



The Interdisciplinary Council on
Developmental and Learning Disorders

14TH ANNUAL INTERNATIONAL CONFERENCE

Redefining Autism

November 5, 6, and 7, 2010

Hilton McLean, Tysons Corner, Virginia
(Washington, DC Metro Area)

Featuring Panels on

Redefining Research

With presentations by **Catherine Lord, Ph.D.**, **Connie Kasari, Ph.D.**,
Jim Stieben, Ph.D. and **Devin Casenhiser, Ph.D.**



Redefining Diagnosis

With presentations by **Ricki Robinson, M.D., M.P.H.**; **Lucy Miller, Ph.D., OTR**,
Stewart H. Mostofsky, M.D., **Catherine Lord, Ph.D.** and **Connie Kasari, Ph.D.**



Redefining Education

With presentations by **Serena Wieder, Ph.D.**, **Stuart Shanker, D. Phil.** and **Richard Lodish, Ed.D.**



New Approaches to Address the Needs & Wants of Adolescents & Adults with ASD

With presentations by **Margaret Bauman, M.D.**, **Joshua Sparrow, M.D.**, **Dave Nelson, M.S., LPC**,
Deborah Flaschen, M.B.A. and **Clarence Schutt, Ph.D.**



A Friend's Tribute to Stanley Greenspan

T. Berry Brazelton, M.D.

DIR/Floortime Discussions: (see complete list of topics inside)

Clinical Practice, Research and Education

Pre-and Post-Conference Workshops: (see complete list of workshops inside)

Pre-Conference Workshops, 10:00 am–12 Noon, Friday morning, November 5

Post-Conference Workshops, 1:30–3:30 pm, Sunday afternoon, November 7 (See details inside.)

Preliminary Conference Program

Redefining Autism

Stanley I. Greenspan, MD. (1941-2010)

A life dedicated to helping each child reach his or her fullest potential and enjoy caring relationships.

Dr. Greenspan was the Founder and Chairman of the Interdisciplinary Council on Developmental and Learning Disorders (ICDL), founding member and past board president of Zero to Three: National Center for Infants, Toddlers, and Families and former director of the National Institute of Mental Health's Clinical Infant Development Program and Mental Health Study Center. As the world's foremost authority on clinical work with infants and young children with developmental and emotional problems, his work continues to guide parents, professionals and researchers all over the world.

The 2010 ICDL Annual Conference program was conceptualized by Dr. Greenspan before his untimely death. In tribute to Dr. Greenspan, panels and presentations throughout the conference will feature his work with children and adolescents with Autism and other disorders of development and learning. His colleagues in the DIR/Floortime community and members of his family will highlight his career through the use of video footage and their commentary. Please join us as we honor Dr. Greenspan and his contributions to our community.

Continuing Education (CEUs)

All participants will receive a Certificate of Attendance documenting up to 18.5 hours of participation for the conference and 2 hours for each workshop attended. For detailed information on Continuing Education credits for your profession, visit www.icdl.com or call 301-656-2667. There will be a \$40 processing fee for the following CEs:

Mental Health Disciplines

- Psychology
- Counseling
- Social Work
- Marriage-Family Therapy
- Nursing

The Annual International Conference of The Interdisciplinary Council on Developmental and Learning Disorders is co-sponsored by ICDL and The Institute for Continuing Education. The Institute offers continuing education credit for the following mental health disciplines; **Psychology, Counseling, Social Work, Marriage-Family Therapy and Nursing**. Credit is awarded on a session-by-session basis, with full attendance required at the sessions attended.

Occupational Therapists



The Interdisciplinary Council on Developmental and Learning Disorders is an AOTA Approved Provider of continuing education. The ICDL AOTA Provider number is 6778. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA.

Speech and Language Pathologists

ICDL has applied to be a co-sponsor of ASHA CEs. Please visit www.icdl.com for complete information on ASHA CE status.

