



The Developmental, Individual Difference, Relationship-based Model

National Model Autism Schools Collaborate for the 1st Annual

# NEW JERSEY PROPECTUM EDUCATORS CONFERENCE!

## Raising The Bar: *EDUCATIONAL APPROACHES THAT GO BEYOND LABELS*

Featuring the **D**evelopmental, **I**ndividual Differences, **R**elationship-based Model with the Principles of the **F**oundational **C**apacities for **D**evelopment

HOSTED BY



FEATURING



Illinois

California



New York

New Jersey

**Thursday, November 7 & Friday, November 8, 2019**

CELEBRATE THE CHILDREN SCHOOL 230 Diamond Spring Road, Denville, NJ

# Raising The Bar: *EDUCATIONAL APPROACHES THAT GO BEYOND LABELS*

## CONFERENCE OVERVIEW



Professionals from DIR-FCD™ school and center programs from around the country will demonstrate how the **Developmental, Individual Differences, Relationship-based Model** with the principles of the **Foundational Capacities for Development (DIR-FCD™ Model)** provide the evidence-based framework for intensive school and clinic programs.

The unique features of this conference include an optional **tour of the Celebrate the Children School in action** the day prior to the conference and many **hands-on workshops** each day. The combination of experiencing a DIR-FCD™ program in action, followed by a conference that provides the practice of the practical application of the model gives participants a wealth of ideas and strategies to go back to his or her own home or work and immediately apply what they learned!

Profectum's newly published **DIR-FCD™ IEP Goal Bank** will provide the quantitative scope and sequence of developmental milestones critical for maximizing educational success. Case studies and classroom examples from the various programs will illustrate via video how the DIR-FCD™ Model and Goal Bank are incorporated into their distinctive environments. Application to a diverse range of students ages 3 to 21+ and how our model can be **integrated**

**with other treatment approaches** will be represented across the conference program.

This conference will provide an overview of the latest insights into the unique profiles and experiences of children and young adults on the autistic spectrum and other developmental and emotional disorders. A comprehensive overview of the application of evidenced-based developmental practices in the classroom and clinic will be presented by **teachers, administrators, occupational therapists, physical therapists, speech-language pathologists** and **mental health professionals** working in both private and public school settings. Program components that promote regulation, sensory-motor development, visual-spatial capacities, engagement, intentionality, problem-solving, symbolic and abstract thinking will be illustrated through classroom video examples. Teachers and therapists use affective, emotionally meaningful, experience-based activities tailored to the individual needs of the students to maximize motivation, comprehension, and retention of knowledge. The principle of **"discovery vs. teaching"** is emphasized as teachers and therapists promote thinking vs. memorization in the classroom. Case studies will be used to demonstrate how children with developmental challenges can build strong relationships and become creative, global thinkers who are prepared for the 21st century. The newly published **Profectum DIR-FCD™ IEP Goal Bank** and data collection program will be demonstrated and available for purchase. Finally, the integration of the use of technology to maximize participation and communication will also be incorporated.

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

- Define the critical interdisciplinary components of a DIR-FCD educational program for individuals with unique developmental needs
- Describe developmental interventions through multiple disciplines lenses, as demonstrated through different videos, presentations and example materials provided
- Apply principles and strategies to integrate developmental models into traditional school, clinic and home settings

# Raising The Bar: *EDUCATIONAL APPROACHES THAT GO BEYOND LABELS*

## 2019 NEW JERSEY AUTISM EDUCATION CONFERENCE

### CELEBRATE THE CHILDREN SCHOOL

230 Diamond Spring Road, Denville, NJ

### LETTER FROM THE CONFERENCE CHAIR



Greetings!

I am very pleased to announce that for the first time, the most progressive schools and clinics for children and adults with autism will come together in New Jersey for a two-day education conference in November. Conference participants will have a special opportunity to visit Celebrate the Children School (conference location), attend an exclusive open house, and tour the program while students are in session, the day prior to the conference.

Today it is estimated that 1 in 6 children has a developmental disability and nearly 1 in 50 children are diagnosed with an autism spectrum disorder. As these rates continue to rise, teachers and other professionals working in educational settings are desperate for the tools to **confidently meet the needs of ALL students**. We are at a pivotal moment in the evolution of education, as many people including public school districts are recognizing the need for interventions that look at overall development and build on the unique strengths of each student while strengthening weaknesses identified by the latest research in the field.



