



# Awakening Human Potential in Mind and Body

## Implications for Parents and Professionals in Autism and Mental Health Treatment

**March 18-19, 2016**

Conference Workshops on  
**Sunday, March 20, 2016**

**PASADENA CONVENTION CENTER**  
300 EAST GREEN STREET  
PASADENA, CA 91101



### **GUEST SPEAKERS**

Sheila Anderson, PhD  
LouAnne Boyd, MA  
Deborah Budding, PhD  
Brenda Jones Harden, MSW, PhD  
Erik Linthorst  
Rosalind W. Picard, SCD  
"Skip" Rizzo, PhD  
Lonnie Zeltzer, MD

### **PROFECTUM FACULTY**

Serena Wieder, PhD  
Ricki Robinson, MD, MPH  
Mona M. Delahooke, PhD  
Connie Lillas, PhD, MFT, RN  
Monica G. Osgood  
Tal Baz, MS, OTR/L  
Sherri Cawn, MA, CCC-SLP  
Patricia Marquart, MFT  
Ruby Salazar, LCSW, BCD  
Traci D. Swink, MD  
Rosemary White, OTR/L

# Profectum Foundation 4<sup>th</sup> International Conference

MARCH 18-20, 2016 • PASADENA CONVENTION CENTER • PASADENA, CA

## Awakening Human Potential in Mind and Body

### Implications for Parents and Professionals in Autism and Mental Health Treatments

The Profectum Foundation supports parents and professionals as they strive to help each individual reach their full potential regardless of their diagnosis. This conference brings autism and mental health treatment up to date through the latest research and practice supporting the mind and body. Four novel areas holding great promise in supporting well-being are highlighted in this year's conference.

Join us as we explore...

- Cutting edge technology that improves well-being and development in Autism, SPD and Mental Health Treatment
- How medical conditions, including chronic pain and anxiety, can be recognized and treated to calm the body and mind
- A groundbreaking transdisciplinary team approach to improving long term outcomes of underserved children with toxic stress
- The "father factor" and how it can enhance all family's lives, regardless of constellation



We invite you to join us **March 18-20, 2016 in Pasadena, California, for Profectum Foundation's 4th International Conference**. Keynote presentations by leading scientists, clinicians, and educators feature state-of-the-art research and treatment models to advance progress for individuals diagnosed on the Autism Spectrum, Sensory Processing Disorders, Anxiety, Challenging Behaviors, Attention Deficit/Hyperactivity, Mood Disorders, and other neurological differences that can impact social, academic, or vocational function at any age.

You are sure to come away with new practical tools, insights, and inspiration!

**We are here to make this an exciting, enjoyable and enriching experience for YOU and can't wait to see you this March in Pasadena.**

*The Faculty and Directors of Profectum Foundation*

#### WHY ATTEND THIS GROUND BREAKING CONFERENCE?

**Continuing Education:** SLPs, OTs, COTAs, RNs, LCSWs, LEPs, LMFTs, LPCCs, Psychologists

- |   |   |
|---|---|
| ✓ | Discover how innovative new technologies can promote developmental progress and potential across age ranges.  |
| ✓ | Learn how undiagnosed medical conditions including chronic pain and anxiety can cause emotional and behavioral challenges for those with Autism and how to use DIR model treatment approaches to improve their wellbeing. |
| ✓ | Be able to explain what research tells us about the unique role of fathers in at-risk and special-needs population.   |
| ✓ | Be able to describe the long-term effects of neglect and abuse on the developing brain and how interdisciplinary teamwork can interrupt these outcomes.   |

**YOU WON'T WANT TO MISS THIS AMAZING LEARNING OPPORTUNITY FOR PROFESSIONALS,  
PARENTS AND INDIVIDUALS LIVING WITH ASD, SPD, AND RELATED SPECIAL NEEDS!**

**Who should attend? We welcome parents and professionals including:**

Physicians | Clinical Psychologists | Social Workers | Marriage and Family Therapists | Occupational and Physical Therapists  
Speech-language Pathologists | Developmental Optometrists | School Psychologists | Inclusion Specialists | Educators  
Special Educators | Para-professionals | Early Interventionists | Music Therapists | Regional Center Case Managers  
Behavioral Specialists ... and more!

Whether you are the parent of or a professional working with children, adolescents and young adults with an ASD, Sensory Processing Disorder or other special needs, **THIS CONFERENCE IS FOR YOU!**

## Featured Conference Themes

- ◆ Innovative Approaches to Emotional Regulation: Using Sense Technology to Improve Quality of Life
- ◆ Identifying Needs and Bringing Hope to Underserved Infants, Toddlers, and Parents in the Child Welfare System
- ◆ Healing the Body to Calm the Mind: The Impact of Medical Issues on Emotional Well-Being and Developmental Progress
- ◆ Innovative Approaches to Building Socio-emotional Development
- ◆ The Impacts of Fathers and Father Figures on Children's Socio-emotional Development



## You will have opportunities to attend:

- ✓ Plenary presentations on all these topics
- ✓ Multi-disciplinary panel discussions that will include case histories viewed through video clips that demonstrate relationship based treatment strategies to address key challenges
- ✓ Parent panels to address concerns for all those raising children with special needs
- ✓ Special Workshops that provide “hands-on” learning and practical tools for use in the home, clinic and classroom
- ✓ A Resource Partner Fair to learn what is available and forge new relationships within the community
- ✓ Book signings at the Special Needs Project Bookstore
- ✓ Meet and network with colleagues, friends and parents dedicated to the progress of every individual!



