

Interdisciplinary Council On  
Developmental And Learning Disorders  
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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**

11TH ANNUAL INTERNATIONAL CONFERENCE

## **Critical Factors for Optimal Outcomes for Children with Autism and Special Needs**

November 9, 10, 11, 2007 ■ Hilton McLean, Tysons Corner, Virginia (Washington, DC Metro Area)

**New  
Format**

**Concurrent Afternoon Seminars** Friday and Saturday, November 9 & 10  
**Pre- and Post-Conference Workshops** Thursday and Sunday, November 8 & 11

**Presentations** by Margaret Bauman, M.D., T. Berry Brazelton, M.D., Howard Gardner, Ph.D., Morton Gernsbacher, Ph.D., Stanley I. Greenspan, M.D., Eric Hollander, M.D., Clara Lajonchere, Ph.D., Ricki Robinson, M.D., MPH, James Stieben, Ph.D., Serena Wieder, Ph.D., and others. Complete list of workshops and speakers inside.

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



The Interdisciplinary Council on  
Developmental and Learning Disorders

11TH ANNUAL INTERNATIONAL CONFERENCE

## Critical Factors for Optimal Outcomes for Children with Autism and Special Needs

November 9, 10, 11, 2007 ■ Hilton McLean, Tysons Corner, Virginia (Washington, DC Metro Area)

### Featuring panels on

#### Improving Educational Outcomes

**Howard Gardner, M.D.**  
(creator of Multiple Intelligences),  
**T. Berry Brazelton, M.D.**,  
**Stanley I. Greenspan, M.D.**



#### Looking Inside the Brain and Mind as Autism Develops: Why Some Children Learn to Develop Creativity, Empathy and Abstract Thinking

*New data from the ongoing  
DIR®/Floortime long term follow up study*

**Margaret Bauman, M.D.**, **James Stieben, Ph.D.**  
and **Serena Wieder, Ph.D.**



#### Earliest Indicators of ASD: The Do's and Don'ts of Early Intervention

**Rebecca Landa, Ph.D.**  
and **Stanley Greenspan, M.D.**



#### New Understanding and Treatment of ADHD, OCD, Anxiety and Behavior Problems in Children with ASD

**Ricki Robinson, M.D.**, **Eric Hollander, M.D.**,  
and **Clara LaJonchere, Ph.D.**



#### The Stigma of Diagnosis Morton Gernsbacher, Ph.D.

### New Format

**Concurrent Afternoon Seminars**  
Friday and Saturday, November 9 & 10

**Pre- and Post-Conference Workshops**  
Thursday and Sunday, November 8 & 11

#### Afternoon Concurrent Seminars on a variety of topics, including

- *Autism Speaks* Research Initiatives
- Floortime™ and Social Groups
- Communication and Language Development
- Mood Swings in Babies and Children
- Understanding Aggression from a DIR® Perspective
- DIR® and Touchpoints
- The PLAY Project
- Transitions: A Parent's Journey
- And many more!

See inside for details and complete list.

#### Pre- and Post-Conference Workshops including

- The Interconnected Highway to Creative and Abstract Thinking, Serena Wieder, Ph.D. and Harry Wachs, O.D.
- Sensory Integration, Rosemary White, O.T.
- Floortime for Novice Players, Barbara Kalmanson, Ph.D. and Molly Romer Witten, Ph.D.
- Literacy for Non Verbal Children, Susan Norwell, M.A. and Patrick Brune, M.S., CCC-SLP
- The ABLC, taught by Diane Lewis, M.A., CCC-SLP

See complete list and schedule inside.



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

See Details Inside

# Preliminary Conference Program

## Our Conference Has A New Format This Year

This year, as in past years, we have organized our conference around **plenary panels** that bring together renowned speakers presenting the latest information on Autism Spectrum Disorders, including *Early Identification and Intervention, Understanding and Treating Anxiety, Obsessive-Compulsive and Attentional Problems*, and *Improving Educational Outcomes*.

New this year are a series of afternoon **concurrent seminars** following our plenary panels on Friday and Saturday. These special sessions will continue the discussions introduced in the plenary panels and also cover a wide range of topics in the areas of **research, communication and language, sensory processing and regulation, DIR®/Floortime™, infant and early childhood mental health, education and parent perspectives**. You can choose from among the wide range of topics and attend the seminars that interest you the most.

Again this year, we will offer **pre-conference workshops** on Thursday, November 8, and we have added a number of **post-conference workshops** on Sunday, November 11. 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- and post-conference workshops and you are encouraged to register early as space is limited. See pages 8–9 for a complete list.