Profectum represents an international community of caring families, multidisciplinary professionals, and leaders in the field of research and intervention that join together to meet the unique needs of individuals at all stages of development. The presenters for this conference have been successfully working with individuals with autism and their families for over 35 years and are **respected pioneers in the field**.

At the core of the interventions and models highlighted in this conference is the understanding that development never stops and that every child's potential is limitless if you tap into his or her individual learning profile. Our **goal for this event is to provide training and resources** to all those passionate about maximizing social, emotional, communicative and cognitive progress in individuals with autism and related differences.

By participating in this conference, you are not just partnering with us for this event, you are contributing to our mission to provide training to thousands of professionals and parents around the world.

Please take a moment to review our **program** and join us in **empowering educators** so that they may better **improve the lives of children and families everywhere!**

Appreciatively yours,

Monica G. Osgood  
Profectum Foundation Executive Director  
Profectum 2019 Conference Chair



## Conference Schedule

Wednesday, November 6, 2019

**Celebrate the Children Open House and School Tour**  
**RSVP's Required - [Click Here to Sign Up](#)**

Thursday, November 7, 2019

Conference Moderator Anie Knipping

**The DIR-FCD™ Model:  
 Developmental, Individual Difference, Relationship-based Model and  
 the FCD-Foundational Capacities for Development**

Presentation Key: PE=Pre-School/Elementary MH=Middle/High YA=Young Adult

8:00	<b>Registration Opens</b>				
8:30 - 9:00	<b>Welcome</b> <i>Serena Wieder, PhD, Clinical Director, Profectum Foundation</i>				
9:00 -10:00	<b>An Introduction to the DIR-FCD™ School Model</b> <i>Understanding the DIR-FCD™ Model and the supporting FCD's and how together they maximize development, reduce behaviors and increase self-esteem and the quality of relationships for students at any age</i> <i>Monica G. Osgood, Co-founder, Executive Director, Celebrate the Children; Lauren Blaszk, Co-founder, Executive Director, Celebrate the Children</i>				
10:00 -10:30	<b>DIR-FCD™ Model Case of a Preschool Student, including DIR-FCD™ IEP Goals</b> <i>Michelle Rehse, BA, Teacher, Celebrate the Children; Mary Alice Landis, MS, Supervisor of Instruction/Reading Specialist, Celebrate the Children</i>				
<b>10:30 to 11:00 am - Break</b>					
11:00 - 12:45	<b>The Journey of Learning How to Become a Learner</b> <i>This session will use multiple cases of students moving from early levels of development to becoming learners in a dynamic environment</i> <i>Michele Ricamato, MA, CCC-SLP, Co-founder, Soaring Eagle Academy; Linda Cervenka, MA, CCC-SLP, Co-founder Soaring Eagle Academy</i>				
<b>12:45 to 1:30 pm - Lunch on Your Own</b>					
All workshops have a hands-on/practice component, please come prepared to participate Dr. Wieder and Profectum Faculty will float between workshops					
1:30 to 2:45	<b>Track 1a:</b> <b>The DIR-FCD™ School Model for the Younger Student (PE)</b> <i>Celebrate the Children, Lakewood Public School, Firefly Learning Center &amp; LEEP Forward Staff</i>	<b>Track 2a:</b> <b>The DIR-FCD™ School Model for the Older Student (MH)</b> <i>Celebrate the Children, Villa Esperanza &amp; Soaring Eagle Academy Staff</i>	<b>Track 3a:</b> <b>Leadership and the Complexity of Fostering and Supporting Change in School Culture (PE/MH/YA)</b> <i>Celebrate the Children, Imagine Academy, Playforward &amp; The Phoenix Center Staff &amp; Administration</i>	<b>Track 4a:</b> <b>Related Service Groups: Creative Approaches to Functional Goals (PE/MH/YA)</b> <i>Celebrate the Children &amp; The Phoenix Center Staff</i>	<b>Track 5a:</b> <b>The Role of the Mental Health Provider in a DIR-FCD™ School: A Counselor's Perspective (PE/MH/YA)</b> <i>Celebrate the Children Staff</i>

