overcoming Problems with Behavior and Aggression in the Education of Children with ASD

### Pre-conference Workshops

- Sensory Organization and the DIR® Model, taught by **Rosemary White, O.T.**
- Representing Cognition in DIR: Insights into Language Impairment and Visual Spatial Processing Challenges, taught by **Serena Wieder, Ph.D.**, **Sima Gerber, Ph.D.**, **CCC** and **Gilbert Foley, Ed.D.**
- Floortime™ for Novice Players, taught by **Barbara Kalmanson, Ph.D.** and **Molly Romer Witten, Ph.D.**
- The Affect-Based Language Curriculum (ABLC), taught by **Diane Lewis, M.A.**, **CCC/SLP**
- The DIR® and IEP Goal Bank, taught by **Monica Osgood** and **Lauren Blaszak** from **Celebrate the Children**
- Communication Through the DIR Lens: A Tool Kit of Ideas and Strategies, taught by **Sherri Cawn, M.A.**, **CCC-SLP** and **Cindy Harrison, M.Sc. Reg. CASLPO**
- Medication in the Treatment of Developmental and Learning Disorders, taught by **Josh Feder, M.D.**
- Using the DIR® Approach in Feeding Therapy, taught by **Diane Cullinane, M.D.**, **Patricia Novak, MPH, RD, CLE**, and **Karla Ausderau, MA, OTR/L**

See complete list and schedule inside.

### With Presentations by

**T. Berry Brazelton, M.D.**, Professor of Pediatrics, Emeritus, Harvard University Medical School, **Stanley Greenspan, M.D.**, Clinical Professor of Psychiatry, Behavioral Science and Pediatrics, George Washington University, **Richard Kelley, M.D.**, Professor of Pediatrics, Johns Hopkins University, **Beth Malow, M.D.**, Associate Professor of Neurology, Vanderbilt University, **Glenn McGee, Ph.D.**, Editor-in-Chief, The American Journal of Bioethics, **Ricki Robinson, M.D., MPH**, Clinical Professor of Pediatrics, Keck School of Medicine, USC, **Stuart Shanker, D. Phil.**, Professor of Philosophy and Psychology, York University, **Joshua Sparrow, M.D.**, Assistant Professor of Psychiatry, Harvard University Medical School, **Sarah Spence, M.D.**, National Institute of Mental Health, **Serena Wieder, Ph.D.**, Clinical Psychologist and CEO, ICIDL Graduate School, and others.

### A Choice of Afternoon Concurrent Seminars

- Beginning Floortime™
- Sensory Motor and Regulatory Treatment
- Integración Escolar y Problemas de Comportamiento. Aplicando el modelo DIR/Floortime en aulas escolares con niños de habla hispana.
- DIR® and Psychoanalysis
- Can You Outgrow the PDD Diagnosis?
- Understanding Aggression
- A DIR® Reflection on Siblings: The Other Children
- Children and Babies with Mood Swings
- Adolescents: Using the DIR® Model
- DIR® Programs for Middle and High School Students
- NIMH Clinical Protocols
- Greenspan Social Emotional Growth Chart
- DIR® and Advocacy
- And many more!

See inside for details and complete list.



ICDL Graduate School Accepting  
Applications for Third Class of New Ph.D.  
Program In Infant and Early Childhood  
Mental Health and Developmental Disorders

See Details Inside

# Preliminary Conference Program

## Continuing Our Successful New Format

As in past years we have organized this conference around morning **plenary sessions**, that bring together renowned speakers presenting the latest information on Autism Spectrum Disorders, and afternoon **concurrent seminars** on a wide range of topics. The seminars are organized around general themes that will help you tailor your choices to those areas that most interest you.

-  The DIR® Model and Intervention
-  Clinical Cases
-  Education
-  Research
-  Policy and Advocacy

Again this year, we will offer **pre-conference workshops on Thursday, November 6**. These workshops provide an opportunity to explore additional topics in depth with an extraordinary group of faculty. There is an additional fee for the pre-conference workshops and you are encouraged to register early as space is limited. See pages 9 and 10 for a complete list.

## Poster Sessions

### New Development in the DIR World

Featuring the innovative application of the DIR®/Floortime™ Model in the U.S. and internationally across a wide range of research, intervention and training programs.

*We invite you to apply to present your program.*

Details at [www.icdl.com](http://www.icdl.com).

## Conference at a Glance

	Thursday, Nov. 6	Friday, Nov. 7	Saturday, Nov. 8	Sunday, Nov. 9
7:00 am		Registration Opens	DIR® Institute Certificate Program Breakfast	Una Reunión Con Otros Compañeros De Habla Hispana
7:30				
8:00		Welcome & Presentation of Jennifer Doran Haan Scholarship		8:00–12:30 Concluding Plenary A Bioethical Approach to Overcoming Problems with Behavior and Aggression in the Education of Children with ASD
8:30				
9:00		8:30–12:30 Plenary Session New Research on Social Emotional Gains and Changes in Brain Functioning in Children with Autism and Special Needs	8:00–12:30 Plenary Session New Insights into Identifying and Treating Medical Conditions Associated with ASD	See page 9
9:30				
10:00				
10:30				
11:00		See page 3	See page 6	
11:30				
12:00 Noon	Registration Opens			12:30—Conference Concludes
12:30		12:30–2:00 Lunch Break	12:30–2:00 Lunch Break Parent Networking Lunch ICDL Graduate School Info Session	
1:00				
1:30		International Networking Lunch		
2:00	1:30–4:30 pm Pre-Conference Workshops (additional fee)	2:00–3:30 Concurrent Seminars	2:00–3:30 Concurrent Seminars	
2:30		See pages 3–4	See pages 6–7	
3:00	See page 9			
3:30		3:30–4:00—Poster Sessions	3:30–4:00—Poster Sessions	
4:00				
4:30	Dinner Break	4:00–5:30 Concurrent Seminars	4:00–5:30 Concurrent Seminars	
5:00		See pages 3–5	See pages 6–7	
5:30				
6:00	5:30–8:30 pm Pre-Conference Workshops (additional fee)			
6:30				
7:00	See page 9			
7:30				
8:00				
8:30				

## New Research on Social and Emotional Gains and Changes in Brain Functioning in Children With ASD

### Results From New Outcome Studies on the DIR®/Floortime™ Approach

7:00 am

#### Registration Opens

Registration will also be open during workshop hours on Thursday.

8:00–8:30 am

#### Welcome and Presentation of the Jen Haan Parent Training Scholarship

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

8:30–9:15 am

#### The DIR®/Floortime™ Approach, Emotional and Social Gains and Changes in Brain Functioning in Children with ASD and Other Special Needs: The Why and the How

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

9:15–10:00 am

#### Pathways to Mental Health and Autism; New Studies on Brain Behavior and Relationships

Stuart Shanker, D. Phil., Professor of Philosophy and Psychology, York University

10:00–10:30 am

#### Morning Break

10:30–11:30 am

#### DIR®/Floortime™ Treatment and Outcome Study

Devin Casenhiser, Ph.D., Head of Research, Milton and Ethel Harris Research Initiative (MEHRI), York University, and Gil Tippy, Psy.D., Clinical Director, The Rebecca School, Brooklyn, NY

11:30 am–12:30 pm

#### Changes in Brain Functioning in Autism with Intensive DIR®/Floortime™ Therapy: Preliminary Results

Jim Stieben, Ph.D., Senior Research Scientist, Milton and Ethel Harris Research Initiative (MEHRI), York University

12:30–2:00 pm

#### Lunch on Your Own

#### International Networking Lunch

Join participants from outside the U.S. for an informal opportunity to network with other professionals from your country and region.

2:00–3:30 pm

#### Concurrent Seminars

Attend the session that most interests you.

#### Autism The Musical (Video)






**AUTISM: THE MUSICAL** is the story of one woman's optimistic pledge to lead a group of autistic children in defying diagnosed expectations by writing, rehearsing and performing their own full-length musical. Following five Los Angeles children over the course of six months, director Tricia Regan captures the struggles and triumphs of their family lives and observes how this musical production gives these performers a comfort zone in which they can explore their creative sides.

(*Autism the Musical* will be shown again on Saturday afternoon)

#### Beginning Floortime™ Part One: Fostering Early Stages of Engagement and Purposeful Communication

This session is for parents, professionals, educators and school aides beginning to use the DIR®/Floortime™ model with children with regulatory and developmental challenges in home programs, schools or in private practice. It will illustrate how to encourage affect-based developmentally appropriate interactions for children with various sensory and developmental profiles, maintain a continuous flow of interactions, open and close circles of communication, encourage initiative, shared attention and engagement, as well as purposeful behavior and problem solving. These capacities are the foundation for higher level symbolic play and abstract thinking. Typical Floortime™ challenges will be addressed in the context of "stuck" moments when dealing with avoidance, frustration, tantrums, aggression, fears and anxiety. Video clips will be used to illustrate parent-child interactions, therapist-child interactions, and parent coaching.