Conference Learning Objectives

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

1. Describe new research for children with ASD and their unique contributions to the field
2. Explain changes considered for the new DSM-V Diagnostic Classification
3. Associate developmental factors with diagnosis and children's unique profiles
4. Describe the role of different therapies addressing the needs of children with developmental challenges and how these therapies incorporate the DIR Model and Floortime principles
5. Formulate recommendations to improve the educational outcomes for children with ASD and other special needs
6. Discuss new approaches to address the needs and wants adolescents and adults with Autism Spectrum Disorder

For individual workshop learning objectives, visit www.icdl.com.

Conference at a Glance

	Friday, Nov. 5	Saturday, Nov. 6	Sunday, Nov. 7			
8:00 am	Registration Opens	Plenary Panel Redefining Diagnosis See page 3	Plenary Panel Redefining Education See page 5			
8:30			Plenary Panel New Approaches to Address the Needs & Wants of Adolescents and Adults with ASD See page 5			
9:00				A Friend's Tribute to Stanley Greenspan T. Berry Brazelton, M.D.		
9:30	Lunch Break & Poster Sessions					
10:00				Plenary Panel Redefining Research See page 3	Post-Conference Workshops (additional fee) See page 6	
10:30						DIR/Floortime Discussions See page 4
11:00						
11:30						
12:00 Noon	Lunch Break					
12:30 pm	Welcome					
1:00						
1:30						
2:00						
2:30						
3:00						
3:30						
4:00						
4:30						
5:00						
5:30						
6:00						
6:30						
7:00						

Intended Audience

This conference is appropriate for professionals, including psychologists and researchers, educators, speech and language pathologists, occupational and physical therapists, and other mental health and medical professionals, who work with children, adolescents, and young adults with autism and other disorders of development and learning as well as family members of these children, adolescents, and young adults.

FRIDAY, NOVEMBER 5, 2010

8:00 am

Registration Opens

10:00 am–12 Noon

Pre-Conference Workshops
(see complete list on page 6)

1:00–1:15 am

Welcome from the ICDL Board of Directors

Stuart Shanker, D. Phil., Serena Wieder, Ph.D., and Nancy Greenspan, M.A.

1:15–6:00 pm

**PLENARY PANEL
Redefining Research**

Innovative research is redefining Autism. Acknowledging the importance of early intervention in addressing the core deficits of Autism, research is now focusing on how diagnosis and change can be measured in very young children. Neuroscience is looking at how early intervention can produce functional changes in the brain of young children. Intervention studies are exploring how to change the core deficits of Autism. This panel will present an overview of the innovative research described above, followed by an interactive discussion among panelists and audience.

Introduction of Panel

Stuart Shanker, D.Phil., Distinguished Research Professor of Philosophy and Psychology and Director, The Milton and Ethel Harris Research Initiative (MEHRI), York University

Social Brain Changes and Successful Intervention with DIR/Floortime: Predicting Outcomes

Jim Stieben, Ph.D., Senior Research Scientist and Director, Clinical and Social Neuroscience Lab, Milton and Ethel Harris Research Initiative (MEHRI), York University

Outcomes from a Randomized Control Trial of a DIR-Based Intervention for Autism

Devin Casenhiser, Ph.D., Head of Research, Milton and Ethel Harris Research Initiative (MEHRI), York University

Working With Toddlers with ASD: Making Diagnosis And Measuring Change

Catherine Lord, Ph.D., Professor of Psychology and Psychiatry and Director, University of Michigan Autism and Communication Disorders Center

Mediating Intervention Through Therapists, Teachers and Parents: Targeting Core Deficits for Young Children with Autism

Connie Kasari, Ph.D., Professor, Psychological Studies in Education, UCLA

Panel Discussion

Moderator: **Stuart Shanker, D.Phil.**

exciting new initiatives and will conclude with an interactive discussion of the issues.