## Sunday Workshops

- ◆ DIR Model Therapeutic Play Groups for Siblings of Children with ASD
- ◆ Learn and Move to the Sights and Sounds of Writing: Effectively use Music, Movement and Technology to Engage Students in Handwriting
- ◆ Focus on Family: Solution Oriented Approaches For Families Faced by Developmental Challenges
- ◆ Development Across the Lifespan: Preparing Young Adults for Success
- ◆ It's The Real Thing!™ The Symbolic Journey towards Reality Testing and Self
- ◆ The DIR Approach to Feeding Challenges in Children with Autism
- ◆ Floortime Strategies: A User's Guide to the DIR Model
- ◆ Occupational Therapy: Research and Reflection - a Two Part Workshop for Parents and Professionals
- ◆ Finding the Balance: The Benefits and Risks of 21st Century Technology for Individuals with Sensory and Motor Differences

# Conference Program

with Distinguished Guest Speakers and Profectum Faculty

**Friday, March 18, 2016**

## MORNING SESSIONS

Innovative Approaches to Emotional Regulation: Using Sense Technology to Improve Quality of Life

**8:30 am – 8:45 am | Welcome**

**Ricki Robinson, MD, MPH and Serena Wieder, PhD**

**8:45 am – 9:00 am | Conference Overview**

**Connie Lillas, PhD, MFT, RN**

**9:00 am - 10:00 am | “Keep Calm and Carry On”: Using Sense Technology as a Bridge Between Mind and Body**

**Rosalind W. Picard, ScD**

A physiological state of calm attention is the foundation to all growth and development. Rapid state changes into stress responses, underlie many conditions across diagnostic categories. Our keynote speaker, Dr. Rosalind Picard, founder of the Affective Computing Research Group at the MIT Media Lab, will present her groundbreaking research with sense technology devices that are changing lives. This technology alerts caregivers to rapid changes in the child’s physiology. The device can assist in detecting some kinds of seizures and can alert parents to changes that indicate activating stress responses. This can be a critical tool for parents and professionals supporting emotional regulation of individuals across diagnoses. This is in keeping with the recent shift by the National Institute of Health towards a more sophisticated view of the mind-body connection, looking at common denominators that apply to all “diagnoses”.

As a result of this presentation, participants will be able to:

- Describe how sense technology can aid parents and professionals in understanding children’s stress responses
- Discover how sense technology can support the early detection of seizure activity
- Recognize the relationship between physiological arousal levels and emotional regulation across diagnoses

**10:00 am - 10:30 am | Break: Book Signings, Resource Partner Fair**

**10:30 am - 11:45 am | Making Sense of the Body: The Potential of Sense Technology in Understanding Behavior and Supporting Emotional Regulation and Joint Attention**

**Tal Baz, MS, OTR/L**

This longitudinal case presentation with a neurologically complex child will show how attunement and engagement were informed by an understanding of the child’s stress responses. Video clips will demonstrate observational skills and developmental relationship based methodologies used to lead a dysregulated and anxious child with significant developmental constrictions towards calm joyful interactions with his mother. We will follow the child from the initial contact with the therapist through the peaks and valleys of treatment, while looking closely at the subtle shifts between Shared Attention to higher, and more sophisticated levels of Joint Attention. Recently, Ms. Baz has utilized the sense technology created by Dr. Picard. We look forward to hearing about the clinical application of the E4 technology in treatment for the first time in this groundbreaking application to cutting edge interdisciplinary practice.

**11:15 am - 11:45 am | Panel Discussion**

**Moderator: Connie Lillas, PhD, MFT, RN;**

The interdisciplinary panel of Serena Wieder, PhD; Rosalind W. Picard, ScD; Traci D. Swink, MD; Tal Baz, MS, OTR/L and Theresa Hamlin, EdD, PD, will share the reflections on this rich process of research and clinical applications.

As a result of this presentation, participants will be able to:

- Summarize the clinical reasoning of working from the “bottom-up” to the “top-down”
- Describe how the acquisition of early socio emotional milestones leads to later capacities, including social problem solving
- Identify how sense technology aided a master clinician and interdisciplinary team to better support comprehensive treatment

**11:45 am - 12:00 pm | Sneak Peak! The Profectum Parent Toolbox**

**Ricki Robinson, MD, MPH**

Join us as we introduce this groundbreaking new “How To” Webcast series for parents and professionals. Discover how the PPT Webcasts presents and demonstrates the 16 key strategies that help parents engage, play and interact with their child! You won’t want to miss this premiere showing of the PPT!

**12:00 pm - 1:15 pm | Prepaid Lunch or Lunch On Your Own**



Sheila Anderson



LouAnne Boyd



Deborah Budding



Brenda Jones Harden



Rosalind W. Picard

## AFTERNOON BREAKOUT SESSIONS

**1:15 pm - 4:45 pm | TRACK 1**

### **IDENTIFYING NEEDS AND BRINGING HOPE TO UNDERSERVED INFANTS, TODDLERS, AND PARENTS IN THE CHILD WELFARE SYSTEM**

#### **1:15 pm - 2:00 pm | Identifying the Physical, Developmental, and Emotional Needs of Infants and Toddlers in the Context of Abuse and Neglect Within the Developing Brain**

**Brenda Jones Harden, MSW, PhD**

Isolated silos of training have created an artificial split between those treating developmental delays, trauma, and physical needs. For example, Part C professionals are often not trauma informed, mental health practitioners are often not trained in developmental delays and disabilities, and medical practitioners may only recognize the short-term effects of physical neglect. Best practice approaches require that providers are trained in recognizing all arenas, in the context of understanding the long-term effects of abuse and neglect on the developing brain. This is particularly relevant to the children in the child welfare system where over 80% of foster children have suffered from developmental, behavioral, or emotional problems – 2 to 8 times the national averages (Child Welfare League of America, 2006). Dr. Harden, an Associate Professor in the Department of Human Development & Quantitative Methodology, University of Maryland College Park, will orient us to the complex and multiple needs of infants, young children, and their parents in the context of the effects of abuse and neglect on the developing brain.