Lisa deFaria, MSW, LCSW, BCD, Clinical Social Worker, Scotts Valley and Monterey, CA and Rebecca Shahmoon Shanok, LCSW, Ph.D., Director, Institute for Infants, Children and Families, Jewish Board of Family and Children's Services, NY, NY

-  The DIR® Model and Intervention
-  Clinical Cases
-  Education
-  Research
-  Policy and Advocacy

#### DIR® and Advocacy

This seminar will address the role of a DIR® advocate, including parents, educators, therapists and professionals and how to effectively communicate and advocate for children with special needs based on their individualized needs. It will also focus on the challenges in implementing DIR® in the schools, including how to introduce the concept of bringing DIR® into the program, how is this methodology educationally relevant, how sensory needs of the child relate to behavioral concerns, how to write goals that will be measurable and acceptable to the school, how to demonstrate that DIR® is different than what is done in schools today (educators often say they are already doing DIR®), and how to advocate for ongoing training and support. Potential strategies, supported by Department of Education guidelines, as well as the NY and NJ Autism Program Quality Indicators, will be discussed.

Cheryl Martinez, Founder and Director, CCF Parent Advocacy and Consulting, LLC, Hazlet, NJ, and Michele Havens, Ed.D., DIR Director, Imagine Academy, Brooklyn, NY and Educational Consultant and Parent Advocate in private practice.

#### The DIR® OT Addressing Anxiety

Anxiety—What are the underlying factors in the child's individual profile that contribute to anxiety, how it manifests itself in the child's behavioral responses and how does a DIR® OT Clinician address this from the DIR perspective?

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

#### DIR® Programs for Middle and High School Students

This program will illustrate private and public school programs for older children and will focus on how to support students to regulate, communicate and think in school settings. Challenges in older children, such as anxiety and behavioral issues, will be discussed. Specific developmental and academic strategies that encourage students to use a wide range of capacities will be illustrated through video with specific emphasis on how to develop educational curriculums which "work" and also meet standards. Practical strategies, approaches, and hands on motivating lesson ideas that illustrate how to effectively implement the DIR® model into a middle and high school curriculum will be presented.

Monica Osgood, Founder/Executive Director, and Karen McDowell, Head Teacher, Celebrate the Children, Wharton, NJ

**Concurrent Seminars (continued)**

- 👤 The DIR® Model and Intervention
- + Clinical Cases
- 🎓 Education
- 🔍 Research
- 🗣️ Policy and Advocacy

2:00–3:30 pm

**Concurrent Seminars (continued)**

👤 **Greenspan Social-Emotional Growth Chart: A Screening Questionnaire for Infants and Young Children**

This session will introduce participants to the Greenspan Social-Emotional Growth Chart, a norm-referenced screening of key social-emotional milestones in infants and children from birth to 42 months of age. The short, 35-item Questionnaire, is designed to be completed by parents or caregivers in less than 10 minutes. Presenters will explain the psychometric properties of the instrument, how it is administered, how to score and interpret the results, and discuss possible uses of the screening in primary care and early education settings, as well as in research opportunities.

**Cecilia Breinbauer, M.D., M.P.H.**, Child Psychiatrist, Managing Director, ICDL Graduate School, and **Devin Casenhiser, Ph.D.**, Head of Research, Milton and Ethel Harris Research Initiative (MEHRI), York University, Toronto, ON

👤 **Individual Differences in the Application of Language Intervention Strategies: When To Do What With Whom**

Specific language issues which will be covered include promoting shared attention, affective engagement, and reciprocity; developing intentionality; improving language comprehension; addressing scripting, facilitating higher level pragmatic skills. Videotapes will be used to illustrate language intervention strategies.

**Sima Gerber, Ph.D.**, Professor of Communication Disorders, Queens College, CUNY, and **Michele Ricamato, M.A., CCC/SLP**, Speech Language Pathologist, Chicago, IL

👤 **Understanding Aggression from a DIR® Perspective**

*(Note, this Seminar is 3 hours long and will continue after the break.)*

Aggressive behaviors are challenging and may be easily misunderstood. In this seminar, we will describe how children learn to experience, manage and express their aggressive feelings as they master the functional developmental milestones. Through richly co-regulated and engaged relationships with caregivers, a child's aggressive impulses become the healthy assertive part of the personality that leads to mastery of the environment and growth in many areas of development. Individual differences in sensory processing, modulation and communication may compromise this process. Using case illustrations, the seminar will demonstrate how DIR® interventions help children enter into the relationships required to regulate aggression and develop the creative, symbolic and logical expressions of aggression. We will also discuss how to support impulsive and aggressive children who have not yet mastered the functional developmental levels.

**Stephanie Pass, Ph.D.**, Psychologist, San Francisco, CA, **Diane Selinger, Ph.D.**, Psychology, Glenview, IL, and **Ira Glovinsky, Ph.D.**, Clinical Psychologist, Ann Arbor, MI

3:30–4:00 pm

**Afternoon Break**

**Poster Sessions: New Developments in the DIR World!**

Featuring new and innovative applications of the DIR®/Floortime™ Model in the U.S. and internationally in research, intervention and training programs.

*For information on how you can apply to present your program, visit [www.icdl.com](http://www.icdl.com).*

4:00–5:30 pm

**Concurrent Seminars**

*Attend the session that most interests you.*

👤 **Adolescents: Using the DIR® Model to Reclaim Capacities and Develop Potential**

The Community School in Atlanta, Georgia is a secondary school program for adolescents with autistic spectrum disorders. The school was recently featured in the New York Times Sunday Magazine. This presentation describes the experience of two very different students at the school: their profiles, the school's approach to intervention and education, and the changes that occurred for the students as a result of the program.

**Dave Nelson, LPC**, Director, The Community School, Atlanta, GA

👤 **Beginning Floortime™ Part Two: The Heart of DIR® and Floortime™; Child, Parent and Relationship Development**

This seminar will delve deeper into the DIR®/Floortime™ Model, exploring the model's centerpiece: relationship development. Relationship capacity is both a heartfelt drive, as well as the organizing agent of development which promotes growth in children and in their parents. Videotaped examples of children at each of the 6 developmental stages, the influence of individual constitutional differences and a focus on how parents themselves develop will culminate with a spotlight on development of the dyad. The session will take up the queries: For providers: How can I understand and reach parents and children as a relational unit so that both thrive? For parents: Can I embrace the power of my relationship with my child as the primary activating agent to promote her/ his growth? And for all: How do we maximize our interactions with this child to nurture relational-capacity and stimulate social-emotional-communicative-cognitive development? This seminar welcomes parents and professionals.

**Rebecca Shahmoon Shanok, LCSW, Ph.D.**, Director, Institute for Infants, Children and Families, Jewish Board of Family and Children's Services, NY, NY and **Lisa deFaria, MSW, LCSW, BCD**, Clinical Social Worker, Scotts Valley and Monterey, CA

## Concurrent Seminars (continued)

- 👤 The DIR® Model and Intervention
- ✚ Clinical Cases
- 🎓 Education
- 🔍 Research
- 🗑️ Policy and Advocacy

### ✚ Early Intervention: A Case Study

An occupational therapist presents a case study of a child seen through an early intervention program from age 8 months to age three and again at a follow-up visit at age 5. The baby under discussion has two older brothers on the autism spectrum and showed early symptoms suggestive of developing autism. Significant family issues clouded the course of treatment. The case study follows the clinical reasoning and self-reflective process of the unfolding occupational therapy treatment.

**Beth Osten, M.S., OTR/L**, Director, Beth Osten and Associates, Skokie, IL and **Barbara Kalmanson, Ph.D.**, Clinical Psychologist and Special Educator, San Francisco, CA and Dean, ICDL Graduate School

### 👤 Bench to Trench: Research Support for the DIR® Model

This seminar will cover a variety of areas in neuroscience, from animal and human evidence showing that relationships can influence the outcome of genetic predisposition, to mathematical, neurophysiological, and clinical work underlying the central role of emotional engagement.

**Josh Feder, M.D.**, Child and Family Psychiatrist, Solana Beach, CA

### 👤 Integración Escolar y Problemas de Comportamiento. Aplicando el modelo DIR®/Floortime en aulas escolares con niños de habla hispana.

Este seminario abordará los desafíos que niños con necesidades especiales enfrentan al integrarse a una sala de clases y revisará estrategias efectivas para abordar problemas de comportamiento. El seminario estará dirigido a todos quienes estén vinculados a niños con necesidades especiales asistiendo al colegio, incluyendo profesores, otros profesionales del equipo de intervención y padres. Las presentadoras abordarán las realidades de inclusión en países de habla hispana así como los desafíos culturales en las salas de clases con niños latinos en Estados Unidos. Propuestas efectivas de evaluación e intervención para la educación escolar serán analizadas desde el marco conceptual del modelo DIR®/Floortime.