## Poster Sessions

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 share your program.

Please visit our website, [www.icdl.com](http://www.icdl.com), to apply.

	Thursday, Nov. 8	Friday, Nov. 9	Saturday, Nov.10	Sunday, Nov. 11
7:00 am		Registration	Registration	Registration
7:30				
8		Welcome & Tribute to Jennifer Doran Haan		
8:30				
9		8:30–12:15 Plenary Sessions Early Identification and Intervention	8:00–12:30 Plenary Session Understanding and Treating Anxiety, Obsessive-Compulsive Patterns & Attentional Problems in ASD	8:00–12:30 Concluding Plenary Tailoring Education to Each Child's Unique Interests, Strengths and Challenges
9:30				
10		Looking Inside the Brain and Mind as Autism Develops		
10:30				
11				
11:30				
12:00 Noon				
12:15		12:15–1:45 Lunch Break		
12:30				
1			12:30–2:00 Lunch Break	12:30–2:00 Lunch Break
1:30		1:45–2:30 Continuation of morning plenary		
1:45				
2				
2:30	2:00–5:00 pm Pre-Conference Workshops (additional fee)	2:30–3:15 Poster Sessions	2:00–2:45 Continuation of Morning Plenary	2:00–5:00 pm Post Conference Workshops (additional fee)
2:45				
3:00			2:45–3:30 Poster Sessions	
3:15				
3:30	See page 8			See page 9
4				
4:30		3:15–6:00 Concurrent Seminars	3:30–6:00 Concurrent Seminars	
5				
5:30	Dinner Break	See pages 3–4	See pages 5–6	
6				
6:30	6:00–9:00 pm Pre-Conference Workshops (additional fee)			
7				
7:30				
8	See page 8			
8:30				

### 7:00 am

#### Registration Opens

Registration will also be open during workshop hours on Thursday.

### 8:00–8:30 am

#### Welcome

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

#### Tribute to Jennifer Doran Haan and Presentation of the Jen Haan Parent Training Scholarship

The families, advisory council, faculty of the DIR® Institute, and board members of ICDL and the Floortime Foundation would like to pay tribute to Jen Haan, for the dedication she and Bern Haan shared in founding Astra, to support the development of intervention strategies to benefit children and families with special needs and the training and education of others to help each child with developmental challenges realize her and his full potential.

In her memory ICDL, and the Floortime Foundation announce the creation of the Jen Haan Parent Training Scholarship to be awarded annually at ICDL's annual international conference.

### 8:30–9:15 am

#### Earliest Indicators of ASD and the Do's and Don'ts of Early Intervention

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

### 9:15–10:15 am

#### The Surveillance of ASD in Toddlers and Siblings: Social and Communication Predictors and Targeted Interventions

Rebecca Landa, Ph.D., CCC-SLP, Director, Center for Autism and Related Disorders and of REACH (Research and Education for Autism in Children), Kennedy Krieger Institute, Associate Professor of Psychiatry, Johns Hopkins University School of Medicine

### 10:15–10:45 am

#### Morning Break

### 10:45–11:30 am

#### Understanding the Social Brain In Autism: Implications for Early Identification and Successful Treatment Outcome

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

### 11:30 am–12:15 pm

#### Looking Inside the Brain of Children with ASD Throughout the Course of their Development

Margaret Bauman, M.D., Associate Professor of Neurology, Harvard University Medical School

### 12:15–1:45 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.

### 1:45–2:30 pm

#### Profiles of Children with ASD who Develop Empathy, Creative and Abstract Thinking and Outstanding Social Skills; New Data from the Ongoing DIR®/Floortime™ Long Term Follow Up Study

Serena Wieder, Ph.D., Clinical Psychologist, Associate Chair, ICDL, Director, DIR® Institute and CEO, ICDL Graduate School

### 2:30–3:15 pm

#### Afternoon Break

#### Poster Sessions

Featuring DIR®-based clinical practice models, early intervention, educational, social interaction and creative arts programs. DIR®-based programs from throughout the U.S. and overseas will illustrate their application of DIR® principles, strategies and research in a variety of settings, including clinical practice, early intervention, education, social interaction, creative arts, parent education, clinical training and academic programs.

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

### 3:15–6:00 pm

#### Concurrent Seminars

Choose the one session that most interests you.

