

Preliminary Conference Program

FRIDAY, NOVEMBER 7

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

Preliminary Conference Program

FRIDAY, NOVEMBER 7

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.

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

Preliminary Conference Program

FRIDAY, NOVEMBER 7

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 Moyē 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.

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