### *School Inclusion and Behavioral Problems. Applying the DIR®/Floortime™ Model in Classroom Settings (A Seminar for Spanish Speakers)*

This seminar will discuss the challenges that *children with special needs face when included in mainstream classrooms and will review effective strategies to approach behavioral problems in this setting. The presenters will address the reality of inclusion in Spanish speaking countries as well as the cultural challenges in classroom settings where Spanish speaking children are included in the US. They will also describe effective evaluation and intervention strategies based on the DIR®/Floortime™ Model or conceptual framework.*

**Cecelia Breinbauer, M.D., MPH**, Child Psychiatrist and Managing Director, ICDL Graduate School and **Milagros Cordero, Ed.D., OTR/L**, Executive Director, ITT's for Children, Atlanta, GA

### ✚ It Takes a Village to Hold a Family

This case discussion will examine the experience of a non-mental health professional trying to support a child's development in the midst of a raging custody battle and a mother found unfit to care for her child. The case highlights supporting team development and working with parents who have mental health challenges.

**Michele Ricamoto, M.A., CCC/SLP**, Speech Language Pathologist, Chicago, IL and **Ruby Moyé Salazar, LCSW, BCD**, Clinical Social Worker, Salazar Associates, Clarks Summit, PA

### The Miracle Project

A presentation about "The Miracle Project" a *theatre and film arts program for children with special needs and their typically developing siblings and peers*, and how to initiate a musical/drama program for ASD kids in your community. The presenter will also share her experience with **Autism the Musical**.

**Elaine Hall**, Founder and Director of the Miracle Project

### 🔍 Prosody in Autism Spectrum Disorders: Its' Importance for Our Work With Children

A presentation of current, ongoing research on expressive and receptive prosody in autism. This session will describe what "prosody" is and raise awareness of the role and difficulties that children on the spectrum have in understanding others' prosody and expressing themselves with appropriate prosody. Implications for DIR® intervention will be discussed.

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

### 👤 Understanding Aggression from a DIR® Perspective

(Note: This is part 2 of this Seminar.)



### Conference Book Store

The **Special Need Project** book store will be open during workshop and conference hours and will have a large selection of books by conference faculty as well as other publications related to the conference topics.

### Continuing Education (CEUs)

YCS (Youth Consultation Service) is a co-sponsor of the 2008 ICDL Conference and an authorized provider of IACET CEUs. IACET, The International Association for Continuing Education and Training, is a non-profit association dedicated to quality continuing education and training programs. Many organizations accept the IACET CEU, including AOTA, ASHA, and NASW. For a complete list of organizations that accept the IACET CEU, visit [http://www.iacet.org/resources/accept\\_ceu.htm](http://www.iacet.org/resources/accept_ceu.htm).

There will be a \$25 processing fee for IACET CEUs. All conference attendees will receive a Certificate of Attendance free of charge.

7:00 am

### Registration Opens

7:00–8:00 am

### DIR® Institute Certificate Program Breakfast

An invitation for current DIR® Institute candidates to come to a reunion and an opportunity for others interested in DIR® intensive educational programs to attend. Join faculty, fellow professionals and Floortime™ practitioners to learn more about the Certificate Program.

8:00–8:15 am

### Introduction

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

8:15–9:15 am

### Mitochondrial Conditions Associated with Autism Spectrum Disorders

**Richard Kelley, M.D., Ph.D.**, Professor of Pediatrics, Johns Hopkins University

9:15–10:15 am

### Sleep Issues and ASD

**Beth Malow, M.D.**, Associate Professor of Neurology and Director, Vanderbilt Sleep Center

10:15–10:45 am

### Morning Break

10:45–11:45 am

### Seizure Disorders and Other Medical Conditions: NIMH Research Initiatives

**Sarah Spence, M.D., Ph.D.**, Staff Clinician, Pediatrics and Developmental Neuropsychiatry Branch, NIMH

11:45 am–12:30 pm

### Ask the Doctor

An opportunity to present medical challenges in your patients with autism spectrum disorders to Drs. Robinson, Kelley, Malow and Spence.

12:30–2:00 pm

### Lunch On Your Own

#### Parent Networking Lunch

Join other parents attending the ICDL conference for a networking lunch. An informal opportunity to meet other families from your region.

#### ICDL Graduate School Information Session

Graduate School Faculty will discuss the new Ph.D. program in Infant and Early Childhood Mental Health and Developmental Disorders.

2:00–3:30 pm

### Concurrent Seminars

*Attend the session that most interests you.*

#### Autism the Musical (Video)

**AUTISM: THE MUSICAL** is the story of one woman's optimistic pledge to lead a group of autistic children in defying diagnosed expectations by writing, rehearsing and performing their own full-length musical. Following five Los Angeles children over the course of six months, director Tricia Regan captures the struggles and triumphs of their family lives and observes how this musical production gives these performers a comfort zone in which they can explore their creative sides.

#### Can You Outgrow the PDD Diagnosis?

Pervasive Developmental Disorder, Not Otherwise Specified (PDD NOS) commonly becomes the diagnosis of choice when a small child shows pervasive delay across all domains of developmental process but still maintains sufficient relatedness and/or developmental momentum that the characteristics of a specific pervasive developmental disorder (such as typical autism, selective mutism, or other developmental delays) are not observed. This seminar will explore the characteristics of PDD-NOS when it is encountered in early development, and its possible course when comprehensive (DIR®) intervention occurs. We will discuss the theory behind the historic meaning of 'delay' and what practices and processes are necessary in order to understand these developmental delay issues as potentially resolvable.

**Gerry Costa, Ph.D.**, Director, YCS Institute for Infant and Preschool Mental Health, East Orange, NJ and **Molly Romer Witten, Ph.D.**, Clinical Psychologist, Chicago, IL

#### + Children and Babies with Mood Swings

This seminar will present very recent information on the earliest symptoms of mood disorders in preschool aged children. We will look at how mood disorders have been approached traditionally and then discuss variables that have not been reviewed in the literature. The session will focus on preschool depression and preschool bipolar disorder.

**Ira Glovinsky, Ph.D.**, Clinical Psychologist, Ann Arbor, MI, and Co-Author, with Stanley Greenspan, M.D. of the recently published, *Children and Babies with Mood Swings; New Insights for Parents and Professionals*

#### DIR®/Floortime™ All Day Long






This seminar will discuss how to apply the principles of Floortime™ to everyday living with the child with special needs and how to sensitize ourselves and our families to the countless ordinary and extraordinary situations that are potential "goldmines" for promoting regulation and attention, warm engagement, organization, problem solving, cause and effect, symbolic meaning and more while moving around town, working around the house, or buying gasoline or groceries. The group will interactively develop some guidelines and examples of these charged instances with which to heighten our awareness and assist parents to accrue this special "eye" and creative attitude.

**Milagros Cordero, Ed.D., OTR/L**, Executive Director, ITT's for Children, Atlanta, GA and **Griff Doyle, Ph.D.**, Clinical Psychologist, Bethesda, MD

#### + A DIR® Reflection on Siblings—The Other Children

Siblings are often forgotten in our work with children and families. In the hope of noticing and including the siblings, a long term model case of a sibling with a special needs brother will be presented. A typical sibling's developmental challenges and therapeutic intervention will be discussed from a DIR® perspective. Many of the issues related to siblings of special needs children will be included in this presentation, including the factors that hinder and contribute to a sibling's emotional development, given his growing up with a special needs child in the family.

**Diane Selinger, Ph.D.**, Psychologist, Glenview, IL and **Stephanie Pass, Ph.D.**, Psychologist, San Francisco, CA

-  The DIR® Model and Intervention
-  Clinical Cases
-  Education
-  Research
-  Policy and Advocacy

## Concurrent Seminars (continued)

- 👤 The DIR® Model and Intervention
- + Clinical Cases
- 🎓 Education
- 🔍 Research
- 🌐 Policy and Advocacy

### 🔍 Evaluating Outcomes: Challenges for the DIR® Clinician

This seminar will discuss the challenges of evaluating outcomes of DIR® Intervention for the DIR® clinician or educator offering services in clinics or schools including alternative research designs. A range of pre and post measurements related to DIR objectives will be described by the DIR® research panel including the FEAS, language samples and “dialogue analyses” that measure “reciprocity” or “circles of communication”, and related current research. How parents feel about the changes in their relationships and communication with their children, including tools to measure parent satisfaction and stress, will be suggested. Resources for further study and references will be provided.

**Lois Black, Ph.D.**, Associate Scientist, Center for Spoken Language Understanding, Oregon Health and Science University, **Devin Casenhiser, Ph.D.**, Head of Research, and **Sonia Mastrangelo**, MEHRI, York University, **Richard Solomon, M.D.**, Medical Director, Ann Arbor Center for Developmental and Behavioral Pediatrics, and **Serena Wieder, Ph.D.**, Clinical Psychologist and Director, DIR® Institute

### 🔍 NIMH Clinical Protocols

A continuation of the morning discussion with further information on National Institute of Mental Health (NIMH) clinical protocols as they relate to children with ASD.