#### Research Methodology and Targeted Interventions for Children and Siblings Identified as at Risk for ASD

Dr. Landa will expand on the morning presentation discussing the research strategies used for early identification of autism, the development of diagnostic criteria for toddlers, and intervention studies for toddlers and siblings at risk. These studies are part of the NIH, NIMH Studies to Advance Autism Research and Treatment Centers.

Rebecca Landa, Ph.D., CCC-SLP, Director, Center for Autism and Related Disorders and of REACH (Research and Education for Autism in Children), Kennedy Krieger Institute, Associate Professor of Psychiatry, Johns Hopkins University School of Medicine

#### 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 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

#### Families

This seminar will offer parents, extended family members, assistants and professionals an opportunity to enhance their understanding of how family dynamics can be supported to maximize comprehensive interventions for children, without any one family member becoming too central. We will discuss the process of developing intervention plans, beginning with assessment and continuing on

**3:15–6:00 pm**

**Concurrent Seminars (continued)**

into life as everyone grows older. The focus will be on the family as the central organizer. Parents will use their own experiences to inform and support this interactive exchange of theory, ideas and experiences.

**Ruby Salazar, LCSW, BCD**, Clinical Social Worker, Salazar Associates, Clarks Summit, PA and **Rebecca Shahmoon Shanok, LCSW, Ph.D.**, Director, Institute for Infants, Children and Families, Jewish Board of Family and Children's Services, NY, NY

**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

**New Perspectives on Language Intervention: How Typical and Atypical Language Acquisition Light the Way**

The stages, sequences, and modalities of *typical language acquisition* will be reviewed as the cornerstones of contemporary assessment paradigms (ICDL–DMIC, 2005). This model, in combination with patterns of *atypical language acquisition* (e.g., limited vocabulary diversity, narrow range of communicative functions, use of echolalia and scripts) in children on the autistic spectrum, will be revisited as markers for generating speech and language intervention goals. These goals will reflect the developmental process of acquiring the meanings, intentions, and forms of language. A hierarchical set of developmental questions will be proposed to guide the clinician (both the speech-language pathologist and non-

speech-language pathologist) in determining which step in the developmental process the child is 'working on,' as well as the content and contexts of language intervention.

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

**Autism Spectrum Disorders (ASD) and Attachment Research**

This session will consider both the published research and the clinical and behavioral phenomena that engender important aspects of the attachment process for children with autism spectrum disorders (ASD). Since the first attempts to apply attachment theory in the area of autism spectrum disorders, there have been pernicious myths and inadequate understanding of the complexity surrounding how children with ASD create durable and effective primary attachments. Panel members will present: 1) a definitive review of the current research regarding the developmental process, quality and effectiveness of the attachment relationships created between children diagnosed with an autism spectrum disorder and their parents; 2) the purposes and processes of the basic attachment process; 3) an exploration of what secure attachment behaviors look like for children with ASD as well as what impedes the attachment process, and; 4) how the attachment process for children (in the neurotypical range as well as with autism spectrum disorders) creates the infrastructure of synchronous relatedness, often for the rest of an individual's life. Videos will be used to illustrate selected aspects of the discussion.

**Gerry Costa, Ph.D.**, Director, YCS Institute for Infant and Preschool Mental Health, East Orange, NJ, **Griff Doyle, Ph.D.**, Clinical Psychologist, Bethesda, MD, **Gil Foley, Ed.D.**, Associate Professor, Ferkauf Graduate School of Psychology, Yeshiva University, 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 Glover, 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*

**Embracing DIR® in Early Intervention**

This seminar will describe how one early intervention program in Massachusetts has incorporated DIR® and Floortime™ into the services being provided to children from birth to three and their parents and caregivers. Through a unique collaboration with the Astra Foundation, the Minute Man Arc Early Intervention Program staff has participated in training and curriculum development that has fostered use of the DIR® Model with children with a wide variety of developmental challenges. A panel of EI providers will present a case study illustrating how the model has been implemented in working with a child with a PDD diagnosis.

**Alex Chatfield, MSW, LICSW**, Minute Man Arc EIP, Concord, MA, **Deborah Bauch, M.S., O.T./R.**, Astra Foundation, Acton, MA, **Brianne Mackie, BS**, **Kristin Forsberg, MS, CCC-SLP**, and **Judy Hanselman, LMHC**, Minute Man Arc EIP, Concord, MA

**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

**Look into my Eyes! — A Floortime™ Parent Project**

This innovative annual training initiative is held in the West of Ireland and is inspired by theory and practice which confirms the benefits of parents teaching and sharing their expertise with other parents. Facilitated by Mari Caulfield, DIR® Certified Speech and Language Therapist, this day is offered nationally and has been inspirational and supportive to parents of children with relating and communication disorders. The presentation will explore the model of sharing Floortime™ and DIR® with others, and the importance of reflective practice by parents. Parents and professionals will learn about exciting ways to collaborate and honor one another's expertise in this important area.