As a result of this presentation, participants will be able to:

- Describe the gaps between trauma-informed, developmentally-informed, and physically-informed emphases in clinical training
- Identify the multiple needs of infants, young children, and their parents who have experienced adverse childhood experiences in the context of abuse and neglect within the child welfare system
- Describe the long-term effects of abuse and neglect on the developing brain

#### **2:00 pm - 3:00 pm | Bringing Hope Through Inter- and Transdisciplinary Teamwork to Underserved Populations in the Child Welfare System: A Longitudinal Case Presentation**

**Connie Lillas, PhD, MFT, RN, Chair; Jessica Richards, LCSW; Uyen Nguyen, OTD; Susan Hollar, SLP; Amy M. Pellman, JD**

##### **Fostering Family Partnerships Case Presentation: From Hope to Despair, the Early Years**

Building upon Dr. Harden's keynote, this presentation will inspire participants to work together to bridge service gaps by building inter- and trans-disciplinary teams using a common language and shared approach to mitigate the impact of abuse and neglect on at-risk and underserved populations. The presentation will include a longitudinal video-based case of three generations – a mother, a teenage daughter who used substances, and the teen's 11-month-old infant. The infant entered the child welfare system and all three generations participated in the South Los Angeles pilot project – Fostering Family Partnerships (FFP) Court Team. Cultural, legal, and developmental impasses that occurred along the way, required the work of an inter- and trans-disciplinary clinical team, integrated with the judicial team's effort, in order to move forward. This case will unfold in two Parts. As each nodal point unfolds in this journey, key team members from the FFP Court Team will share the real-world, real-time story, showcasing the power of a shared approach, a common language, and an open-ended attachment relationship wherein change occurs gradually and over time. Volunteer efforts across Los Angeles County that model systems changes will be highlighted.

As a result of this presentation, participants will be able to:

- Summarize how using a common language and a shared approach can serve as the common denominator when building an inter- and transdisciplinary team
- Describe the importance of both developmental and relationship-based approaches to working with infants, toddlers, children, and parents whose chronological age does not match their developmental age
- Observe how long-term change takes place slowly, within the context of trusting relationships

**3:00 pm – 3:30 pm | Break: Book Signings, Resource Partner Fair**

**3:30 pm – 4:15 pm | CONTINUED ...**

**Fostering Family Partnerships Case Presentation: From Despair to Hope, the Ongoing Spiral of Change**



Serena Wieder



Ricki Robinson



Monica G. Osgood



Mona Delahooke



Connie Lillas

## AFTERNOON BREAKOUT SESSIONS ... continued

### 4:15 pm - 4:45 pm | Panel Discussion

**Moderator:** Connie Lillas, PhD, MFT, RN

**Panelists:** Brenda Jones Harden, MSW, PhD; Jessica Richards, LCSW; Uyen Nguyen, OTD; Susan Hollar, SLP; Amy Mejia, Educational Attorney at the Alliance for Children's Rights; Judge Amy M. Pellman, JD; Robin Younger-Holmes, MA

This panel discussion, along with written questions from the audience, will digest this rich and complex case presentation with all of the challenges, disappointments, and gains that have been made in the context of creating communities in Los Angeles County (and beyond) that aim to build inter- and transdisciplinary teams.

As a result of this presentation, participants will be able to:

- Describe the power of volunteer efforts within a community that model effective system's change
- Summarize that legal reunification timelines for birth parents, based upon the infant/child's needs, often do not match the parents' time-line for substantial change
- Identify the need for birth parents to have coaches and mentors engaging them on an open-ended basis

### 1:15 pm – 4:45 pm | TRACK 2

#### HEALING THE BODY TO CALM THE MIND: THE IMPACT OF MEDICAL ISSUES ON EMOTIONAL WELL-BEING AND DEVELOPMENTAL PROGRESS

### 1:15 pm – 2:00 pm | The DIR Model - Mind-Body Approach: Health and Emotional Well-being is an Individual Difference

**Ricki Robinson, MD, MPH**

Understanding a child's sensory and motor individual differences are central to the DIR Model. While not always considered, a child's state of health and emotional well-being can influence his ability to relate, communicate and make developmental progress. The entire afternoon panel will address how medical conditions (especially those that are associated with pain) can impact the life of a child with autism, sensory processing disorders or other mental health concerns. When these individuals have symptoms of illness, quite often it is "missed" by parents and professionals. Mis-reading, mis-diagnosing, and misunderstanding of body cues all occur in this situation. We will explore the DIR approach to addressing these "misses" in this panel overview talk.

As a result of this presentation, participants will be able to

- Describe why medical conditions may be an individual difference that must be addressed to support well being and developmental progress.
- Describe the "misses" that occur when a child with autism and other special needs is not feeling physically or emotionally well

### 2:00 pm - 3:00 pm | Chronic Pain in Children with ASD: a Mind-Body Paradigm

**Lonnie Zeltzer, MD**

This talk will review modern concepts of the neurobiology of chronic pain and how anxiety and pain are linked. Children diagnosed with Autistic Spectrum Disorder (ASD) or other developmental challenges may have pain and anxiety go unrecognized because of difficulties in verbal expression of pain/anxiety and use behavioral expressions of their distress. Risks for chronic pain are high because the neurobiology of children with ASD contributes to increased sensory awareness with confusion and distress caused by ongoing internal "loud" sensations. Also once children with ASD notice the sensation, they may perseverate and have a difficult time moving their focus of attention away from that sensation, so that even children with high levels of verbal communication may continue to focus on pain. Such focus may lead to visits to multiple pediatric subspecialists, many examinations and tests, only for their parents to be told that "nothing is wrong." This talk will describe patient examples that may lead to a diagnosis of ASD for the first time in a pediatric pain clinic and will provide mind-body strategies for the reduction of pain and anxiety, while enhancing the quality of life for both child and family.