**Sarah Spence, M.D.**, Staff Clinician, Pediatrics and Developmental Neuropsychiatry Branch, NIMH and **Ricki Robinson, M.D., MPH**, Clinical Professor of Pediatrics, Keck School of Medicine, University of Southern California

### 👤 Social and Interactive Groups

This seminar will help parents and professionals learn how to facilitate socialization among children with special needs. Adult facilitation in social and interactive groups encourages children to have developmentally appropriate interactions with peers. Social groups allow children to develop skills including sensory and emotional regulation, initiation and engagement with peers, assertiveness, complex social problem solving, compromising, symbolic play, and building bridges between logical ideas. Focus will be placed on learning to recognize the delicate balance of active facilitation versus passive facilitation, or when to be more involved and when to let the children problem-solve themselves. Using video clips and slides, this workshop will illustrate different tools and techniques for effective and positive adult facilitation in social groups.

**Tim Bleecker** and **Jake Greenspan**, Co-Directors, DIR Support Services, Bethesda, MD

### + Utilizing Principles of Motor Control to Support Relationships between an Infant and Mother within the DIR® Model

With only a one month window to help a baby with motor control challenges to organize and respond to a relationship with his pregnant mother, this therapist integrated different methods to develop his motor system to allow beautiful reciprocity and engagement to emerge.

**Lois Gold, OTR/L**, Occupational Therapist, Center for Pediatric Therapy, Miami, FL and **Barbara Kalmanson, Ph.D.**, Clinical Psychologist and Special Educator, San Francisco, CA and Dean, ICDL Graduate School

3:30–4:00 pm

#### Afternoon Break

### Poster Sessions: New Developments in the DIR World!

Featuring new and innovative applications of the DIR®/Floortime™ Model in the U.S. and internationally in research, intervention and training programs.

For information on how you can apply to present your program, visit [www.icdl.com](http://www.icdl.com).

4:00–5:30 pm

## Concurrent Seminars

Attend the session that most interests you.

### 👤 DIR® and Psychoanalysis

This seminar is for clinicians of various disciplines who encounter emotional-mental health challenges in families they work with. Historically, efforts to understand, conceptualize and help families have taken different perspectives and built upon each other as theory and practice evolved. This seminar will present clinical case material with faculty highlighting how traditional infant mental health and psychoanalysis would approach these challenges, and how DIR® differentiates these perspectives and organizes our understanding and work to optimize the development of children and parents together and understand our relationships with them.

DIR Institute Faculty: **Ron Balamuth, Ph.D.**, **Gerry Costa, Ph.D.**, **Gil Foley, Ed.D.**, **Barbara Kalmanson, Ph.D.**, **Molly Romer Witten, Ph.D.**, and **Serena Wieder, Ph.D.**

### + DIR® Therapeutic Interventions with Siblings: A Panel Discussion

This seminar will present the case of a sibling with a special needs brother and will emphasize promoting developmental growth in siblings using the DIR® model, based on what we have learned from our work with siblings over many years. The panel will include presentations on early intervention work with siblings during infancy, later therapeutic work with older siblings and their families and including siblings within DIR® treatment sessions.

**Diane Selinger, Ph.D.**, Psychologist, Glenview, IL, **Rosemary White, OTR/L**, Director, Pediatric Physical and Occupational Therapy Services, Seattle, WA, and **Sherry Cawn, M.A., CCC/SLP**, Speech Language Pathologist/Early Childhood Specialist, Northbrook, IL

### + Facilitating the Development of Oral-Motor/Speech Skills within the DIR® Framework

This seminar will provide specific information about how facilitating regulation and engagement inform the teaching of oral-motor/speech skills. Floortime will be discussed, as will other therapeutic interventions such as sensory integration, neurodevelopmental treatment, music, cranial sacral, horns, bubbles, stretches, the PROMPT and the *Kaufman Speech Praxis Test*. Demonstrations and videos will be used to illustrate the techniques.

**Diane Lewis, MA, CCC/SLP**, Director of Communication Enrichment Services, Bethesda, MD and **Bobbi Wade, MAT, CCC/SLP, SLP**, Alexandria, VA

### 🌐 Pennsylvania State Assessment Project

This seminar will provide participants an opportunity to enhance and learn skills in program development, staff training, community service shifts and policy changes. The panel will discuss the components of program development and policy shifts that lead to services providing developmental-relationship based care on local and state levels.

**Ruby Moyë Salazar, L.C.S.W., B.C.D.**, Clinical Social Worker, Salazar Associates, Clarks Summit, PA, **Bernard McBride**, Director of Behavioral Healthcare, Bucks County, PA and **Charlotte Collier, Ph.D.**, Clinical Lead, Pennsylvania State Assessment Project

# Preliminary Conference Program

SATURDAY, NOVEMBER 8

## Concurrent Seminars (continued)

- 👤 The DIR® Model and Intervention
- + Clinical Cases
- 📖 Education
- 🔍 Research
- 🏛️ Policy and Advocacy

### 👤 Picture Books and Floortime

Picture books enrich children's understanding about their world and their relationships within it. This presentation will consider some of the best picture books and discuss them from a developmental and psychodynamic perspective, looking closely at their themes and discussing their utility to children at different developmental levels.

**Stephanie Pass, Ph.D.**, Psychologist, San Francisco, CA and **Rebecca Shahmoon Shanok, LCSW, Ph.D.**, Director, Institute for Infants, Children and Families, Jewish Board of Family and Children's Services, NY, NY

### 👤 The PLAY Project

This session will include an overview of the PLAY Project Home Consultation model, a practical, parent training application of DIR®. It will also review the research evidence published in the May 2007 issue of *Autism*, a peer reviewed, scientific journal, in an article entitled, 'Pilot study of a parent training program for

*young children with autism: The PLAY Project Home Consultation program.'* (Vol 11(3) 205-224). A review of the scientific literature on social-pragmatic (i.e. play-based) interventions for young children with autism will also be presented.

**Richard Solomon, M.D.**, Medical Director, Ann Arbor Center for Developmental and Behavioral Pediatrics, Ann Arbor, MI

### 👤 Pulling the Pieces Together: Praxis, Learning and Frontal Lobe Function in Young Children with ASD and other Neurogenetic Disorders

Focusing on the intricate relationship between praxis, learning and frontal lobe function in infants and children with ASD and other neurogenetic disorders, this seminar will discuss how a common but unknown sex chromosome disorder reveals the very early signs of dyspraxia and frontal dysfunction as early as four months of age. This dysfunction can affect all domains of development and

recovery can be quite effective with targeted treatment and syndrome specific goals.

**Carole Samango-Sproue, Ed.D.**, Director, Neurodevelopmental Diagnostic Center for Young Children, Associate Clinical Professor in the Department of Pediatrics, George Washington University, Washington, DC and **Ricki Robinson, M.D., MPH**, Clinical Professor of Pediatrics, Keck School of Medicine, University of Southern California

### 👤 Sensory Motor and Regulatory Treatment

This presentation will explore and integrate current thinking about sensory processing, sensory reactivity, sensory modulation, and the intersection between regulation and motor planning with the DIR® model. Participants will be exposed to the concepts of self-regulation and co-regulation to help foster the 'fit' between the child and the adult.

**Milagros Cordero, Ed.D., OTR/L**, Executive Director, ITT's for Children, Atlanta, GA

# Preliminary Conference Program

SUNDAY, NOVEMBER 9

## A Bioethical Approach to Overcoming Problems with Behavior & Aggression in the Education of Children with ASD

### 7:00–8:00 am

#### Una Reunión Con Otros Compañeros De Habla Hispana O Quienes Trabajan Con Familias De Habla Hispana

*A Meeting for Spanish Speaking Participants and Those Who Work with Spanish Speaking Families*

Se le invita cordialmente a una reunión con otros compañeros de habla hispana a quienes trabajan con familias de habla hispana. Venga a compartir sus ideas de como seguir llevando el mensaje del Juego Circular a esta poblacion.

You are invited to a meeting for those who speak Spanish or work with families who are Spanish speaking. Join us to share your thoughts on how to continue to bring Floortime™ to Spanish speakers.