**2:45 to 3:15 pm – Break**

3:15 to 4:30	<p><b>Track 1b:</b>  <b>The Missing Piece: Including Parents and Parent Coaching in School Intervention using the Profectum Parent Toolbox</b>  <i>Celebrate the Children Staff &amp; Parents</i></p>	<p><b>Track 2b:</b>  <b>Broadening Perspectives: How to Assess, Support and Develop Visual-Spatial Thinking in the Classroom</b>  <b>(PE/MH/YA)</b>  <i>Celebrate the Children Staff</i></p>	<p><b>Track 3b:</b>  <b>Collaborative Dual-Methodology Programming: DIR® and ABA with Students with Autism Spectrum Disorders</b>  <b>(PE/MH/YA)</b>  <i>Celebrate the Children &amp; Imagine Academy Staff</i></p>	<p><b>Track 4b:</b>  <b>Experienced Based Learning: Fostering Discovery vs. Memorization in the Classroom or Therapy Session</b>  <b>(PE/MH/YA)</b>  <i>Celebrate the Children &amp; The Phoenix Center Staff</i></p>	<p><b>Track 5b:</b>  <b>Supporting the “I” in Education for the Professional</b>  <b>(PE/MH/YA)</b>  <i>LEEP Forward Staff</i></p>
--------------	---	--	---	---	--

**Friday, November 8, 2019**

8:00	<b>Registration Opens</b>
8:30 - 8:45	<p><b>Welcome</b>  <i>Monica G. Osgood, Co-founder, Executive Director, Celebrate the Children; Lauren Blaszak, Co-founder, Executive Director, Celebrate the Children</i></p>
8:45 - 9:30	<p><b>The Phoenix Center - Music and Movement: A Case Study Using the DIR-FCD™ Model (PE)</b>  <i>Christine DeLoughry-Lama, MA, OTR/L, The Phoenix Center; Lynn Abelson, MA, CCC-SLP, OTR/L, The Phoenix Center</i></p>
9:30 - 10:15	<p><b>The DIR-FCD™ School Model for Adolescents and Adults (YA)</b>  <i>Karen McDowell, BS, Teacher, Celebrate the Children; Monica G. Osgood, Co-founder, Executive Director, Celebrate the Children</i></p>

**10:15 to 10:45 am - Break**

10:45 - 12:15	<p><b>An Introduction to the Profectum DIR-FCD™ Goal Bank for Children with Diverse Needs</b>  <i>Laura Baldwin, BA, MA Candidate, Floortime Specialist, Celebrate the Children; Jackie DeJoseph, BS, Teacher, Celebrate the Children; Amy Keveanos, BA, MA Candidate, Teacher, Celebrate the Children; Ariel Hegedus MA, CCC-SLP, Speech-Language Pathologist, Villa Esperanza; Amy Goff, MA, OTR/L, Director of Occupational Therapy, Villa Esperanza</i></p>
12:15 - 12:45	<p><b>A Teacher Walks Into A Bar: Using Humor to Prepare Students to Learn</b>  <i>Andy Kleiman, MEd, Teacher, Village Child Development Center</i></p>

**12:45 to 1:30 pm - Lunch on Your Own**

All workshops have a hands-on/practice component, please come prepared to participate  
 Dr. Wieder and Profectum Faculty will float between workshops

1:30 - 2:45	<p><b>Track 1c:</b>  <b>The DIR-FCD™ IEP Goal Bank Hands-On Practice for Preschool and Elementary Aged Students (PE)</b>  <i>Celebrate the Children, Lakewood Public School &amp; LEEP Forward Staff</i></p>	<p><b>Track 2c:</b>  <b>The DIR-FCD™ IEP Goal Bank Hands-On Practice for Middle and High School Students (MH/YA)</b>  <i>Celebrate the Children, Imagine Academy &amp; Villa Esperanza Staff</i></p>	<p><b>Track 3c:</b>  <b>Developmental, Semi-structured and Structured Communication Programs</b>  <i>Celebrate the Children, The Phoenix Center &amp; Soaring Eagle Academy Staff</i></p>	<p><b>Track 4c:</b>  <b>Fine Arts and the DIR-FCD™ Model Engage the Mind, the Brain and Body will Follow</b>  <b>(PE/MH/YA)</b>  <i>Celebrate the Children Staff</i></p>	<p><b>Track 5c:</b>  <b>Transition and Working towards Independence: A Collaborative Approach</b>  <b>(MH/YA)</b>  <i>Celebrate the Children Staff</i></p>
-------------	--	--	---	--	--