**Mari Caulfield, SLP**, Galway, Ireland

# Preliminary Conference Program

SATURDAY, NOVEMBER 10

## Understanding and Treating Anxiety, Obsessive-Compulsive Patterns and Attentional Problems in Children with Autism and Other Special Needs

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.

8:00–9:00 am

### Developmental Insights on Difficulties with Attention, Obsessive-Compulsive Behavior and Anxiety in Children with ASD; a Comprehensive Approach to Prevention and Intervention

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

9:00–10:00 am

### The Psychopharmacologic Approach to Understanding and Treating Anxiety, Obsession, and Aggression in ASD

**Eric Hollander, M.D.**, Professor of Psychology, Mount Sinai School of Medicine

10:00–10:30 am

Morning Break

10:30–11:30 am

### Medical Conditions Presenting as Anxiety, Obsession, Aggression or Regression in ASD

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

11:30 am–12:30 pm

### Bringing the Bench to the Bedside: Facilitating Translational Research Through Clinical Programs and Research Resources

**Clara Lajonchere, Ph.D.**, Vice President for Clinical Programs, Autism Speaks

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.

2:00–2:45 pm

### The Psychological Science of the Stigma of Diagnosis

**Morton Gernsbacher, Ph.D.**, Sir Frederic C. Bartlett Professor of Psychology, University of Wisconsin, Madison

2:45–3:30 pm

Afternoon Break

### Poster Sessions

Featuring DIR®-based clinical practice models, early intervention, educational, social interaction and creative arts programs. DIR®-based programs from throughout the U.S. and overseas will illustrate their application of DIR® principles, strategies and research in a variety of settings, including clinical practice, early intervention, education, social interaction, creative arts, parent education, clinical training and academic programs.

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3:30–6:00 pm

### Concurrent Seminars

*Choose the one session  
that most interests you.*

#### Autism Speaks Research Initiatives:

Including basic science, epidemiology, genetics, clinical trials and much more, followed by Q&A.

**Clara Lajonchere, Ph.D.**, VP, Clinical Programs, Autism Speaks, **Eric Hollander, M.D.**, Professor of Psychology, Mt. Sinai School of Medicine, and **Ricki Robinson, M.D.**, Clinical Professor of Pediatrics, Keck School of Medicine, University of Southern California

#### Beginning Floortime:

#### 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.

**Lorraine Ehlers-Flint, Ph.D.**, Clinical Psychologist, Mamaroneck, NY and **Lisa deFaria, MSW, LCSW, BCD**, Clinical Social Worker, San Jose and Pacific Grove, CA

#### DIR® and Touchpoints: Helping Families Adapt and Engage in Early Intervention

This workshop will draw on concepts from both the DIR® and Touchpoints models to identify strategies for strengthening family-professional relationships. We will examine the integrated care of the child and the family's emotional adaptation to a child with special needs as a developmental process for both the family and the professional team. The importance of flexible service systems that offer “seamless care” will be discussed. The workshop will demonstrate how an understanding of individual

**3:30–6:00 pm**

**Concurrent Seminars (continued)**

developmental-relational profiles can guide professionals as they lay the foundation for a relationship that supports the child and family as the work of early intervention unfolds.

**Ruby Salazar, LCSW, BCD**, Clinical Social Worker, Salazar Associates, Clarks Summit, PA and **Joshua Sparrow, M.D.** Assistant Professor of Psychiatry, Harvard University Medical School

**Finding the Intersect of Language and Affect: How Interdisciplinary Dialogue Informs DIR® Intervention**

In this workshop we will discuss aspects of typical development which can inform our identification of patterns of behavior in young children which reflect underlying challenges in self-social-emotional and/or language-communication development. The presenters will illustrate how the child's developmental needs can be addressed at a greater level of depth by considering the crossroads between language and affect. The 'dialogue' between a DIR® psychologist and speech-language pathologist will illustrate how the thinking in each discipline is enhanced by a collaborative process of observation and analysis. Clinical vignettes and videos of children with challenges in relating and communicating will be presented and intervention suggestions for intersecting developmental themes will be discussed.