### 7:30 am

#### Registration Opens

### 8:00–8:45 am

#### A Bioethical Approach to Overcoming Problems with Aggression and Misbehavior in Schools

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

### 8:45–9:30 am

#### Symbolic Play: The Pathway to Supporting Emotional Capacities Related to Aggression and Anxiety

**Serena Wieder, Ph.D.**, Associate Chair and Director, DIR® Institute, ICDL, Clinical Psychologist, Silver Spring, MD

### 9:30 am–10:30 am

#### Ethical Issues in the Education of Children with Autism

**Glenn McGee, Ph.D.**, Editor-in-Chief, *The American Journal of Bioethics*, Co-Director, States & Bioethics Program, Rockefeller Institute of Government, SUNY, Clinical Associate Professor of Health Policy & Management, SUNY College of Public Health

### 10:30–11:00 am

#### Morning Break

### 11:00 am–12:00 Noon

#### Comprehensive Assessment as a Preventative Means of Reducing Behavioral Concerns in the Home, School and Community

**Ruby Moyè Salazar, L.C.S.W., B.C.D.**, Clinical Social Worker, Salazar Associates, Clarks Summit, PA, **Bernard McBride**, Director of Behavioral Healthcare, Bucks County, PA, and **John McGonigal, Ph.D.**, Assistant Professor of Psychiatry and Rehabilitation Science and Technology, University of Pittsburgh Medical Center, Program Director, Center for Autism and Developmental Disorders, Western Psychiatric Institute and Clinic

### 12:00 – 12:30 pm

#### Building Foundations for the Future: Reflections and Concluding Remarks

**T. Berry Brazelton, M.D.**, Professor of Pediatrics, Emeritus, and **Joshua Sparrow, M.D.**, Assistant Professor of Psychiatry, Harvard University Medical School

### 12:30 pm

#### Conference Concludes

## Pre-Conference Workshops

Workshop space is limited, so we encourage you to register early. You will receive an email confirmation of your workshop selections.

### Pre-Conference Workshops Thursday, November 6

**1:30–8:30 pm**  
(there will be a break for dinner)

#### 1–Floortime™ for Novice Players

This workshop is designed for parents, professional newcomers and others who work with children with regulatory and developmental challenges as school aides and in home programs. Affect-based approaches will illustrate how to encourage developmentally appropriate interactions for children with various sensory and developmental profiles, maintain a continuous flow of interactions, open and close circles of communication, encourage initiative, purposeful behavior, shared attention, engagement, problem solving, symbolic play and abstract thinking. Day to day behavior challenges will be addressed, including frustration, tantrums, aggression, fears and anxiety. Family based DIR™ intervention for early signs of developmental concerns as well as working with children and families moving into more abstract and representational thinking will be covered. Attention will be given to filling in gaps in developmental levels. Videos will be used to illustrate parent child interactions and parent coaching. This workshop will also integrate the impact on families as they come to grips with their children's challenges and how to support the reorganization and efforts of the family to implement effective intervention to build capacities for relating, communicating and thinking.

**Faculty:** **Barbara Kalmanson, Ph.D.**, Clinical Psychologist and Special Educator, San Francisco, CA and **Molly Romer Witten, Ph.D.**, Clinical Psychologist, Chicago, IL

To register for this Workshop, select **Floortime for Novice Players** on your Registration Form

**1:30–8:30 pm**  
(there will be a break for dinner)

#### 2–Sensory Organization and the Developmental, Individual Difference, Relationship-Based (DIR®) Model

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 building bridges between ideas and abstract thought. Using case illustrations, the workshop will highlight how to use the FEAS (Functional Emotional Assessment Scale) to understand the child's sensory profile, guide treatment and provide parent coaching.

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

To register for this Workshop, select **Sensory Organization** on your Registration Form

**1:30–4:30 pm**

#### 3–Communication Through the DIR® Lens: A “Tool Kit” of Ideas and Strategies

This workshop will explore the complex issues of communication as seen through the DIR® model. Particular emphasis will be placed on typical development, affect cueing, non-verbal gestures, receptive language and the “Red Flags and the “Tools” to address them. The need for modification of traditional language intervention strategies for children with challenges in affective development and varied sensory profiles will be illustrated through videotape presentations.

**Faculty:** **Sherri Cawn, M.A., CCC-SLP**, Speech-Language Pathologist/Early Childhood Specialist, Private Practice, Northbrook, IL, and **Cindy Harrison, M.Sc., Reg. CASLPO**, Speech-Language Pathologist, Private Practice, Ottawa, Ontario

To register for this Workshop, select **Communication Through the DIR® Lens** on your Registration Form

**1:30-4:30 pm**

#### 4–The DIR® and IEP Goal Bank

This workshop will illustrate how to identify and select specific DIR® educational goals for a range of children for use in school settings. This new goal bank will provide an important resource for educators and parents to articulate goals which support the scope, sequence and integration of DIR® capacities to establish the foundations for successful learning. These goals can be applied in regular and inclusion programs as well as in special education in public and private settings. The goals provide direction, benchmarks, and tools to support and ensure accountability among school personnel. Case studies will be used to demonstrate how to use IEP goals to represent the critical elements of comprehensive programs for children within the DIR® framework in various settings.

**Faculty:** **Monica Osgood**, Founder/Executive Director, and **Lauren Blaszak**, Founder/Director, Celebrate the Children, Wharton, NJ

To register for this Workshop, select **DIR® and IEP** on your Registration Form

**5:30–8:30 pm**

#### 5–The Affect-Based Language Curriculum (ABLC): An Intensive Program for Parents, Therapists and Teachers

In this workshop, the principles of The Affect-Based Language Curriculum (ABLC) will be discussed. Participants will learn the terminology and how to use this dynamic curriculum in home, school and therapy settings. The presenter will review implementation of the Checklists and how to select Systematic Instruction and Applied Floortime™ goals. Sensory-Motor, Oral Motor and Augmentative Communication activities to develop language will be reviewed. This will be an opportunity to learn about the innovations in the Second Edition which include Foundation Activities with Expanded Elicitations for every skill in all of the Levels and the accompanying Applied Floortime™ examples. The Second Edition has additional chapters on support groups and implementation of the ABLC within the school setting. Videotapes illustrate actual case studies in one to one settings, dyads and triads.

**Faculty:** **Diane Lewis, MA/CCC-SLP**, Director of Communication Enrichment Services in Bethesda, MD

To register for this Workshop, select **ABLC** on your Registration Form

**5:30–8:30 pm**

#### 6–DIR® Programs for Pre-School and Elementary Age Children

This workshop will outline pre-school and elementary age programs in private and public schools, focusing on building strong foundations for social and academic success: How does working on regulation, engagement, intentionality, problem solving, symbolic, emotional and abstract thinking support overall success? Specific developmental and academic strategies that encourage students to use a wide range of capacities will be illustrated through video. The workshop will also highlight how to organize the school day to meet the individual needs of each child, the criteria for readiness to learn in groups, how to balance child led and semi-structured activities, keeping the focus on relating and emotional thinking, applications in different school systems and the importance of including parents. Connecting DIR® work to state standards will be addressed and specific lesson plans shared. Additionally, the importance of ongoing staff training, reflective supervision and incentives in the school setting will be outlined.

**Faculty:** **Monica Osgood**, Founder/Executive Director, and **Lauren Blaszak**, Founder/Director, Celebrate the Children, Wharton, NJ

To register for this Workshop, select **DIR Programs for Pre-School and Elementary** on your Registration Form

**5:30–8:30 pm**

**7–Medication in the Treatment of Developmental and Learning Disorders**

This workshop will present an overview of the use of medication as part of a comprehensive treatment approach. Specific classes of medications and their use for specific target symptoms will be reviewed and a variety of clinical examples and profiles will be included.

**Faculty:** **Joshua Feder, M.D.**, Child and Family Psychiatry, Solana Beach, CA

To register for this Workshop, select **Medication** on your Registration Form

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

**5:30–8:30 pm**

**8–Representing Cognition in DIR®: Insights into Language Impairment and Visual Spatial Processing Challenges**

This presentation will examine the definition of cognition, which remains a fuzzy one, and dip into the long running debate regarding the relationship between language, visual spatial processing and cognition. The representation of cognition, which weaves itself throughout DIR, will be highlighted. An analysis of video clips will focus on the interface between cognition, language impairment and visual spatial challenges with attention to implications for DIR intervention.

**Faculty:** **Gilbert Foley, Ed.D.**, Associate Professor, Ferkauf Graduate School of Psychology, Yeshiva University, **Sima Gerber, Ph.D., CCC**, Professor of Communication Disorders, Queens College, CUNY, **Serena Wieder, Ph.D.**, Associate Chair, ICDL and Director, DIR® Institute, Clinical Psychologist, Silver Spring, MD

To register for this Workshop, select **Representing Cognition in DIR** on your Registration Form

**5:30–8:30 pm**

**9–Using the DIR® Approach in Feeding Therapy**

Feeding concerns are often multi-faceted, and may include oral-motor deficits, dysphagia, sensory processing challenges, GI, allergy and medical issues, nutritional and growth factors and primary or secondary challenges to behavioral interaction patterns. The DIR® approach provides a framework for integrating these multiple facets, while maintaining a focus on the core interaction between parent and child. This framework is useful for all of the various disciplines that may be involved in feeding therapy. This workshop will focus on how the DIR® framework can help to guide the therapeutic process for feeding.