**2:45 to 3:15 pm – Break**

3:15 - 4:30	<b>Track 1d:</b> <b>Lesson Planning for the DIR-FCD™ Preschool and Elementary Classrooms (PE)</b> <i>Celebrate the Children, Lakewood Public School &amp; LEEP Forward Staff</i>	<b>Track 2d:</b> <b>Lesson Planning for the DIR-FCD™ Middle and High School Classrooms (MH/YA)</b> <i>Celebrate the Children, Villa Esperanza &amp; Soaring Eagle Academy Staff</i>	<b>Track 3d:</b> <b>Supporting Effective Movement for the Development of Functional Skills and Communication (PE/MH/YA)</b> <i>Celebrate the Children Staff</i>	<b>Track 4d:</b> <b>Understanding Behavior: A Developmental Perspective (PE/MH/YA)</b> <i>Celebrate the Children &amp; Villa Esperanza Staff</i>	<b>Track 5d:</b> <b>Intensive Training and Coaching for Staff to Facilitate Development in the Classroom (PE/MH/YA)</b> <i>Celebrate the Children &amp; Soaring Eagle Academy Staff</i>
<b>5:00 to 7:00 pm - Wine &amp; Cheese Networking Reception</b>					

## Program Descriptions

Thursday, November 7, 2019

### Plenaries

8:30 - 9:00 am

#### Welcome

*Serena Wieder, PhD, Clinical Director, Profectum Foundation*

9:00 - 10:00 am

#### **An Introduction to the DIR-FCD™ School Model: Understanding the DIR-FCD™ Model and the Supporting FCD's and How Together they Maximize Development, Reduce Behaviors and Increase Self-esteem and the Quality of Relationships for Students at Any Age**

*Monica G. Osgood, Executive Director, Celebrate the Children; Lauren Blaszak, Executive Director, Celebrate the Children*

This plenary session will provide an overview of the essential components of a strong developmental educational program for students ages 3-21+. Key components will be illustrated through video examples including the importance of relationships and respecting individual differences; parent participation; assessment; emotionally meaningful, experience-based, interdisciplinary lesson planning that meet common core standards; the concept of discovery vs. teaching, and more. The take-a-way of this plenary is that when students are engaged and feeling competent, behaviors are minimized, and individuals are more available for learning.

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

- Describe the key components of a strong developmental educational program for students ages 3-21+
- List DIR-FCD™ principles and strategies used to foster development and learning in the home, classroom or clinic
- Explain how supporting a student's feelings of comfort, competence, confidence, control and communication (FCD's), reduces coping behaviors that interfere with interacting, thinking, learning and communicating

**10:00 - 10:30 am**

**A DIR-FCD™ Model Case of a Preschool Student, including DIR-FCD™ IEP Goals**

*Michelle Rehse, BA, Teacher, Celebrate the Children and Mary Alice Landis, MS, Supervisor of Instruction/Reading Specialist, Celebrate the Children*

This case study will illustrate an individual student's school program within the DIR-FCD™ School Model. Videos will demonstrate how DIR-FCD™ IEP Goals are targeted both in individual play sessions, academic lessons and in groups. The importance of building strong relationships, including parents and interdisciplinary lesson planning will be covered.

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

- Describe how tailoring interactions and activities to a child's individual sensory and motor profile fosters developmental progress
- Explain why the FCD's are critical to allow the student to move up the functional emotional developmental levels (FEDL's) of the DIR® Model
- Define how the DIR-FCD™ model supports the student's ability to attend, interact and learn

**10:30 to 11:00 am - Break**

**11:00 am – 12:45 pm**

**The Journey of Learning How to Become a Learner**

*Linda Cervenka, MA, CCC-SLP, Co-founder, Soaring Eagle Academy; Michele Ricamato, MA, CCC-SLP, Co-founder, Soaring Eagle Academy*

This plenary session will use multiple cases of students moving from early levels of development to becoming learners in a dynamic environment. Presenters will use various student profiles and illustrate his or her journey at Soaring Eagle Academy on the quest to become learners across their day.