Welcome and Introduction of Panel

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

An Update on Proposed DSM V Neurodevelopmental Disorders

Catherine Lord, Ph.D., Professor of Psychology and Psychiatry and Director, University of Michigan Autism and Communication Disorders Center

Exploring the Boundaries Between Sensory Processing Disorder (SPD) and Autism Spectrum Disorders: Is SPD a Separate Diagnosis?

Lucy Jane Miller, Ph.D. OTR, Director, SPD Foundation

Heterogeneity of Autism: Core Deficits and Outcomes

Connie Kasari, Ph.D., Professor, Psychological Studies in Education, UCLA

Should Motor Abnormalities Be Considered a Core Feature of Autism Spectrum Disorders?

Stewart Mostofsky, M.D., Research Scientist, Kennedy Krieger Institute and Associate Professor of Neurology at the Johns Hopkins University School of Medicine

Medical Concerns in ASD: What Is The Chicken and What Is the Egg?

Ricki Robinson, M.D., M.P.H.

Panel Discussion

Moderator: **Ricki Robinson, M.D., M.P.H.**

SATURDAY, NOVEMBER 6, 2010

8:00 am–1:00 pm

**PLENARY PANEL
Redefining Diagnosis**

Changes in Autism Spectrum Disorder definitions and categorization are coming soon. The DSM V is in the final stages of review. Innovative new research in joint attention, symbolic play, sensory processing and motor planning as well as co-morbid medical conditions may modify how ASD is defined. This panel will present an overview of these

Hotel & Travel



All Conference and Workshop Sessions will be held at the

Hilton McLean, Tysons Corner, Virginia
7920 Jones Branch Drive
McLean, Virginia 22101
Tel: +1 703-847-5000

Reservations

A limited block of rooms are available at the conference rate of \$115 single/double (Thursday, Friday, Saturday, Sunday and nights, 11/4 through 11/7) for registrants until October 5. When making your reservation, refer to ICDL to receive our special group rate. Reservations will be made on a space-available basis, so call

early. To reserve a room online, click here. To reserve by phone, call 703-847-5000 and mention ICDL to receive our group rate. The Hilton Hotel provides complimentary parking.

Directions/Transportation from Airports

Distance from local airports to Hilton McLean:

Washington Dulles International Airport

- Distance from hotel: 13 miles
- Drive time: 20 minutes
- Approximate cost of shuttle service: \$22

Washington National Airport

- Distance from hotel: 13 miles
- Drive time: 30 minutes

- Approximate cost of shuttle service: \$22
- Baltimore/Washington International**
- Distance from hotel: 40 miles
 - Drive time: 50 minutes
 - Approximate cost of shuttle service: \$51

Shuttle Service from Area Airports Provided by:

- Super Shuttle, Phone: 1-800-Blue-Van, www.supershuttle.com
- The Airport Shuttle, Phone: 1-800-776-0323, www.theairportshuttle.com

SATURDAY, NOVEMBER 6, *continued*

1:00–2:00 pm

Lunch Break

2:00–5:30 pm

DIR/FLOORTIME DISCUSSIONS

The Developmental, Individual Difference, Relationship-Based (DIR/Floortime) Model is a developmental and interdisciplinary framework that helps clinicians, parents and educators conduct a comprehensive assessment and develop an intervention program that is guided by Floortime principles and tailored to the unique challenges and strengths of children with Autism Spectrum Disorders (ASD) and other developmental challenges.

These afternoon discussions will provide an opportunity for conference participants to join DIR/Floortime professionals to discuss the integration of DIR/Floortime principles into research, therapy and education.

All discussions will be three hours long, with a half hour break from 3:30 to 4:00. Choose the session that best matches your interests.

Research

A discussion of DIR/Floortime related scales, a new version of the Social Emotional Assessment Scale (FEAS) tailored for research purposes, and updates on the sensitivity, specificity and new screening categories of the Greenspan Social Emotional Growth Chart. Discussants will also review other scales that can complement DIR/Floortime measures, such as the Maternal Behavior Rating Scales (MBRS), the Pivotal Behavior Rating Scale (PBRS), and the Parent Stress Index (PSI). Participants will have an opportunity to ask questions and discuss possible applications of these scales to their current work.