**Faculty:** **Diane Cullinane, M.D.**, Developmental Pediatrician, Executive Director, **Patricia Novak, MPH, RD, CLE**, Pediatric Registered Dietitian and **Karla Ausderau, MA, OTR/L**, Occupational Therapist, Pasadena Child Development Associates, Inc., Pasadena, CA

To register for this Workshop, select **Using the DIR Approach in Feeding Therapy** on your Registration Form

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## **ICDL 12th Annual Conference**



### **Hotel & Travel**

**All Conference and Workshop Sessions will be held at the**

*Hilton McLean Tysons Corner  
7920 Jones Branch Drive  
McLean, Virginia 22102  
703-847-5000 (phone), 703-761-5100 (fax)*

**Reservations:** 703-761-5111 or [www.mclean.hilton.com](http://www.mclean.hilton.com) (Use the group code **ICD** when making your reservations online.)

The Hilton McLean is located in the heart of Tysons Corner, minutes from Washington, DC. The hotel provides complimentary transportation to the large neighboring malls.

**Reservations**

A limited block of rooms at the conference rate of \$122 single/double (Thursday, Friday, Saturday and Sunday nights, 11/6 through 11/9) or \$209 (Wednesday 11/5 and Monday, 11/10) has been set-aside for registrants until **October 16**. When making your reservation, refer to the Interdisciplinary Council on Developmental and Learning Disorders (ICDL) in order to get the special group rate. Reservations will be made on a space-available basis, so call early.

**Directions/Transportation from Airports**

The Hilton McLean Tysons Corner is located just off I-495, the Washington Beltway. The closest Metro stop is West Falls Church, on the Orange Line. It is 20 minutes from Washington Dulles and Washington Reagan National Airports and 45 minutes from Baltimore Washington International Airport. Detailed directions to the hotel are available from the hotel and at [www.hilton.com](http://www.hilton.com). Transportation from the airports to the hotel is available by taxi or from Super Shuttle van service. Super Shuttle vans can be found at ground transportation stands at each airport.

**GLIMPSE is Seeking Submissions!**

*GLIMPSE* is a new publication of ICDL that will showcase the unique perspective contained in the writings and artwork of individuals with a history of autism and other developmental and learning disorders. We are seeking 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](http://www.icdl.com).

# ICDL 12th Annual Conference

## 2008 Conference Faculty

**Carla Ausderau, MA, OTR/L**

Occupational Therapist, Pasadena Child Development Associates, Inc., CA

**Ron Balamuth, Ph.D.**

Clinical Psychologist, NY, NY

**Lois Black, Ph.D.**

Associate Scientist, Center for Spoken Language and Understanding, Oregon Health And Science University

**Lauren Blaszak**

Founder/ Director, Celebrate the Children, Wharton, NJ

**Tim Bleecker**

Co-Director, DIR Support Services, Bethesda, MD

**T. Berry Brazelton, M.D.**

Professor of Pediatrics, Emeritus, Harvard University Medical School

**Cecilia Breinbauer, M.D., MPH**

Child Psychiatrist, Potomac, MD, Managing Director, ICDL Graduate School

**Devin Casenhiser, Ph.D.**

Head of Research, Milton and Ethel Harris Research Initiative (MEHRI), York University

**Sherri Cawn, M.A., CCC-SLP**

Speech-Language Pathologist/Early Childhood Specialist, Northbrook, IL

**Charlotte Collier, Ph.D.**

Clinical Director, Pennsylvania State Assessment Project

**Milagros Cordero, Ed.D., OTR/L**

Executive Director, ITT's for Children, Atlanta, GA

**Gerry Costa, Ph.D.**

Director, YCS Institute for Infant and Preschool Mental Health, East Orange, NJ

**Diane Cullinane, M.D.**

Developmental Pediatrician, Executive Director, Pasadena Child Development Associates, Inc., CA

**Griff Doyle, Ph.D.**

Clinical Psychologist, Bethesda, MD

**Lisa de Faria, LCSW, BCD**

Clinical Social Worker, Scotts Valley and Monterey, CA

**Elizabeth Dulin, M.Ed.**

Education Director, The Lionheart School, Atlanta, GA

**Joshua Feder, M.D.**

Child and Family Psychiatry, Solana Beach, CA

**Gil Foley, Ed.D.**

Associate Professor, Ferkauf Graduate School of Psychology, Yeshiva University

**Sima Gerber, Ph.D.**

Professor of Communication Disorders, Queens College, CUNY

**Lois Gold, OTR/L**

Occupational Therapist, Center for Pediatric Therapy, Miami, FL

**Ira Glovinsky, Ph.D.**

Clinical Psychologist, Ann Arbor, MI

**Jacob Greenspan**

Co-Director, DIR Support Services, Bethesda, MD

**Stanley Greenspan, M.D.**

Chair, ICDL, Clinical Professor of Psychiatry, Behavioral Science and Pediatrics, George Washington University

**Elaine Hall**

Founder and Director, The Miracle Project

**Cindy Harrison, M.Sc., Reg. CASLPO**

Speech-Language Pathologist, Private Practice, Ottawa, Ontario

**Michele Havens, Ed.D.**

DIR Director, Imagine Academy, Brooklyn, NY and Educational Consultant and Parent Advocate in Private Practice

**Barbara Kalmanson, Ph.D.**

Clinical Psychologist and Special Educator, San Francisco, CA, Dean, ICDL Graduate School

**Richard Kelley, M.D., Ph.D.**

Professor of Pediatrics, Johns Hopkins University

**Diane Lewis, M.A., CCC/SLP**

Director, Communication Enrichment Services, Bethesda, MD

**Beth Malow, M.D.**

Associate Professor of Neurology and Director, Vanderbilt Sleep Center

**Cheryl Martinez**

Founder and Director, CCF Parent Advocacy and Consulting, LLC, Hazlet, NJ

**Sonia Mastrangelo**

Milton and Ethel Harris Research Initiative (MEHRI), York University

**Bernard McBride**

Director of Behavioral Healthcare, Bucks County, PA

**Karen McDowell**

Head Teacher, Celebrate the Children, Wharton, NJ

**Glenn McGee, Ph.D.**

Editor-in-Chief, The American Journal of Bioethics, Co-Director, States & Bioethics Program, Rockefeller Institute of Government, SUNY, Clinical Associate Professor of Health Policy & Management, SUNY College of Public Health

**John McGonigal, Ph.D.**

Assistant Professor of Psychiatry and Rehabilitation Science and Technology, University of Pittsburgh Medical Center, Program Director, Center for Autism and Developmental Disorders, Western Psychiatric Institute and Clinic

**Dave Nelson, LPC**

Director, The Community School, Atlanta, GA

**Patricia Novak, MPH, RD, CLE**

Pediatric Registered Dietician, Pasadena Child Development Associates, Inc., CA

**Monica Osgood**

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

**Beth Osten, M.S., OTR/L**

Director, Beth Osten & Associates, Skokie, IL

**Stephanie Pass, Ph.D.**

Clinical Psychologist, San Francisco, CA

**Michele Ricamoto, M.A., CCC/SLP**

Speech Language Pathologist, Chicago, IL

**Ricki Robinson, M.D., MPH**

Clinical Professor of Pediatrics, Keck School of Medicine, University of Southern California

**Molly Romer Witten, Ph.D.**

Clinical Psychologist, Chicago, IL

**Ruby Moyë Salazar, LCSW, BCD**

Clinical Social Worker, Salazar Associates, Clarks Summit, PA

**Carole Samango-Sprouse, Ed.D.**

Director, Neurodevelopmental Diagnostic Center for Young Children, Associate Clinical Professor, Department of Pediatrics, George Washington University, Washington, DC

**Diane Selinger, Ph.D.**

Clinical Psychologist, Glenview, IL

**Rebecca Shahmoon Shanok, LCSW, Ph.D.**

Director, Institute for Infants, Children and Families, Jewish Board of Family and Children's Services, NY, NY

**Stuart Shanker, D. Phil.**

Professor of Philosophy and Psychology, York University

**Richard Solomon, M.D.**

Medical Director, Ann Arbor Center for Developmental and Behavioral Pediatrics, Ann Arbor, MI

**Joshua Sparrow, M.D.**

Assistant Professor of Psychiatry, Harvard University Medical School

**Sarah Spence, M.D., Ph.D.**

Staff Clinician, Pediatrics and Developmental Neuropsychiatry Branch, National Institute of Mental Health, Bethesda, MD

**Jim Stieben, Ph.D.**

Senior Research Scientist, Milton and Ethel Harris Research Initiative (MEHRI), York University

**Gil Tippy, Psy.D.**

Clinical Director, The Rebecca School, Brooklyn, NY

**Bobbi Wade, MAT, CCC/SLP**

Speech Language Pathologist, Alexandria, VA

**Rosemary White, OTR/L**

Director, Pediatric Physical and Occupational Therapy Services, Seattle, WA

**Serena Wieder, Ph.D.,**

Associate Chair, ICDL, and Director, DIR® Institute, CEO, ICDL Graduate School Clinical Psychologist, Silver Spring, MD

# ICDL Announces Ph.D. Program In Infant and Early Childhood Mental Health and Developmental Disorders



The Interdisciplinary Council on  
Developmental and Learning Disorders

In January 2008, the Interdisciplinary Council on Developmental and Learning Disorders (ICDL) launched the **ICDL Graduate School**, offering a **PhD program in Infant and Early Childhood Mental Health and Developmental Disorders** through a distance learning format for qualified applicants throughout the United States and abroad.