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

- Define the foundational levels and capacities needed to move towards being a learner in school settings
- Plan ways to support students' individual profiles to maximize the unique learning journeys of a range of students
- Describe the process of curriculum development and accommodations/modifications made to support individual learners

**12:45 to 1:30 pm - Lunch on Your Own**

## Workshops

All workshops have a hands-on/practice component, please come prepared to participate  
Dr. Wieder and Profectum Faculty will float between workshops

**1:30 – 2:45 pm**

### Track 1a

#### **DIR-FCD™ School Model for the Younger Student**

*Lauren Blaszak, Executive Director, Celebrate the Children; Laura Baldwin, BA, MA Candidate, Floortime Specialist, Celebrate the Children; Susan Smith-Foley, OTD, MPA, OTR/L, Pediatric Occupational Therapist; Michaja Prendergast Johnson, MS, OTR/L, Director of Related Services and the Occupational Therapy Department, LEEP Forward; Dana Hutchins, MS, DT, Lead Therapist, LEEP Forward; Yuta Weiss, MS, CCC-SLP, Firefly Learning Center*

The Developmental, Individual Differences, Relationship-based (DIR®) approach (also known as Floortime™) is an evidence-based intervention that respects each child's unique developmental profile while building capacities for relating, communicating and thinking through emotionally meaningful experiences. This workshop introduces participants to the basics of doing Floortime™ with pre-school and elementary age children and how fostering the Foundational Capacities for Development (FCD) maximizes development. Video examples will illustrate Floortime™ with students one-on-one and in group settings. The integration of DIR-FCD™ principles into semi-structured lessons will also be demonstrated.

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

- Describe the various principles and strategies of the DIR-FCD™ model
- Describe ways to tailor interactions to each student's unique sensory motor profile supports the child's ability to engage, think, learn and communicate
- List the Functional Emotional Developmental Levels (FEDL's) of the DIR model
- Explain how the five C's of the Foundational Capacities for Development (FCD's) allow the student to maximize progress up the FEDL's
- Apply knowledge of the DIR-FCD™ model to own work

### Track 2a

#### **DIR-FCD™ School Model for the Older Student**

*Monica G. Osgood, Executive Director, Celebrate the Children; Demond Lloyd, BA, CPI, Floortime Specialist, Celebrate the Children; Regina Frandano, Floortime Specialist, Celebrate the Children; Amy Keveanos, BA, MA Candidate, Teacher, Celebrate the Children; and Immy Moustafa, MS, OTR/L, Celebrate the Children; Amy Goff, MA, OTR/L, Director of the Occupational Therapy Clinic, Villa Esperanza; Ariel Hegedus, MA, CCC-SLP, Speech-Language Pathologist, Villa Esperanza; Michele Ricamato, MA, CCC-SLP, Co-founder, Soaring Eagle Academy; Linda Cervenka, MA, CCC-SLP, Co-founder Soaring Eagle Academy*

The Developmental, Individual Difference, Relationship-based (DIR®) approach is an evidence-based intervention that respects each child's unique developmental profile while building capacities for relating, communicating and thinking through emotionally meaningful experiences. This workshop introduces participants to the basics of using the DIR-FCD™ model with middle and high school students and how fostering the Foundational Capacities for Development (FCD) maximizes development. Video examples will illustrate Floortime™ with students one-on-one and in group settings. The integration of DIR-FCD™ principles into semi-structured lessons will also be demonstrated.



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

- Describe the various principles and strategies of the DIR-FCD™ model
- Describe ways to tailor interactions to each student's unique sensory-motor profile supports the child's ability to engage, think, learn and communicate
- List the Functional Emotional Developmental Levels (FEDL's) of the DIR® model
- Explain how the five C's of the Foundational Capacities for Development (FCD's) allow the student to maximize progress up the FEDL's
- Apply knowledge of the DIR-FCD™ model to own work

### Track 3a

#### **Leadership and the Complexity of Fostering and Supporting Change in School Culture**

*Randy Rossilli, Jr., MA, Principal, Celebrate the Children; Lynn Abelson, MA, CCC-SLP, OTR/L, The Phoenix Center; Maria Astorga, BS, Floortime™ Coach, Imagine Academy; Rabbi Shaya Benstein, Director, Playforward*

In relation to school leadership, the history of organizational behavior and the importance of school vision will serve as the introduction. A look into not only school systems and leadership styles, but also an insight into formative supervision will be covered. However, the core of the learning session will be devoted to elements of school change, specifically related to introducing and supporting the DIR-FCD™ School Model. Distinctively, characteristics of effective schools, such as school climate and culture, will be provided to foster a greater appreciation of the leadership capacities required. In doing so, topics such as training and empowering staff, decision making, conflict resolution, and motivation will help to illuminate a deeper understanding of these capacities. The format will encourage a dialog from the audience in a way that allows for the opportunity to share openly ideas around the complexity of education with real and personal application.