Education

This afternoon discussion will address questions such as how a developmental program differs from other educational models; how school programs have to change to integrate the understanding and respect of individual differences, development and emotional thinking, while still meeting state academic goals and requirements; how a school can meet the needs of many different children/groups while remaining creative and flexible; how to truly address the core foundations of “thinking” to maximize social, emotional, academic and reflective processes to reduce anxiety and stereotypical behaviors and maximize independence. Discussants and

attendees will participate in a discussion on how to create schools for tomorrow for children with unique learning needs that anticipate their transition to adulthood; including the challenge and benefits of restrictive or selective environments.

Navigating the Developmental Process of Communication

Discussants will facilitate a conversation that touches on the topics of non-verbal language, comprehension, and pragmatic challenges typical of children with ASD. These challenges often intersect with other developmental difficulties which will also be identified. The value of using the modalities outlined in the ICDL-DMIC (2005)—shared attention, affective engagement, reciprocity, and shared intentions—as an assessment framework for the origins of pragmatic problems will be considered. Suggestions for intervention goals and strategies will be generated by the group and facilitators.

Sensory Processing and Motor Development

Understanding the child's sensory profile is essential for all interactions and learning. Discussants will help participants understand how sensory modulation and motor planning challenges influence behavior, attention, impulse control, postural control, motor control, and functional skills.

Drama, Art and Music Therapy

Visual arts, music and drama provide the opportunity for creative expression to support development. Discussants will share their experiences with their programs to help mobilize creative processes in children with special needs.

Individual and Group Psychotherapy for Adolescents and Young Adults

As children with special needs move into adolescence, it is often important to add individual or group psychotherapy to help the child cope with anxiety and other mental health challenges. Adolescence brings new challenges and opportunities for growth including learning to navigate in a broader world with increasingly complex peer relationships, the internet, sexuality, and increased academic demands. Discussants will share their experiences in the role of psychotherapist and their thoughts on various types of therapeutic interactions for individual and/or group therapy for adolescents and adults with individual differences, including Autism. Specific challenges and case examples illustrating how to incorporate DIR/Floortime principles will be described.

Integrating DIR, Infant Mental Health and Trauma Knowledge to Reach a Wide Range of Parents: Many Perspectives—One Child, One Family

Parents of autistic children face significant stress dealing with a new diagnosis, difficult to manage and understand behaviors, uncertainty about their child's future, the navigation of different therapies and educational systems. What is the role of individual or family therapists in a multidisciplinary team? Some parents are hard to reach. How can we reach and help them cope with the usual parenting challenges of stress, sibling dynamics, as well as with their developmentally disabled child(ren)? How do we help parents become aware of their own patterns, emerging from the past, when those patterns may undermine their child's development? In cases where this past includes child maltreatment, family violence or traumatic events, how can our growing knowledge about neurodevelopment better inform our principled help of families?, Drawing on case examples from their experiences with children and/or parents who have faced a wide range of psychosocial stressors, the panelists will discuss how the sturdy base of DIR/Floortime softens traditional “biological/psychological” distinctions and brings together the strengths of varied therapeutic approaches.

The DIR/Floortime Approach to Feeding Intervention

Eating is a highly complex process, with great emotional significance for the child, parent(s) and caregivers. This discussion will illustrate how DIR principles are used within feeding intervention for infants and children from birth to school age, with a wide range of feeding challenges. Through the use of case examples, we will describe the importance of collaboration with families, as well as how to create individualized treatment plans. This coordinated effort has the goal of supporting the child to feel safe and self-motivated in the eating experience as it unfolds within the culture of the family. Building on a sense of trust within therapeutic relationships children and parents can develop skills that meet their feeding goals around meals. Along the way, they develop a sense of mutual engagement within their relationships finding satisfaction during feeding and around meal times. Using the DIR approach we challenge the child to use all their developmental capacities in the feeding experience. The importance of interdisciplinary collaboration, including nutrition, medicine, occupational therapy, speech therapy, Floortime and mental health will be illustrated.