As a result of this presentation, participants will be able to:

- Describe current concepts in the neurobiology of pain and how pain and anxiety are linked
- Describe how pain may present in children with ASD and risk factors for the development of pain
- Describe mind-body strategies for reducing pain and anxiety

### 3:00 pm - 3:30 pm | Break: Book Signings, Resource Partner Fair

# Conference Schedule

Day 1—Friday, March 18	8:30 am to 4:45 pm
Day 2—Saturday, March 19	8:30 am to 4:30 pm
Day 3—Sunday, March 20 / Conference Workshops	9:00 am to 4:00 pm

## AFTERNOON BREAKOUT SESSIONS CONTINUED ...

### 3:15 pm – 4:15 pm | Working from the Inside Out- Integrating Medical and Developmental Intervention to Support Health, Well-Being and Developmental Progress in Children with ASD and Related Disorders

**Traci D. Swink, MD**

This case study of a young child on the autism spectrum will illustrate the impact of recurrent illness, pain and discomfort on his developmental trajectory. Children with underlying neurobiological challenges like ASD perceive and respond to bodily sensations differently. Poorly localized and/or misinterpreted bodily sensations or increased responses to pain or discomfort, frequently lead to “challenging behaviors” such as aggression, self-absorption, and/or feeding and sleep disturbances. Rather than being recognized as stress responses, these behaviors are often dismissed as a symptom(s) of “autism” or other developmental differences. Building an integrated team of medical, developmental, behavioral and mental health specialists who can assess and treat all aspects of a child’s health is essential to improve a child and family’s well-being and optimize developmental progress.

As a result of this presentation, participants will be able to:

- Discuss the impact of illness, pain and discomfort on the development of children with ASD and related disorders
- Describe how pain and discomfort can present as “challenging behaviors” in children with underlying neurobiological challenges
- Recognize the role of an integrated team of health and developmental specialists in promoting developmental progress

### 4:15 pm – 4:45 pm | “Ask the Doctor” (Panel Discussion)

**Moderator: Ricki Robinson, MD, MPH Panelists: Lonnie Zeltzer, MD; Traci D. Swink, MD; Serena Wieder, PhD**

This discussion will give audience members, parents and professionals alike, the opportunity to ask panelists their questions and concerns relating to comorbid medical conditions in their children or the children they serve. The multidisciplinary medical and psychological experts on the panel will discuss these questions while demonstrating a team approach to evaluating and treating a child in order to restore his or her physical and emotional wellbeing.

As a result of this presentation, participants will be able to:

- Consider consulting a medical professional to support a family’s treatment team
- Recognize the value of a multi-disciplinary approach to solving complex emotional and medical problems for children with autism and other special needs

## Saturday, March 19, 2016

### MORNING SESSIONS

#### Innovative Approaches to Building Socio-emotional Development

##### 8:30 am – 8:45 am | Welcome and Program Overview

**Mona Delahooke, PhD**

##### 8:45 am – 9:45 am | The Use of Virtual Reality for Building Relationships, Decreasing Anxiety, and Developing Competencies

**“Skip” Rizzo, PhD**

Dr. “Skip” Rizzo is a Research Professor at USC and Director of Medical Virtual Reality at the Institute for Creative Technologies. His presentation will focus on the use of Virtual Reality (VR) for the assessment, treatment and scientific study of a variety of clinical conditions including Autistic Spectrum Disorders, ADHD, Anxiety Disorders, Stroke and Cerebral Palsy. He will also present advanced research and development of artificially intelligent Virtual Human agents that can engage real human users in a credible fashion for use as “Virtual Patients” for clinical training. He will also discuss new work (in partnership with the Dan Marino Foundation) in the use of virtual humans to provide experiential practice for vocational interviews with teens and young adults on the autism spectrum. The talk will end with a look into the future of Clinical VR across a wide spectrum of clinical health conditions.

As a result of this presentation, participants will be able to:

- Explain the specific rationales for the use of VR in the assessment and intervention/rehabilitation of a wide range of clinical health conditions (i.e., ADHD, Phobias, PTSD, ASD, Stroke, etc.)
- Describe how Virtual Human agents have been used for clinical training, as online healthcare support agents, and as role play practice characters for experiential learning of vocational interviewing and social skills
- Understand the issues to be considered for decision making regarding the use of these technology tools with vulnerable clinical populations in a professional and ethical manner



LouAnne Boyd



Deborah Budding



Erik Linthorst



"Skip" Rizzo



Lonnie Zeltzer

## MORNING SESSIONS continued ...

### 9:45 am - 10:15 am | The Pokemon in the Room: Exploring the Benefits and Drawbacks of Technology

**Deborah Budding, PhD**

Parents often ask how much time children should be allowed to spend with technology or to play video games. In our current world, "devices" have become a part of life for all of us. Dr. Deborah Budding, a neuropsychologist, will talk about the potential benefits and drawbacks of technology for aiding self-regulation. She will also address some concerns parents and professionals have about overuse or misuse of technology, and how to ensure that it doesn't become a substitute to real life interactions and social engagement. When is it too much and how do we know? How can games foster relationships?

As a result of this presentation, participants will be able to:

- Identify the signs of over-stimulation and over-reliance on technology/videogames
- Assess when to pull back and go "hands free" from technology—for parents, professional and children alike
- Describe differences between content issues versus time issues for video games and apps

### 10:15 am - 10:45 am | Break: Book Signings, Resource Partner Fair

### 10:45 am - 11:50 am | Evidence for Video Games that Encourage Social Interactions, Reveal Unique Skills & Abilities and Foster Executive Function in Individual with Diverse Needs

**LouAnne E. Boyd, MA, and Monica G. Osgood, Executive Director**

LouAnne Boyd, the principal investigator of a study on collaborative assistive technologies, will discuss how low cost platforms such as the iPad can be used to facilitate social relationships in children with autism spectrum disorder (ASD). LouAnne will describe the results of an empirical study of the use of a collaborative iPad game, Zody, and how this video game is used to support social relationships, even without adult intervention. She will discuss and present video examples of how specific design choices can encourage three levels of social relationship: membership, partnership, and friendship. This work contributes to research on both assistive technologies and collaborative gaming through a framework that describes how specific in-game elements can foster social skill development for children with ASD.