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

- Identify strong leadership principles that support students, faculty, and families
- Describe how an administrative team fosters a change in culture
- List ways in which to train and empower staff

### Track 4a

#### **Related Service Groups: Creative Approaches to Functional Goals**

*Lisa Bruno, OTD, OTR, Celebrate the Children; Danielle Dieckmann, PT, DPT, Celebrate the Children; Keri Sharpe, MA, CCC-SLP, Celebrate the Children; Christine DeLoughry-Lama, MA, OTR/L, The Phoenix Center*

This workshop will demonstrate how to target therapy mandates and clinical goals while working in a classroom setting with adolescents. By participating in activities that emulate real-life experiences, the students are able to practice functional skills within a classroom setting. Video examples will demonstrate how this is achieved.

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

- Determine passions and strengths of your students to guide group placement.
- Utilize real-life experiences to target clinical goals.
- Use activity analysis to develop a plan that addresses goals for students working at various levels

## Track 5a

### **The Role of Mental Health Provider in a DIR-FCD™ School: A Counselor's Perspective**

*Mady Kaplan, MSW, LCSW, School Social Worker, Celebrate the Children, Profectum Assistant Faculty; Joanne Keilty, MA, School Social Worker, Celebrate the Children; Christie Virtue, PhD, Clinical Psychologist*

This workshop will focus on the diverse role of the mental health provider in a school that supports students with diverse needs and their families. Based on the DIR-FCD™ model, the Mental Health Department supports the child's development, understands the child's individual profile and deepens the relationships in the child's life while building bridges between school and home. A heavy emphasis will be placed on how to support a child's emotional development and how relationships and family play the most essential role in this development. Strategies to support emotional development in various school settings will be shared.

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

- Describe the role of mental health professionals in the DIR-FCD™ School model
- Identify a mental health school structure that supports students with diverse needs and their families
- Define strategies for supporting school staff and families as equal parts of a student's school team

**2:45 to 3:15 pm - Break**

**3:15 – 4:30 pm**

## Track 1b

### **The Missing Piece: Including Parents and Parent Coaching in School Intervention Using the Profectum Parent Toolbox**

*Lauren Blaszak, Executive Director, Celebrate the Children; Mady Kaplan, LCSW, School Social Worker, Celebrate the Children, Profectum Assistant Faculty; Celebrate the Children Parents*

Fostering strong relationships with families and involvement in the classroom are critical for developmental progress. Parents often are not a "true" part of this intervention process in school. Central to the DIR-FCD™ Model is supporting each parent's ability to connect to his or her child in their own way and respecting the individual differences in both child and parents. This session will address how to both empower and learn from parents who know their child best and how to keep foundational goals on track in the home and school setting in order to maintain steady progress and outcomes. Strategies used in working with parents such as coaching, observation, reflection, scheduling, and planning carry over into the home will be demonstrated with video. The session will conclude with a short parent panel discussion.

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

- Foster strong and trusting relationships with families and caregivers
- Support developmental goals through parent coaching in the school setting where parents feel supported and part of the team
- Support the carryover of goals in the home setting in a way that works for the family's dynamic and lifestyle

## Track 2b

### **Broadening Perspectives: How to Assess, Support and Develop Visual-Spatial Thinking in the Classroom**

*Karen McDowell, BS, Lead Teacher, Celebrate the Children; Demond Lloyd, BA, Floortime Specialist, Celebrate the Children*

Classroom examples will illustrate how the inclusion of visual thinking elements such as time, space, perspective and movement is essential to the student's comprehension of academic context. Emphasis will be placed upon facilitating and incorporating such visual-spatial capacities as big-picture thinking, visualization of images in story content, organization and mapping in writing development, the use of visuals as an alternative means of assessment, fostering "ah-ha" moments in learning, and drawing connections between past, present, and future knowledge and experiences. Videos and lesson plan examples will show how to effectively "pull" this type of content from existing standardized lessons and deepen understanding of material through strengthening this crucial foundational capacity.