The first group of students began classes in January 2008 and the second group will begin in September 2008. Applications are currently being considered for the September 2009 class and are reviewed as they are submitted.

## The Curriculum

A dynamic bio-psychosocial developmental approach guides the curriculum. It includes knowledge from all the disciplines that contribute to understanding early human development and its disorders including; emotional and social development, cognitive and language functioning, perceptual motor and sensory functioning, neurobiology, caregiver/child interaction patterns, family patterns, psychopathology, and the larger community and cultural contexts.

## Interactive Distance (Online) Education Format

Students will have access to distance learning via online classes by logging onto the ICDL Virtual Classroom, a private interactive web platform housed on the ICDL website. The website platform will include all the course materials for which the student has registered, as well as interactive tools such as discussion forums and online chatting. **This flexible, innovative, long distance curriculum will allow students to adjust their studies to their own daily schedule, an essential characteristic of a successful adult learning model.**

## Our Goal

The significant advances in our understanding of infants, young children, and their families over the past 30 years have created a new foundation for research and clinical practice. The combination of online courses, supervised practicum and the dissertation will provide opportunities for students to learn and apply a growing body of knowledge emerging from multiple disciplines. Our goal is **to enable students to master the insights of each of the contributing disciplines, understand the range and variations of healthy and disordered functioning in the early years of life, implement a unified developmental approach to research and clinical practice, and serve as leaders for future generations.**

For a detailed description of the program, including curriculum, admission requirements, tuition, and application information, please visit [www.icdl.com](http://www.icdl.com).

Visit [www.icdl.com](http://www.icdl.com) for detailed information on the new ICDL Ph.D. program!



## The DIR®/Floortime™ Institute

**Celebrates its 10th Anniversary  
We invite you to join us!**

**Tuesday, July 7 ~ Saturday, July 11, 2009**

The Interdisciplinary Council on  
Developmental and Learning Disorders

Asilomar Conference Grounds, Pacific Grove, California. [www.VisitAsilomar.com](http://www.VisitAsilomar.com)

We are pleased to announce the DIR® Institute will head west for the second time to the historic Asilomar Conference Grounds in beautiful Pacific Grove, California. The natural surroundings and comfortable accommodations offer ample space and time for reflection, discussion and connection among DIR® colleagues, new and old.

This year will feature special presentations and activities to celebrate our 10th Anniversary. We know you'll find the experience intensive, rich, rewarding and fun—and you'll make many new friends among the amazing and talented professionals you'll meet from around the country and around the world.

Be sure to register early as this special year will fill quickly and spaces are limited at this site.

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.

Visit [www.icdl.com](http://www.icdl.com) for details.

# ICDL 12th Annual Conference

## ICDL Books and Videos



### **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**

### **The Affect-Based Language Curriculum (ABLC): An Intensive Program for Families, Therapists and Teachers. 2<sup>nd</sup> 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. (e.g. 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 new, 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**

### **Clinical Practice Guidelines: Redefining the Standards of Care for Infants, Children, and Families with Special Needs**

For professional, parents and others concerned with improving the care of children with developmental and learning disorders. The Guidelines are available on our website, [www.icdl.com](http://www.icdl.com) and for purchase.

**ICDL Member \$28.00**  
**Non-Member \$35.00**

### **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**

### **El Niño con Necesidades Especiales: Estimulando el Crecimiento Intelectual y Emocional**

Stanley I. Greenspan, M.D. & Serena Wieder, Ph.D. con Robin Simons  
*The Child with Special Needs. Copyright © 1998. First published in the U.S. by Da Capo Press, a subsidiary of Perseus Books, L.L.C.*

Un enfoque integral para abordar desafíos del desarrollo, incluyendo autismo, trastorno generalizados del desarrollo, problemas del habla y del lenguaje, síndrome de Down, parálisis cerebral, déficit de atención, y otros trastornos asociados. Basado en más de dos décadas de experiencia clínica e investigación en discapacidades del desarrollo, el contenido de este libro ayuda a padres y profesionales a ir más allá de los rótulos diagnósticos y poder entender el perfil individual de cada niño. Los novedosos aportes de los autores a la comprensión del desarrollo humano y del aprendizaje les ha permitido crear un enfoque "paso a paso" de cómo promover y mantener el logro de importantes hitos del desarrollo.

**ICDL Member \$40.00**  
**Non-Member \$45.00**

### **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**

### **The Functional Emotional Assessment Scale (FEAS)**

**For Infancy and Early Childhood: Clinical and Research Applications**  
By Stanley I. Greenspan, M.D., Georgia DeGangi, Ph.D., OTR & Serena Wieder, Ph.D.  
A systematic in depth approach to assessing emotional functioning during infancy and early childhood. It enables clinicians, educators and caregivers to assess the child's functional, emotional, developmental level and create a treatment plan based on the child's individual profile and measure their progress. The FEAS not only delineates the emotional functioning of the infant and child but captures the richness of the interactions between the child and his caregivers.

**ICDL Member \$32.00**  
**Non-Member \$39.50**

### **The Journal of Developmental Processes**

The Journal of Developmental Processes (JDP) focuses on the complex and dynamic biological, social, and cultural aspects of developmental systems in humans and other animals. It is jointly sponsored by ICDL, The Council on Human Development ([www.councilhd.ca](http://www.councilhd.ca)) and the Milton and Ethel Harris Research Initiative ([www.mehri.ca](http://www.mehri.ca)) and includes all the disciplines that contribute to our understanding of human development, the factors that influence it, the mechanisms through which they work, and the enormous variations observed throughout the course of life. The JDP embraces clinical studies and case descriptions in keeping with the traditions established by its predecessor, the Journal of Developmental and Learning Disorders. It also, however, focuses on a broad range of studies and narratives that are necessary for a full understanding of developmental processes.

Visit [www.icdl.com](http://www.icdl.com) to access the online version of the JDP

**The JDP invites submissions. Queries and submissions on clinical aspects and applications should be directed to [jdpstaff@gmail.com](mailto:jdpstaff@gmail.com); all other queries and submissions, and books for potential review, should go to Editor Gail Melson at [gmelson@purdue.edu](mailto:gmelson@purdue.edu).**

### **Training Videotapes on the DIR® Model and Floortime Techniques**

This 13 tape series, nearly 20 hours in length, features Stanley I. Greenspan, M.D. and Serena Wieder, Ph.D. demonstrating the Developmental, Individual Difference, Relationship-Based (DIR) model and Floor Time strategies for different types of children and families with special needs. Included with the videos is a guide highlighting what to look for in each of the tapes.

**DVD Version: ICDL Member \$225**  
**Non-Member \$255**  
**VHS Version: ICDL Member \$175**  
**Non-Member \$195**

### **Bipolar Patterns in Children: New Perspectives on Developmental Pathways and a Comprehensive Approach to Prevention and Treatment**

By Stanley I. Greenspan, M.D. and Ira Glovinsky, Ph.D.  
A developmental bio-psychosocial framework for the early identification, assessment, preventative intervention, and treatment of children with bipolar patterns.

**ICDL Member \$25.50**  
**Non-Member \$32.50**

### **The Psychology of Global Interdependency; A Framework for International Collaboration**

By Stanley I. Greenspan, M.D. and Stuart Shanker, D.Phil.  
An examination of the new psychological challenges created by our growing interdependency, with a series of practical suggestions that will enable groups to work together to preserve civilization and create a future of peace and cooperation.

**ICDL Member \$12.00**  
**Non Member \$16.00**

### **For Parents by Parents**

A resource guide for parents and professionals to aid parents as they search for assistance for their special needs children, written by The Parent Steering Committee of The Interdisciplinary Council on Developmental and Learning Disorders (ICDL). Information is presented in tabbed sections: Overview, Therapeutic Approaches, Biomedical Interventions, Sensory Processing, Educational Interventions, Law and Advocacy, Implementing a Home Program and Glossary.

**ICDL Member \$25.00**  
**Non-Member \$29.00**

TO ORDER ICDL PUBLICATIONS VISIT [www.icdl.com](http://www.icdl.com) OR CALL 301-656-2667

# ICDL 12th Annual Conference

## ICDL Membership and Directory



**The Interdisciplinary Council on Developmental and Learning Disorders** (ICDL) is a non-profit organization dedicated to improving the prevention, assessment, diagnosis and treatment of emotional and developmental disorders in infancy and childhood by promoting dialogue and integrating knowledge from different disciplines.