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

5:30–7:00 pm

POSTER SESSIONS

We invite the DIR/Floortime community to submit an application to present a poster describing how they integrate the DIR Model and Floortime principles in their workplace, including early intervention programs, schools, state agencies, clinical practices, academic programs, and research. We are also interested in posters that describe how the DIR Model and the Floortime principles are applied to address important issues like promoting healthy child development, infant mental health, preventing child abuse, innovative interventions for complex conditions like Selective Mutism, Obsessive Compulsive Disorder, Bipolar Disorder, non-verbal children and/or adults, or minority populations with ASD. Instructions and application form will be found on www.icdl.com.



**CONFERENCE
BOOK STORE**

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

SUNDAY, NOVEMBER 7, 2010

8:00–9:30 am

**PLENARY PANEL
Redefining Education**

This panel will demonstrate the integration of DIR Model and Floortime principles in Education. Beginning with Dr. Stanley Greenspan's The Learning Tree, panelists will illustrate how developmental models inform education in their schools and discuss how their experiences can be used to influence policy and help redefine education for children and adults with Autism Spectrum Disorders.

Welcome and Introduction of Panel

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

Redefining Education in the 21st Century

Stuart Shanker, D.Phil., Distinguished Research Professor of Philosophy and Psychology and Director, The Milton and Ethel Harris Research Initiative (MEHRI), York University

The Learning Tree and No Child Left Behind

Richard Lodish, Ed.D., Principal of the Lower School and Associate Headmaster, Sidwell Friends School, Bethesda MD

Panel Discussion

Moderator: **Serena Wieder, Ph.D.**

10:00 am–12:30 pm

**PLENARY PANEL
New Approaches to Address the Needs
and Wants of Adolescents and Adults
with ASD**

Children with Autism are growing up fast; society at large has yet to meet the educational, social, and transition needs for many adolescents and adults. Adolescents with Autism are finishing high school and attending college, looking for work or other meaningful activity, and seeking companionship. Adults with Autism are seeking communities that will support them in living as independently as they can, building long-term

relationships, and staying active and healthy. This is a "hot topic" and a neglected population that needs support urgently. This panel will present an overview of new approaches and innovative programs that attempt to respond to these needs and wants. Presentations will be followed by an interactive discussion among panelists and the audience.

Welcome and Introduction of Panel

Josh Sparrow, M.D., Assistant Professor of Psychiatry, Harvard Medical School

**Why Invest in Programs for Adolescents
and Adults with Autism?**

Clarence E. Schutt, Ph.D., Executive Director, The Nancy Lurie Marks Family Foundation

**The Lurie Family Autism Center/Ladders
at MGH Program for Adolescents and
Adults with Autism**

Margaret Bauman, M.D., Director, LADDERS (Learning and Developmental Disabilities Evaluation and Rehabilitation Services), Associate Professor of Neurology, Harvard Medical School

A Community for Lifelong Learning

Deborah Flaschen, M.B.A., Founder, 3LPlace, Boston, MA

**The Community School: An Innovative
Education and Transition Program**

Dave Nelson, M.S. MBA, LPC, Executive Director, The Community School, Atlanta, GA

Panel Discussion

Moderator, **Josh Sparrow, M.D.**

A Friend's Tribute to Stanley Greenspan

T. Berry Brazelton, M.D., Clinical Professor of Pediatrics Emeritus, Harvard Medical School

12:30 pm

Conference Concludes—Lunch Break

1:30–3:30 pm

Post-Conference Workshops

See page 6 for a complete list.