**Gil Foley, Ed.D.** Professor of Psychology, Yeshiva University, NY, and **Sima Gerber, Ph.D., CCC**, Professor of Communication Disorders, Queens College, CUNY

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

This workshop 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 in Bethesda, MD and **Bobbi Wade, MAT, CCC-SLP**, SLP, Alexandria, VA

**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

**Understanding Aggression from a DIR® Perspective**

Aggressive behaviors are challenging and may be easily misunderstood. In this workshop, 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 workshop 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 also will 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

**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.

**Elizabeth Dulin, M.Ed.**, Education Director and **Victoria McBride, CCC-SLP**, Curriculum Director, The Lionheart School, Atlanta, GA, and **Monica Osgood**, Founder/Director, Celebrate the Children, Netcong, NJ

**Transitions: Parenting a Child with Disabilities**

This session will trace the developmental path of a parent of a child on the autistic spectrum, from early childhood through early adulthood. The presenter, a mother and a clinical psychologist, draws from both her personal and professional experience as well as from literature, to describe the journey.

**Nancy Crown, Ph.D.**, Clinical Psychologist, NY, NY

# Preliminary Conference Program

SUNDAY, NOVEMBER 11

## Tailoring Education to Each Child's Unique Interests, Strengths and Challenges

*Enabling all children to become active learners*

### 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*

### 7:30 am

**Registration Opens**

### 8:00–9:00 am

**New insights into how infants and children learn; implications for educating children with ASD and other learning challenges, differences and strengths**

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

### 9:00–10:30 am

**Harnessing each child's capacity for multiple intelligences and the full development of the mind**

**Howard Gardner, Ph.D.**, Hobbs Professor of Cognition and Education, Harvard Graduate School of Education

### 10:30–11:00 am

**Morning Break**

### 11:00 am–12:00 pm

**Recognizing and mobilizing each child's unique capacities from the beginning**

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

### 12:00–12:30 pm

**Closing Remarks**

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

### 2:00–5:00 pm

**Post Conference Workshops**

# Preliminary Conference Program

## ICDL Advisory Board

**Stanley Greenspan, M.D., Chair**

**Serena Wieder, Ph.D., Associate Chair, Director DIR<sup>®</sup> Institute**

Frederick Almqvist, M.D.

Ron Balamuth, Ph.D.

Margaret Bauman, M.D.

Lois Black, Ph.D.

Cecilia Breinbauer, M.D.

Adele Brodtkin, Ph.D.

Tim Buie, M.D.

Sherri Cawn, M.A., CCC-SLP

Harry Chugani, M.D.

Susan Coates, Ph.D.

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

Gerard Costa, Ph.D.

Leon Cytryn, M.D.

Georgia A. DeGangi, Ph.D., OTR,

Griff Doyle, Ph.D.

Barbara Dunbar, Ph.D.

Sima Gerber, Ph.D., CCC-SLP

Morton Ann Gernsbacher, Ph.D.

Ira Giovinsky, Ph.D.

Arnold Gold, M.D.

Lois Gold, OTR

Carol Gray, Ph.D.

Cindy Harrison, M.Sc., Reg. CASLPO

Myron Hofer, M.D.

Barbara Kalmanson, Ph.D.

Pnina Klein, Ed.D.

Karen Levine, Ph.D.

Toby Long, Ph.D., PT

Darcey Lowell, M.D.

Jane Madell, Ph.D.

Arnold Miller, Ph.D.

Nancy Minshew, M.D.

Robert Nardone, M.D.

Monica Osgood

Beth Osten, M.S., OTR/L

Lori Jeanne Peloquin, Ph.D.

Stephen Porges, Ph.D.

Barry Prizant, Ph.D., CCC-SLP

Ricki Robinson, M.D., MPH

Molly Romer Witten, Ph.D.

Mark Rosenbloom, M.D.

Burt Ruttenberg, M.D.

Ruby Salazar, LCSW, BCD

Maria Teresa Sindelar, Ph.D.

Rebecca Shahmoon Shanok, Ph.D.

Stuart Shanker, D. Phil.

Milton Shore, Ph.D.

Richard Solomon, M.D.

Gerry Stefanatos, M.D.

Annie Steinberg, M.D.

Harry Wachs, O.D.

Amy Wetherby, Ph.D.

Rosemary White, Dip.O.T.

G. Gordon Williamson, Ph.D.

Parviz Youssefi, Ed.D.

Andrew Zimmerman, M.D.