Monica Osgood, Executive Director of Celebrate the Children and the Profectum Foundation will highlight Identifor, the first digital tool that looks beyond standard measures of academic evaluation to systematically uncover an individual's unique skills, abilities, and interests. Identifor aims to reveal how a person likes to spend his time and match that with relevant career options, setting students on a personal path to a fulfilling future. Additionally, Identifor's Abby avatar is used to foster executive functioning and increased independence in individuals with diverse needs.

### 11:30 am - 11:50 am | Panel Discussion

**Moderator, Mona Delahooke, PhD Panelists: "Skip" Rizzo, PhD; Deborah Budding, PhD; LouAnne Boyd, MA; Monica G. Osgood, Executive Director; and Steve Keisman, Identifor, representative from Exceptional Minds**

This panel will discuss the use of technology and video games for building resilience in socio-emotional capacities and answer written audience questions.

As a result of this presentation, participants will be able to:

- Summarize how DIR principles, embedded into technology, fosters better social communication
- Describe potential drawbacks of the overuse of technology for children and families
- Recognize the supportive role of technology in interventions fostering social communication and executive function

### 11:50 am - 12:05 pm | Turning Passions into Professions

**Ricki Robinson, MD, MPH and Exceptional Minds**

### 12:05 pm – 1:35 pm | Bass Clef Bliss: Terrence's Path Movie Screening | Prepaid Lunch or Lunch On Your Own



Tal Baz



Sherri Cawn



Pat Marquart



Ruby Salazar



Traci D. Swink



Rosemary White

## AFTERNOON SESSIONS

### The Impact of Fathers and Father Figures on Children's Socio-emotional Development

#### 1:35 pm – 1:50 pm | Introduction to the Afternoon Session

**Mona Delahooke, PhD**

#### 1:50 pm - 2:50 pm | Play, Affect, and the Impact of Fathers on Socio-Emotional Development

**Sheila Anderson, PhD**

Spontaneous playfulness has long been viewed as a hallmark of father-child interactions during the early years. Father playfulness is theorized to heighten emotional engagement and scaffold children's exploration and regulatory skills. These functions of father play are particularly relevant to children who are at risk for developmental and socio-emotional delays. Based on the emerging work of an international group of father researchers, and observational research with over 400 at-risk families in the U.S., including children in Early Head Start, this presentation will explore the following questions: Which aspects of early father play interactions matter to the social and emotional outcomes of at-risk young children? How can strength-based approaches be used to observe and encourage positive father-child play interactions?

As a result of this presentation, participants will be able to:

- Describe long term social emotional outcomes linked to early positive father-child play and importance of including fathers in intervention services
- Observe aspects of early father-child play that predict social-emotional outcomes for children at risk for developmental delays
- Discuss implications for promoting positive father-child play interaction

#### 2:50 pm - 3:20 pm | Break: Book Signings, Resource Partner Fair

#### 3:20 pm - 4:50 pm | The Fathers' Journey: Bringing the Father Factor into Your Home (Panel Discussion)

**Moderator: Mona Delahooke, PhD**

**Panelists: Sheila Anderson, PhD; Erik Linthorst, father and videographer; Kevin Hamilton, college student; Craig Hamilton, FAIA; Tal Baz, MS, OTR/L; and Yudi Bennett, Exceptional Minds**

This exciting panel discussion will include first hand reflections from film-maker Erik Linthorst about the father's journey. Erik will provide footage of several fathers who candidly share about their personal experiences with their children with developmental differences. The panel, including Kevin Hamilton, a student at Taft College, TIL Program and his father Craig. Kevin will speak about his recollections of his relationship with his father, as well as his experiences living at college as a special needs individual. Kevin and his father Craig will also answer written questions from the audience. We will engage in discussion about how the father factor goes beyond gender stereotypes to the range of joyful human experiences that support the essential need for engaged and strong relationships.

As a result of this presentation, participants will be able to:

- Demonstrate an understanding of the role of playfulness in children at risk for developmental delays or emotional/behavioral challenges
- Apply how to support fathers and father figures and their role in the developmental and mental health of children, teens and young adults
- Discover how to export aspects of the "father factor" into your work or home life.

# Don't Miss Sunday's Workshops

March 20, 2016

Morning: 9 am to 12 pm

Afternoon: 1 pm to 4 pm

### Continuing Education

SLPs, OTs, COTAs, RNs

LCSWs, LEPs, LMFTs, LPCCs, Psychologists

# Sunday, March 20, 2016

## MORNING WORKSHOPS FROM 9:00 AM—12:00 PM

### **DIR Model Therapeutic Play Groups for Siblings of Children with ASD**

**Patricia Marquart, MFT; Jeanne White, MFT; Jillian Boccardo, MA, CCC-SLP; Kristina Fluitt, MS, OTR/L**

This workshop will present an intensive look at the rationale and process of a Therapeutic Play Group for the Siblings of Children with ASD. This playgroup, offered to siblings of children enrolled in our DIR/Floortime program at the Center for Developmental Play and Learning (CDPL) gave siblings a better understanding of DIR: what we do, why we do it and how it helps their own family. This workshop will review the “nuts and bolts” of creating a sibling playgroup with emphasis on programming that supports siblings to be more connected to their own feelings and to their family. The group ran for a time-limited series of sessions, with follow up sessions planned at future intervals.