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

FRIDAY, NOVEMBER 5, 2010

10:00–12 noon

PRE-CONFERENCE WORKSHOPS

1. Coaching Parents to Learn Floortime from the Inside Out

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

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

2. Engaging Communication: Understanding the Developmental Process of Speech Through the DIR/Floortime Lens

The DIR model provides a foundation for the developmental speech language pathologist to uncover non-verbal, intentional, communicative behavior. It is through this behavior that affect, sensory and cognitive skills are expressed and language development. This workshop will assist participants in understanding the DIR functional developmental capacities and their impact on communication development. Videotape examples will be used to enhance specific concepts as well as provide participants with specific assessment and intervention strategies. Audience participation in the learning process will be encouraged.

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

3. Everything You Always Wanted to Know About Research and Intervention in Sensory Processing Disorder, but Were Afraid to Ask!

This workshop will summarize the recent research by the SPD Foundation and the STAR (Sensory Treatment And Research) Center in Denver, CO since 1995 on Sensory Processing Disorder (SPD). Compelling data suggests that SPD is a valid diagnosis, that there may be a genetic component to the disorder, and that it is quite prevalent and likely leads to social problems, and externalizing and internalizing deficits. The subtypes of Sensory Processing Disorder will be defined followed by the specific treatment approaches to each one with videos using an intervention model derived from work by Ayres, Greenspan, Wieder and others which have successfully treated these disorders.

Lucy Jane Miller, Ph.D. OTR, Director, SPD Foundation

4. How to Address the Individual Profile of the Child in Group Interactions

Every child has a unique profile. Understanding children's individual differences in sensory modulation, processing, and organization of a behavioral and emotional response is even more crucial when helping children interact with other children, whose unique profiles might be similar or very different from each other. This workshop will show concrete examples, using video clips, of how professionals can facilitate group interactions among children with ASD in a summer camp setting, by addressing the child's individual profile within the group.

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

5. Medication Support for DIR School Programs

Our goal, as always, is to support people with developmental and learning challenges to be more able to engage in a flow of developmentally supportive interactions at home and at school. This workshop will review the rationale and use of medications for persons with developmental and learning challenges within a DIR-based program, including how to assess the need for medication, how to work productively with doctors, how medication can support specific parts of a DIR program including regulation, thinking, mood issues, relating, relationships and more, as well as intervention for serious symptoms such as aggression, self injurious behaviors, all in the context of the overall DIR/Floortime approach.

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

SUNDAY, NOVEMBER 7, 2010

1:30–3:30 pm

POST-CONFERENCE WORKSHOPS

6. Hidden in Plain Sight: The Underlying Developmental Deficits of Anxiety

Anxiety is experienced by all children as they grow and develop but is especially challenging for children on the autism spectrum and others who face learning difficulties. This workshop will focus on various aspects of this disorder from a physiological, sensory processing, developmental, educational and emotional perspective and how these aspects interact. The developmental pathways to anxiety and expected developmental anxieties and solutions will be discussed. But anxiety can also derail adaptation and learning seen in rigidities, constrictions, obsessions, aggression, and other social, educational and behavioral problems. What you see is not always clearly related to the underlying deficits which need to be treated for greater adaptation and

learning. Special focus will be given to the role of comprehension, visual spatial, emotional, reality testing and symbolic development, as well as the challenges anxiety poses in school and how to provide the experiences to progress.

Serena Wieder, Ph.D., Director, DIR Institute and Associate Chair, ICDL, Clinical Psychologist, Silver Spring, MD; **Ricki Robinson, M.D., M.P.H.**, Clinical Professor of Pediatrics, Keck School of Medicine, University of Southern California; and **Monica Osgood**, Founder/ Executive Director, Celebrate the Children, Wharton, NJ

7. Mood Disorders in Very Young Children: Moving Away from DSM and Moving Toward Development!

This workshop will review how moods emerge in infants and toddlers and explore how moods get derailed and how affective disorders evolve. It will include an overview of the spectrum of affective disorders.