### Pre-Conference Workshops Thursday, November 8

2:00–9:00 pm

(there will be a break for dinner)

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

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

6:00–9:00 pm

#### The Interconnected Highway to Creative and Abstract Thinking: A View of Visual Spatial Capacities

Complex interconnections between all sensory processing areas and affective experience promote the development of Functional Emotional capacities and intelligence. While Visual-Spatial capacities are so central to social interactions, (e.g., reading cues and maintaining appropriate distance), they also play an important role in imaginative play, movement activities, math and academic readiness, motor planning and executive functions, as well as symbolic and representational thought. Yet, underlying difficulties in visual-spatial capacities are often not recognized or treated during the early years. This workshop will review the developmental course of Visual-Spatial capacities described in Axis V of the *ICDL Diagnostic Manual for Infants and Young Children (DMIC)* and identify indicators of challenges observed in day to day functioning, play and learning and relate these to specific processing challenges. Special focus will be devoted to how under developed capacities affect reasoning and symbolic play. We will also highlight videotaped intervention strategies from our forthcoming book and Visual Training Manual for parents, caregivers, educators and professionals.

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

To register for this Workshop, select **Inter-connected Highway** on your Registration Form

6:00–9:00 pm

#### Floortime for Novice Players

This workshop is designed for parents, professional newcomers and others who work with children with regulatory and developmental challenges. 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. 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

6:00–9:00 pm

#### 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 and co-author, with Stanley I. Greenspan, M.D. of the *Affect-Based Language Curriculum (ABLC)*

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

6:00–9:00 pm

#### 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 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. The importance of ongoing staff training, reflective supervision and incentives in the school setting will be outlined.

**Faculty:** Monica Osgood, Founder/Director, and Lauren Blaszk, Assistant Director, Celebrate the Children, Netcong, NJ

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

6:00–9:00 pm

#### The Biomedical Approach to the Evaluation and Treatment of Children with Autistic Spectrum Disorders: The DIR® Approach to Medication Management

This workshop will focus on the target symptom approach to medication management. The discussion will include a thorough description of medication mechanism of action and appropriate application for treatment. Registered participants are invited to present challenging cases to help illustrate this approach.

**Faculty:** Ricki Robinson, M.D., Pediatrician and Clinical Professor of Pediatrics at the Keck School of Medicine, University of Southern California

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

### Post-Conference Workshops Sunday, November 11

2:00–5:00 pm

#### Literacy for Non-Verbal Children

Literacy skills are an effective avenue for developing augmentative communication skills, language comprehension, reciprocity and regulation for children with autism, including those who are non verbal and have the most severe motor planning challenges. The development of reading skills for children on the autism spectrum is often neglected in lieu of daily living skills. Largely ignored are those who are non-verbal with motor planning issues. What techniques and strategies are effective in helping these children become readers? How can augmentative communication and technology play a role in the acquisition of basic reading skills? This workshop will address how the DIR® model can harness the child's internal motivation to provide the foundation for reading instruction (The Four Block Model) and pertains to children with very significant reading challenges.

**Faculty:** **Susan H. Norwell, M.A.**, Educational Specialist/Private Practice, Buffalo Grove, IL and **Patrick Brune, M.S., CCC-SLP**, Augmentative Communication Specialist, NY, NY

*To register for this Workshop, select **Literacy for Non-Verbal Children** on your Registration Form*

#### 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, **Cindy Harrison, M.Sc., Reg. CASLPO**, Speech-Language Pathologist, Private Practice, Ottawa, Ontario

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

#### Functional Emotional Assessment Scale (FEAS)

This workshop will guide the participant in the use of the **FEAS** to assess functional emotional developmental capacities through observations of parent-child interactions in unstructured naturally occurring emotional interactions between infants, children and caregivers in a variety of settings. This standardized instrument can be used for research, assessment, and outcome studies, and is of great value in training observation and treatment strategies to enhance parent-child interactions in both clinical and educational settings.