1 As a result of this presentation, participants will be able to:

- Explain how to provide a place for siblings to explore their own feelings regarding growing up with a sibling with special needs and how this impacted each of them
- Describe ways to show siblings, through this communal process, that they were not alone in their experiences
- Prepare to explore starting a pathway for group members that could build better relationships with their sibling on the spectrum, alleviate family tensions, and alleviate their own individual stress

### **Learn and Move to the Sights and Sounds of Writing: Effectively use Music, Movement and Technology to Engage Students in Handwriting**

**Michele Parkins, MS, OTR**

Recent research supports the importance of whole body movement, sensory cues, and affective connection in enhancing learning. In this presentation, we will discuss this research as well as practical ways to engage students using sensory-motor integration, affective connection, and visual spatial concepts in order to facilitate learning of letter formation and to support early literacy. Handwriting practice leads to improvements in cognition, motor skills, and reading comprehension. This evidence-based creative curriculum uses music, movement, and technology to enhance the learning of pre-writing and handwriting skills and has been effectively used with students with autism as well as students in mainstream. Research studies documenting this will be shared. Through working on pre-writing and handwriting skills in this way we will demonstrate how you can enhance motor development, sensory integration, and early literacy all while teaching students who are engaged and having fun.

2 As a result of this presentation, participants will be able to:

- Outline strategies and skills for conducting evidence-based affect-, music- and movement-based treatment of handwriting challenges
- Develop lesson plans and/or individualized treatment plans that incorporate music, movement, and technology to target handwriting/ pre-writing goals, as well as foundational sensory-motor goals
- Apply evidence demonstrating the importance of visual spatial and motor development on handwriting development

### **Focus on Family: Solution Oriented Approaches For Families Faced by Developmental Challenges**

**Ruby Salazar, LCSW, BCD; Ben Zequeira-Russell, PsyD**

Families come together for healthy and meaningful purposes. The modern family is challenged by life's realities even under the best of circumstances. Sometimes unforeseen challenges occur, such as having a child with special needs. Establishing and growing a perspective of family strengths lays the foundation for negotiating the inevitable ups and downs, as well as individual issues, such as sleeping, eating, aggression, and social development. We will provide a lifespan developmental perspective which includes a historical perspective of family dynamics, a review of the science underlying how humans function, ideas for promoting marital health, developmental stages through case examples, with video, and how to use the DIR template to make meaning of the best parts of individuals and families. This Workshop has relevance for both professionals and parents who will be included in the dialogue during the presentation.

3 As a result of this presentation, participants will be able to:

- Describe the value of strength-based practice, as it relates to family systems and special needs children in these families
- Identify and understand at least three life-span developmental elements of family-based care in the service of supporting individual growth, especially for the special needs child
- List several resources and skills to enhance individual and family health

## The Profectum Parent Toolbox Webcast Series (PPT) - A FREE Resource for Parents, Families, Educators, Paraprofessionals and Professionals - THE LAUNCH!

**Ricki Robinson, MD MPH; Monica G. Osgood; Serena Wieder, PhD; Sherri Cawn, MA, CCC-SLP; Rosemary White, OTR/L; Exceptional Minds Students**

This Workshop showcases the innovative online “Profectum Parent Toolbox” (PPT) Webcast series. This FREE online resource consists of 37 Webcasts that demonstrate strategies to mobilize a child’s relationship-based interactions. Parents and families are guided through the “hands-on” video series and a companion downloadable workbook to learn how to tailor interactions to their child’s individual profile. This unique learning resource is presented in a parent-friendly manner that enhances adult learning: all strategies are demonstrated through video examples with children of all ages and developmental profiles. By completing the PPT Webcast series, parents will gain a greater understanding of the uniqueness of their child, and how they can better connect and foster their relationship as a foundation for enhanced developmental growth. Using examples from the Webcast series, the goals, content, and format will be demonstrated. Beta testing research will be presented to show how parents helped shape the final product. Exceptional Minds students will discuss the animation/editing completed for the series. This Workshop will also address how parents, educators, paraprofessionals and professionals can use the PPT as a resource in their homes, clinics and schools.

4

As a result of this presentation, participants will be able to:

- Describe the 4 Steps that demonstrate 1 Key Toolbox Strategies and their implementation in the PPT Webcast series
- Describe how the PPT interactive webcasts can be implemented as an adjuvant learning tool with other therapies for implementing strategies that mobilize a child’s relating, communicating and thinking
- Describe how parents and others can document PPT observations and strategies for an individual child in the downloadable workbook
- Utilize the PPT to support parents as they learn interactive strategies with their child
- Discuss ways to incorporate the Profectum Parent Toolbox Webcast series for training in clinics and schools

## Development Across the Lifespan: Preparing Young Adults for Success

**Karen McDowell**

Developmental therapeutic approaches can also be extended across the lifespan for adults with diverse needs. These types of interventions can foster executive functioning and build critical capacities in thinking, relating and communication. This workshop will address common challenges young adults face as they move from school to day programs, college or work and strategies to support them. The importance of nurturing independence and self-advocacy as caregivers face their children’s growing up with will be discussed. Videos will be shown that share interviews of young adults and their parents as well as illustrate strategies for working on challenges while building on each individual’s unique strengths.