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

8. Sensory Integration and Individual Differences: A Basic Understanding

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

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

9. Unconventional Entries into Language: Understanding the Nature of Scripts and How to Nurture Children Who Use Them

In this workshop, we will explore how one child's use of scripts reflected his challenges in symbolic capacity including the comprehension and production of language and symbolic play. The language intervention goals and strategies, based on DIR and developmental language models, will be discussed at three points in the child's therapy—when he was 5 years, 7 years, and 9 years of age. Through this discussion, we will deepen our understanding of why children may produce scripts; how and why scripting can be used to facilitate shared attention, shared meaning, shared intentionality, symbolic play, and language; and what the clinician learned from studying one child's scripting over time.

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

ICDL International Conference

Registration Form



To register online, visit www.icdl.com.

Last Name _____

First Name _____

Daytime Telephone (____) _____

Email address _____
Your registration confirmation will be sent to your email address.

Organization: _____

Address: _____

City _____ State _____ Zip _____

Country _____

How did you hear about this conference?

- an email
 an ad in a magazine or journal
 the ICDL website
 other _____

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

- Professional Parent

Profession

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

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

Conference Registration Fee

Registration fee includes access to conference website with handouts, breaks and certificate of attendance.

	Early Bird Postmark by 10/22/2010	Regular Postmark after 10/22/2010
Conference—ICDL Member	\$295	\$365
Conference—Non Member	\$375	\$435
Workshop—ICDL Member	\$90	\$110
Workshop—Non Member	\$150	\$175

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

I Am Registering For (check all that apply)		
<input type="checkbox"/>	Conference, November 5–7, 2010	\$
Pre-Conference Workshop on Friday, Nov. 5 from 10 am–12 Noon Please note that if there is insufficient enrollment, workshops will be cancelled and registration fees refunded.		
<input type="checkbox"/>	1–Coaching Parents	\$
<input type="checkbox"/>	2–Engaging Communication	\$
<input type="checkbox"/>	3–Everything You Always Wanted to Know	\$
<input type="checkbox"/>	4–How to Address the Individual Profile	\$
<input type="checkbox"/>	5–Medication Support	\$
Post-Conference Workshop on Sunday, Nov. 7 from 1:30–3:30 pm Please note that if there is insufficient enrollment, workshops will be cancelled and registration fees refunded.		
<input type="checkbox"/>	6–Hidden in Plain Sight	\$
<input type="checkbox"/>	7–Mood Disorders	\$
<input type="checkbox"/>	8–Sensory Integration	\$
<input type="checkbox"/>	9–Unconventional Entries	\$
Become an ICDL Partner (Annual Fee)		
<input type="checkbox"/>	Professional—\$60	<input type="checkbox"/>
	Parent—\$35	\$
Additional Tax Deductible Donation to Support:		
<input type="checkbox"/>	ICDL Initiatives	\$
<input type="checkbox"/>	Stanley I. Greenspan, M.D. Memorial Scholarship Fund	\$
	SUBTOTALS: Conference Registration	\$
	Workshop(s)	\$
	ICDL Partnership	\$
	Tax Deductible Donation	\$
	TOTAL ENCLOSED:	\$

Method of Payment

- Visa MasterCard Check (payable to ICDL)

Purchase order number: _____

Cardholder Name _____

Cardholder Signature _____

Card Number _____ Exp _____

Cardholder Address if different from address above:

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

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

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

Cancellation Policy: Cancellations must be in writing and postmarked **on or before November 1, 2010** to receive a full refund. Cancellations after that date are subject to a \$75 administrative charge. **NO CANCELLATIONS AFTER NOVEMBER 5, 2010.** Mail cancellations to ICDL, 4938 Hampden Lane, Suite 800, Bethesda, MD 20814.

ADA: If you have special needs, please contact the ICDL Registrar at 301-656-2667 or registration@icdl.com.