**The Functional Emotional Assessment Scale (FEAS)** for Infancy and Early Childhood: Clinical & Research Applications. (Greenspan, DeGangi, Wieder, 2001, ICDL) addresses emotional range and stability, joint attention and engagement, two way interactions and communication, social and emotional problem solving, as well as the ability to symbolize or represent emotions, emotional thinking, and appreciation of reality and the range of emotional themes that characterize a child's personality and interactions. Presenters will discuss how the **FEAS** relates to the the **Bayley Functional Emotional Growth Chart Parent Questionnaire** (Greenspan, 2005) and recent outcomes of the **PLAY Project**. Participants will be expected to prepare for the workshop by reading the **FEAS** and practicing observations and ratings in advance. Please provide an e-mail address on your registration form so that we can provide materials in advance. Some time will be devoted to reliability training. **Numbers will be limited.**

**Faculty:** **Rick Solomon, M.D.**, Medical Director, Ann Arbor Center for Developmental and Behavioral Pediatrics and **Rosemary White, OT**, Director, Pediatric Physical and Occupational Therapy Services, Seattle, WA

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

#### Program Evaluation: Funders Want It; Children Demand It

The evaluation of an intervention program is essential not only for its use in proving to funders that their money is (or will be) well-spent, but more importantly because it is essential if practitioners are to continue to improve intervention techniques by building upon the successes of previous techniques and avoiding their failures. The main goal of the seminar is to provide participants with information necessary for them to create a plan to evaluate an intervention program. In the process, they will also learn how to critically evaluate the design and implementation of other treatment studies so that they can make an informed decision about the reliability and validity of their results.

**Faculty:** **Devin Casenhiser, Ph.D.**, Head of Research, Milton and Ethel Harris Research Initiative (MEHRI), York University, Toronto, ON

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

#### The DIR® and IEP Goal Bank

This workshop will illustrate how to identify and select specific DIR® educational goals for a range of children which can be used 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/Director, and **Lauren Blaszak**, Assistant Director, Celebrate the Children, Netcong, NJ

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

# ICDL 11th 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 \$119 single/double (Thursday, Friday, Saturday and Sunday nights, 11/8 through 11/11) or \$209 (Wednesday 11/7 and Monday, 11/12) 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 and 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).

### Continuing Education (CEUs)

YCS (Youth Consultation Service) is a co-sponsor of the 2007 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.

### 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.

# ICDL 11th Annual Conference

**Deborah Bauch, M.S. O.T/R**

Astra Foundation, Acton, MA

**Margaret Bauman, M.D.**

Associate Professor of Neurology, Harvard University Medical School

**Lauren Blaszak**

Assistant Director, Celebrate the Children, Netcong, 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

**Patrick Brune, M.S., CCC-SLP**

Augmentative Communication Specialist, NY, NY

**Devin Casenhiser, Ph.D.**

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

**Mari Caulfield, SLP**

Galway, Ireland

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

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

**Alex Chatfield, MSW, LCSW**

Minute Man ARC EIP, Concord, MA

**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

**Nancy Crown, Ph.D.**

Clinical Psychologist, Assistant Clinical Professor of Psychiatry and Behavioral Sciences, Albert Einstein College of Medicine, Montefiore Medical Center, Bronx, NY

**Griff Doyle, Ph.D.**

Clinical Psychologist, Bethesda, MD

**Lisa de Faria, LCSW, BCD**

Clinical Social Worker, San Jose and Pacific Grove, CA

**Elizabeth Dulin, M.Ed.**

Education Director, The Lionheart School, Atlanta, GA

**Barbara Dunbar, Ph.D.**

Developmental Psychologist, Atlanta, GA

**Lorraine Ehlers Flint, Ph.D.**

Clinical Psychologist, Mamaroneck, NY

**Gil Foley, Ed.D.**

Associate Professor, Ferkauf Graduate School of Psychology, Yeshiva University

**Howard Gardner, Ph.D.**

Hobbs Professor of Cognition and Education, Harvard Graduate School of Education

**Sima Gerber, Ph.D.**

Professor of Communication Disorders, Queens College, CUNY

**Morton Gernsbacher, Ph.D.**

Sir Frederic C. Bartlett Professor of Psychology, University of Wisconsin-Madison

**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

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

Speech-Language Pathologist, Private Practice, Ottawa, Ontario

**Eric Hollander, M.D.**

Professor of Psychology, Mount Sinai School of Medicine, NY

**Barbara Kalmanson, Ph.D.**

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

**Clara Lajonchere, Ph.D.**

VP, Clinical Programs, Autism Speaks and Clinical Assistant Professor of Pediatrics, Keck School of Medicine, University of Southern California

**Rebecca Landa, Ph.D., CCC-SLP**

Director, Center for Autism and Related Disorders, Kennedy Krieger Institute, Associate Professor of Psychiatry, Johns Hopkins University Medical School, Baltimore, MD