5

As a result of this presentation, participants will be able to:

- Recognize and describe the challenge areas in developmental capacities that young adults face in transition into adulthood
- Create and provide supportive and comprehensive intervention strategies

**12:00 pm - 1:00 pm | Lunch On Your Own**

## AFTERNOON WORKSHOPS FROM 1:00 PM—4:00 PM

### “It’s The Real Thing!” The Symbolic Journey towards Reality Testing and Self

**Serena Wieder, PhD**

Floor Time is most often considered the play that helps parents and young children interact, engage, communicate, and introduces early symbolic play. But symbolic play has a long trajectory that make Floor Time an essential ongoing activity for further development as children move onto school age and adolescence, including children on the autism spectrum. It is essential for several reasons. Some children do not reach symbolic levels until they are older. Also, symbolic demands increase as children go through school. Comprehension of literature, social studies, and history are continuous tasks. While facts and figures can be memorized, children with uneven learning and emotional development might experience anxiety, conflict and confusion given gaps in such psychological processes as sense of self and self-esteem, separation-individuation, and common sense. Symbolic play and conversations support the symbolization of more complex emotions related to aggression, jealousy, competition, friendship, morality and justice, etc. Lagging development can lead to avoidance and constrictions, holding onto magical thinking, poor reality testing, as well as fears and anxiety or behavioral problems. This workshop will examine the pathways of children with different profiles as they move towards adolescence and how symbolic play with parents, teachers and therapists provide a safe way to keep on developing.

1

As a result of this presentation, participants will be able to:

- Describe how children develop symbols and reality testing as they get older
- Identify the hierarchy of emotions and how they get symbolized
- Explain how Floor Time helps children understand literature and history
- Identify the challenge related to empathy and Theory of Mind

2

## The DIR Approach to Feeding Challenges in Children with Autism

**Julie Miller, MOT, OTR/L, SWC and Diane Cullinane, MD**

Many children with autism have challenges with eating. This presentation will provide an overview of the DIR approach, which stresses understanding each child's individual differences, working with parents and family, and supporting a child's trust, engagement, and initiative in eating. The goal of this approach is that a child will not only eat safely and receive the proper nutrition, but will also enjoy mealtime with their family and peers.

As a result of this presentation, participants will be able to:

- Name 3 strategies used in the DIR approach that support a child's trust and engagement in mealtimes
- Name 3 strategies used in the DIR approach to support feeding success with a child using shared problem solving, creativity and logical thinking
- Describe 3 components of individual differences, and how intervention might be tailored to the individual child

3

## Floortime Strategies: A User's Guide to the DIR Model

**Andrea Davis, PhD and Lahela Isaacson, MS, LMFT**

One may have a general sense of DIR/Floortime or an awareness of how it differs from behaviorism, but quite often we need to be able to break Floortime down into step-by-step, teachable and learnable strategies. Floortime strategies encompass new ways of seeing the child and seeing oneself--new ways of thinking, interacting, and being. This workshop will provide practice using a Floortime Strategies system to clearly and more easily:

Train parents in the specifics of what they can do to help their child or adolescent  
 Write up Floortime Treatment Plans and Session Progress Notes using clearly identifiable intervention strategies  
 Train staff members to implement Floortime ways of seeing, thinking, playing, and talking  
 Share with parents, staff, funding agencies, and other professionals the research and theory behind why we do what we do!

As a result of this presentation, participants will be able to:

- Describe and characterize what actions parents and professionals may take to facilitate children and adolescents moving up the developmental ladder
- Describe the value and impact of speaking about and writing about DIR/Floortime strategies in a step-by-step manner
- Explain a systematic way to teach specific Floortime intervention strategies to others

4

## Occupational Therapy: Research and Reflection - a Two Part Workshop for Parents and Professionals

**Rosemary White, OTR/L & Zoe White OTS & via video Students and Faculty of Occupational Therapy Department Eastern Washington University**

Part 1: Indicators of Engagement: An Early Validity Pilot Study: This presentation, which will be rich with video of examples of DIR OT, will cover the history of the collaboration between Rosemary White, OTR and the Professor & Masters students in Occupational Therapy at Eastern Washington University. Review of early research done to measure improvement in joint attention over the course of a 4 week DIR Floortime Summer Camp will be presented with video examples of pre and post camp. Current research will be presented a single subject pilot study assessing the development of joint attention, interactions for communication and functional attention over the course of 14 one hour treatment sessions with a child of 2 years with a diagnosis of ASD. Methods of collecting and assessing data to capture the progress of the child will be presented.

Part 2: From Therapist to Employer: A DIR OT Case Study Emphasizing the Power of Relationships: Rosemary will highlight her work with a young boy over the course of his DIR OT beginning at the age of 6 years and the shift after discharge to continue contact as he moved through middle and high school. Today the role in the relationship has moved to new ground as this young man is now an employee as a Floortime Player in the DIR Summer Camp. In his role as a player he reflects on the experience and his understanding of the children whom he supported in their interactions with him and with peers. Videos that cover the course of DIR OT sessions and work as a "floortime player." will be showcased.

As a result of this presentation, participants will be able to:

- Identify how the clinician and researcher can collaborate to effectively measure functional progress in the clinical setting
- Gain an understanding of how the clinician can partner with the parent to develop realistic and functional goals for treatment using "goal attainment scales"
- Gain an understanding of early DIR OT treatment and harnessing the passions of a child with ASD
- Reflect on the shift in roles of therapist and client to employer and employee
- Recognize the benefits of continued relationships with clients and their families over the lifespan

5

## Finding the Balance: The Benefits and Risks of 21st Century Technology for Individuals with Sensory and Motor Differences

**Monica G. Osgood**

This workshop will discuss the pros and cons of technology for individuals with sensory and motor challenges. In today's world we have to balance the realities of the need to be proficient with technology resources, how these resources may fill communication and comprehension gaps for some and the need to preserve face to face relationships and the ability to navigate spontaneous, natural, real life experiences. Research is used to support the neurological and developmental risks of the over indulgence in technology, or alternative worlds. In contrast, the identification of skills needed for individuals to be successful, even function, in the 21st century must be recognized. Finally, the tension between understanding the benefits and risks of technology and the demands of real family life will be illustrated through testimonials.