Founded by Stanley Greenspan, MD, and Serena Wieder, PhD., ICDL reaches a wide network of parents and professionals of different disciplines in every state and in more than 80 countries on all continents. Through its research, training and publications, ICDL extends

knowledge of developmental processes and provides a framework (DIR®/Floortime™ Model) for understanding and improving interventions with infants, children and adults with challenges in relating, communicating and thinking, including autism spectrum disorders.

### **Become a Member!**

*Help ensure further development of innovative approaches to the prevention, identification, treatment and education of infants and children with emotional and developmental disorders by becoming an ICDL Member.*

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### **Your membership and donations will help support the following initiatives:**

- ICDL Website and Electronic Newsletter
- Training and Education Programs
- Regional, National and International Networks
- Publications
- Research
- Infant Mental Health

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### **As an ICDL member you will:**

- Be part of a unique national and international interdisciplinary effort to improve the care of infants, children and families with special needs
- Attend annual meetings at a reduced members only registration fee
- Purchase ICDL Publications and the ICDL Training Videotapes at members only discounted prices
- Have access to the online version of the Journal of Developmental Processes
- Receive the new DIR®/Floortime™ Newsletter
- Receive advanced email notification of ICDL conferences, new publications and special initiatives

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### **Membership Categories and Fees**

- **Professional Membership** \$50 per year: All of the benefits listed above.
- **Parent Membership** \$35 per year: All of the benefits listed above.
- **Student Membership** \$35 per year (full-time students only): All of the benefits listed above.
- **Organizational Membership** \$200 per year: All of the benefits listed above, plus the right to register four members of your organization at the member's only registration fee, access to the online version of the Journal of Developmental Processes, and an additional 20% discount on all ICDL publications and videotapes. For more information on this membership category, contact Susan@icdl.com.

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### **Directory**

The Interdisciplinary Council on Developmental and Learning Disorders (ICDL) is developing a directory of individuals with an interest in DIR®/Floortime™. The Directory will become a part of the ICDL website ([www.icdl.com](http://www.icdl.com)) and will be organized geographically. It

will enable individuals who have expressed an interest in DIR®/Floortime™, by attending a conference or training program, to identify and network with others from their city, state or country with a similar interest. We would like to include your name in the Directory.

*To add your name to the Directory and to join ICDL, visit [www.icdl.com](http://www.icdl.com) or complete the form on the conference registration page*

# ICDL 12th Annual Conference

## Registration Form



### ICDL Conference: Nov. 6–9, 2008

Use this form to register for the conference, to join ICDL and add your name to the ICDL directory. **(NOTE:** if you are paying with a credit card you may do all of the above at [www.icdl.com](http://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?

- from an email  
 from a brochure in the mail: (4 letter code on the mailing label \_\_\_\_\_)  
 from a friend or colleague

**I am attending this conference (want to be included in the Directory) in my role as a** (Check both, if applicable.)

- Professional  Parent

#### Profession

- Early Childhood Education  Physical Therapy  
 Special Education  Psychiatry  
 Elementary/Secondary Education  Psychology  
 Music and/or Dance Therapy  Pediatrics  
 Neurology  Nursing  
 Occupational Therapy  Social Work  
 Speech/Language Pathology  
 Other \_\_\_\_\_

- I work with Spanish Speaking Families

#### Directory

**The Interdisciplinary Council on Developmental and Learning Disorders (ICDL) is developing a directory of individuals with an interest in DIR®/Floortime™.**

- Check here if you are not attending the conference, but wish to be included in the ICDL DIR/Floortime Directory

*(Please complete the information above and mail to ICDL Directory, 4938 Hampden Lane, Suite 800, Bethesda, MD 20814)*

- Please check here if you DO NOT wish your name listed in the Directory.

#### Membership Fee\* (per year)

- Professional: \$50.00  Parent: \$35.00  
 Organizational: \$200.00  Student: \$35.00

\_\_\_\_\_  
*Name and email address of contact for organizational membership*

#### Additional Tax Deductible Donation to Support

- Website & Newsletter \$ \_\_\_\_\_  Training and Education \$ \_\_\_\_\_  
 Networks & Directory \$ \_\_\_\_\_  Publications \$ \_\_\_\_\_  
 Research \$ \_\_\_\_\_  Infant Mental Health \$ \_\_\_\_\_

*\*see previous page for information on becoming a member of ICDL*

#### Conference Registration Fee (check one)

	Early Bird Postmark by 10/03/08	Regular Postmark by 10/24/08	After 10/24 and On-Site
ICDL Member	<input type="checkbox"/> \$345	<input type="checkbox"/> \$425	<input type="checkbox"/> \$450
Full Time Student	<input type="checkbox"/> \$310	<input type="checkbox"/> \$350	<input type="checkbox"/> \$370
Non Member	<input type="checkbox"/> \$395	<input type="checkbox"/> \$450	<input type="checkbox"/> \$490
<b>Total Enclosed for Registration \$ _____</b>			

#### Thursday, 11/6: Pre-Conference Workshop Registration Fee

*I am registering for (check all that apply)*

	Workshop	Time	Members	Non-Members
<b>Pre-Conference Workshops—Thursday, November 6</b>				
<input type="checkbox"/>	1–Floortime for Novice Players	1:30–8:30 pm	\$185	\$210
<input type="checkbox"/>	2–Sensory Organization	1:30–8:30 pm	\$185	\$210
<input type="checkbox"/>	3–Communication Through the DIR Lens	1:30–4:30 pm	\$105	\$120
<input type="checkbox"/>	4–The DIR® and IEP	1:30–4:30 pm	\$105	\$120
<input type="checkbox"/>	5–ABLC	5:30–8:30 pm	\$105	\$120
<input type="checkbox"/>	6–DIR® Programs for Pre-School and Elementary	5:30–8:30 pm	\$105	\$120
<input type="checkbox"/>	7–Medication	5:30–8:30 pm	\$105	\$120
<input type="checkbox"/>	8–Representing Cognition in DIR®	5:30–8:30 pm	\$105	\$120
<input type="checkbox"/>	9–Using the DIR® Approach in Feeding Therapy	5:30–8:30 pm	\$105	\$120
<b>Total Enclosed for Workshops \$ _____</b>				

#### Total

Conference Registration	\$ _____
Pre-Conference Workshops	\$ _____
Membership	\$ _____
Tax Deductible Donation	\$ _____
<b>Total Enclosed</b>	<b>\$ _____</b>

#### 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:  
 \_\_\_\_\_  
 \_\_\_\_\_

**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 above.

**Cancellation Policy:** Cancellations must be in writing and postmarked by November 1, 2008 to receive a full refund. Cancellations after that date are subject to a \$75 administrative charge. **NO CANCELLATIONS AFTER NOVEMBER 6, 2008.** Mail cancellations to ICDL, 4938 Hampden Lane, Suite 800, Bethesda, MD 20814.

**CONFERENCE HANDOUTS—Will be posted on the ICDL website. Your registration confirmation will contain a link where you can view and print the handouts.**

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

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*Announcing the new ICDL Ph.D. Program In Infant and Early Childhood Mental Health and Developmental Disorders  
Information inside*



**The Interdisciplinary Council on  
Developmental and Learning Disorders**

12TH ANNUAL INTERNATIONAL CONFERENCE

## **Redefining the Potential for Emotional and Social Functioning In Children with Autism and Special Needs**

November 7, 8, and 9, 2008 ■ Hilton McLean, Tysons Corner, Virginia (Washington, DC Metro Area)

**New  
Format**

**Concurrent Afternoon Seminars** Friday and Saturday, November 7 & 8  
**Pre-Conference Workshops** Thursday, November 6

**Presentations** by **T. Berry Brazelton, M.D.**, Professor of Pediatrics Emeritus, Harvard University Medical School, **Stanley Greenspan, M.D.**, Clinical Professor of Psychiatry, Behavioral Science and Pediatrics, George Washington University, **Serena Wieder, Ph.D.**, Clinical Psychologist and CEO, ICDL Graduate School, **Ricki Robinson, M.D., MPH**, Clinical Professor of Pediatrics, Keck School of Medicine, USC, **Glenn McGee, Ph.D.**, Editor-in-Chief, The American Journal of Bioethics, **Stuart Shanker, D. Phil.**, Professor of Philosophy and Psychology, York University, **Joshua Sparrow, M.D.**, Assistant Professor of Psychiatry, Harvard University Medical School, **Richard Kelley, M.D.**, Professor of Pediatrics, Johns Hopkins University, **Sarah Spence, M.D.**, National Institute of Mental Health, **Beth Malow, M.D.**, Associate Professor of Neurology, Vanderbilt University and others. Complete list of workshops and speakers inside.

Register online at [www.icdl.com](http://www.icdl.com)