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

Director, Communication Enrichment Services, Bethesda, MD

**Victoria McBride, M.A., CCC-SLP**

Curriculum Director, The Lionheart School, Atlanta, GA

**Susan Norwell, M.A.**

Educational Specialist/Private Practice, Buffalo Grove, IL

**Monica Osgood**

Founder/Director, Celebrate the Children, Netcong, NJ

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

Director, Beth Osten & Associates, Skokie, IL

**Stephanie Pass, Ph.D.**

Psychologist, San Francisco, CA

**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 Salazar, LCSW, BCD**

Clinical Social Worker, Salazar Associates, Clarks Summit, PA

**Diane Selinger, Ph.D.**

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

**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

**Jim Stieben, Ph.D.**

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

**Harry Wachs, O.D.**

Developmental Ophthalmologist, Washington, DC

**Bobbi Wade, MAT, CCC-SLP**

Speech Language Pathologist, Alexandria, VA

**Rosemary White, O.T.**

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



The Interdisciplinary Council on  
Developmental and Learning Disorders

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

The Interdisciplinary Council on Developmental and Learning Disorders (ICDL) is pleased to launch the **ICDL Graduate School**, a private postsecondary degree granting institution fully approved by the California Bureau for Private Postsecondary and Vocational Education (BPPVE). The ICDL Graduate School offers 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.

Applications are being considered as they are submitted and the first group of accepted students will begin class January 15, 2008.

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

### 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.

### A Flexible, Innovative & Interactive Distance Education

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.***

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

# ICDL 11th Annual Conference

## ICDL Books and Videos

New

### 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-Members \$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: \$79.95 ICDL Member  
\$88.95 Non-Member

### 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. New in 2006 and published twice a year, 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 expands on and replaces the Journal of Developmental and Learning Disorders. It 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.

ICDL Member \$35.00  
Non-Member \$38.00

### 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 11th 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, advancing the identification, prevention and treatment of developmental

and learning disorders. 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.

*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.
- Professional Plus Membership \$80 per year: All of the benefits listed above, plus a hard copy subscription to the *Journal of Developmental Processes*.
- 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, a hard copy subscription to 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 11th Annual Conference

## Registration Form



### ICDL Conference: Nov. 8–11, 2007

Use this form to register for the conference, 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 \_\_\_\_\_

4 letter code on mailing label of your brochure \_\_\_\_\_

**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  Professional Plus: \$80.00

Parent: \$35.00  Student: \$35.00

Organizational: \$200.00

*Name and email address of contact for organizational membership*

#### 4. 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*

**Your registration fee includes a CD with the conference handouts.**

### Conference Registration Fee (check one)

	Early Bird Postmark by 10/08/07	Regular Postmark by 10/29/07	After 10/29 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>			

### Pre-And Post-Conference Workshop Registration Fee

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

	Workshop	Day/Time	Members	Non-Members
<b>Pre-Conference Workshops</b>				
<input type="checkbox"/>	Sensory Organization	Thurs. 2-9 pm	\$175	\$200
<input type="checkbox"/>	ABLC	Thurs. 6-9 pm	\$95	\$105
<input type="checkbox"/>	Biomedical Approach	Thurs. 6-9 pm	\$95	\$105
<input type="checkbox"/>	Floortime for Novice Players	Thurs. 6-9 pm	\$95	\$105
<input type="checkbox"/>	Interconnected Highway	Thurs. 6-9 pm	\$95	\$105
<input type="checkbox"/>	Pre-School and Elementary	Thurs. 6-9 pm	\$95	\$105
<b>Post-Conference Workshops</b>				
<input type="checkbox"/>	Communication Through DIR® Lens	Sun. 2-5 pm	\$95	\$105
<input type="checkbox"/>	DIR® and IEP	Sun. 2-5 pm	\$95	\$105
<input type="checkbox"/>	FEAS	Sun. 2-5 pm	\$95	\$105
<input type="checkbox"/>	Literacy for Non-Verbal Children	Sun. 2-5 pm	\$95	\$105
<input type="checkbox"/>	Program Evaluation	Sun. 2-5 pm	\$95	\$105
<b>Total Enclosed for Workshops \$ _____</b>				

#### Total:

Conference Registration \$ \_\_\_\_\_

Pre- and Post-Conference Workshops \$ \_\_\_\_\_

Membership \$ \_\_\_\_\_

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 above.

Cancellation Policy: Cancellations must be in writing and postmarked by November 7, 2007 to receive a full refund. Cancellations after that date are subject to a \$75 administrative charge. NO CANCELLATIONS AFTER NOVEMBER 7, 2007. Mail cancellations to ICDL, 4938 Hampden Lane, Suite 800, Bethesda, MD 20814.