As a result of this presentation, participants will be able to:

- Describe the range of benefits and risks of using technology for individuals with sensory and motor challenges
- Recognize new insights into the capabilities of technology related to tapping into the cognitive and communicative abilities of individuals with significant challenges in relating and communicating
- Describe the critical importance of movement, exercise, emotions, nature and relationships in contrast to the digital world of today
- Recognize the balance between technology and human relationships and how this balance must be individualized

## Continuing Education

**Continuing Education Credit: LMFTs, LCSWs, LPCCs, LEPs, Psychologists**



This conference is sponsored by Early Intervention Training Institute at the Los Angeles Child Guidance Clinic. Call The Early Intervention Training Institute at the Los Angeles Child Guidance Clinic (EITI) at 323-373-2400 if you have any CE questions regarding Psychologists, LMFT, LCSW, LEP, LPCC continued education. [ [link to EITI website](#) ]

This program meets the requirements for up to 16.25 hours of continuing education (5.25 hrs. on Friday, March 18, 2016; 5 hrs. on Saturday, March 19, 2016; and 6 hrs. on Sunday, March 20, 2016) for licensed psychologists, LMFTs, LCSWs, LPCCs, and LEPs. Continuing education for this program is sponsored by Los Angeles Child Guidance Clinic. The Los Angeles Child Guidance Clinic is approved by the American Psychological Association to sponsor continuing education for psychologists. The Los Angeles Child Guidance Clinic maintains responsibility for this program and its content. The Los Angeles Child Guidance Clinic is also a CE provider approved by the California Board of Behavioral Sciences (#PCE 3929) to provide continuing education for MFTs, LCSWs, LPCCs, and LEPs. It is the licensees' responsibility to retain this Certificate of Attendance for a period of four years after course date.

**Continuing Education Credit: SLPs, OTs, COTAs, RNs**



This conference is sponsored by Professional Child Development Associates. Call The Professional Child Development Associates at 626-793-7350 if you have any CE questions regarding SLP, OT or RN continuing education. [ [link to PCDA website](#) ]

### Speech-Language Pathologists

"Awakening Human Potential" is offered for up to 1.6

ASHA Continuing Education Credits. Various Levels, Professional Area [ [LINK TO ASHA DISCLOSURES](#) ] [ [LINK TO PRESENTER BIOS](#) ]



PCDA DBA Professional Child Development Associates is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

### Occupational Therapists/Certified Occupational Therapy Assistants

This conference is offered for up to 1.6 AOTA CEs/16 contact hours. The assignment of AOTA CEs does not imply endorsement of specific course content, products, or clinical procedures by AOTA. AOTA Educational level Introductory, Category 2: Occupational Therapy Process



The assignment of AOTA CEUs does not imply endorsement of specific course content, procedures or clinical procedures by AOTA.

### Registered Nurses

Approved provider towards licensure requirements through the California Board of Registered Nursing. CEP 14958.

# BEST VALUE!

Regional Center Vendor PD2979

**Early Bird Rate:** thru February 19th

**Regular Rate:** February 20th to March 17th

## Registration

	Early Bird Rate to 2/19/16	Regular Rate 2/20/16 thru 3/17/16	Late Registration after 3/17/16
3 Days	\$375	\$405	\$435
Friday Only	\$175	\$205	\$235
Saturday Only	\$175	\$205	\$235
Sunday Only	\$175	\$205	\$235
CE Fees	\$45	\$45	\$45

## Discounts

### Do you qualify for a 15% discount?

**Groups of 5+:** For group registrations at least 5 registrants must register at the same time.

**Student w/ Current Id:** You will need to provide a copy of your current student ID

**Parent of a Child with Special Needs or Individual with Special Needs**

**Profectum Academy Member**

If you meet the discount criteria above, please contact [emily.mohr@profectum.org](mailto:emily.mohr@profectum.org) for information and instructions on how to register with a discount code.

*Discounts do not apply to CE fees.*

**Regional Center Information** This conference is vendored by the Frank D. Lanterman Regional Center. Vendor # PD2979 Speak with your Service Coordinator at your Regional Center to see if you qualify for additional financial assistance.

### Hotel Accommodations

There are special rate courtesy blocks available at three area hotels. The **cutoff dates for these special rates are 1/18/16, 2/15/16 and 2/17/16** For detailed information download the Hotel Accommodations Info Sheet [[click here](#)].

### Accommodations for Persons with Disabilities

If you require ADA accommodations, please email [emily.mohr@profectum.org](mailto:emily.mohr@profectum.org) at least 1-week prior to the conference date so that arrangements can be made.

A "Certificate of Attendance" will be issued to all participants at the end of their attendance. The certificate will cover the number of hours for conference days in attendance. Participants are required to attend the entire program and complete an evaluation.

## Registration and Cancellation

Registrations and payments must be received no later than **Thursday, March 17, 2016**. Confirmations and receipts are furnished by email. Any registration received after **Thursday, March 17, 2016** will be considered an "onsite registration", providing space is available, and you will be required to check in and register at the registration desk. We DO NOT invoice for our events. All attendees or groups must have a paid registration prior to the event. Written cancellation notification or change notification must be received no later than **Friday, March 11, 2016** via email to [emily.mohr@profectum.org](mailto:emily.mohr@profectum.org) **A cancellation/change processing fee of \$25 will be charged. After Friday, March 11, 2016, no refunds or credit for future events will be given.** Substitute attendees are welcome but we must be notified with their name and contact information. Please understand that if you do not attend you are still liable for full payment.

In the unlikely event that this program must be cancelled, you will be notified immediately and a credit will be issued toward a rescheduled seminar, or the entire submitted registration fee will be refunded without further liability on the part of the organizer.

Profectum Foundation reserves the right to make changes to the program and/or schedule at any time.