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

- Identify components of the individual sensory-motor, visual-spatial profiles of students with diverse needs
- Define how imagery is needed for language comprehension
- Define visual-spatial capacities and intervention

## Track 3b

### **Collaborative Dual-Methodology Programming: DIR® and ABA with Students with Autism Spectrum Disorders**

*Michele Havens, EdD, Consultant-Special Education, Imagine Academy; Courtney Bitting, BCBA, Imagine Academy; Maria Astorga, Floortime Coach, Imagine Academy; Kristin Benson, MS, Verbal Behavior Coordinator, Celebrate the Children*

There are many models currently utilized for educating students with autism. This presentation will focus on two of them, the Developmental, Individual Differences, Relationship-based (DIR®) model and Applied Behavioral Analysis (ABA). These two models are often considered contradictory and opposing in nature but can be used in collaboration. The purpose of this presentation is to introduce and examine a collaborative educational model, using dual methodologies, with students with Autistic Spectrum Disorder used at Imagine Academy, which opened in September, 2005, in response to a significant lack of program options in the greater New York City area to meet the needs of students with more severe autism. This presentation will also look at the use of dual methodologies, in a home-based program, and provide guidelines for using this model in other schools, home, and community programs.

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

- Identify the components of Applied Behavioral Analysis methodology
- Identify the components of DIRFloortime® methodology
- Describe the differences and similarities between ABA and DIR® methodologies
- Describe at least 5 strategies to incorporate ABA and DIR® (two widely diverse methods of intervention) within a school, home and community program
- Identify ways to begin integrating intervention approaches
- Describe and discuss at least 3 challenges possibly encountered in collaboration of the ABA and DIR® methods and how they can be overcome

## Track 4b

### Experienced Based Learning: Fostering Discovery vs. Memorization in the Classroom or Therapy Session

*Michelle Attardi, MA, CCC-SLP, Celebrate the Children; Liza Kali, MSHS, BS, OTR/L, Celebrate the Children; Michelle Rehse, BA, Teacher, Celebrate the Children; Lynn Abelson, MA, CCC-SLP, OTR/L, The Phoenix Center; Christine DeLoughry-Lama, MA, OTR/L, The Phoenix Center*

This workshop will demonstrate targeting related service therapy goals in the classroom environment within emotionally meaningful, experienced-based lessons and activities. In order for children to internalize concepts, they must make them their own. Providing opportunities for the “discovery” of the “meaning” of concepts allows even the most diverse learners to develop comprehension and expression. Video examples of activities and interventions in the classroom setting will show how classroom staff become a part of the therapy in order to ensure carryover and the generalization of skills and capacities.

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

- Prepare experience-based lesson plans that incorporate sensory, motor systems.
- Design effective questions from the toolbox presented to promote discovery by the students
- Identify 3 techniques to assess visual representation of a students.
- Assess present lesson and treatment plans to identify techniques learned today that can be incorporated to promote discovery

## Track 5b

### Supporting the “I” in Education for the Professional

*Michaja Prendergast Johnson, MS, OTR/L, Director of Related Services and the Occupational Therapy Department, LEEP Forward; Dana Hutchins, MS, DT, Lead Therapist, LEEP Forward; Christie Virtue, PhD, Clinical Psychologist*

This will be a conversation that will delve into the importance of understanding your own profile as a professional as well as the profiles of your colleagues to create a positive educational environment for professionals and students alike. We will be connecting the dots between individual profiles, educational philosophies, classroom management practices, and professional development styles.

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

- Describe the reasons behind the necessity of understanding your own profile in relation to your work with students and other professionals
- Identify tools used to understand your own profile as well as the profiles of your colleagues
- Discuss environmental design and best use of self inside of different environments
- Discuss learning style differences for coaching, feedback, and professional development
- Connect individual profiles, educational philosophies, classroom management practices, and professional development styles

## Program Descriptions

Friday, November 8, 2019

### Plenaries

**8:30 – 8:45 am**

#### Welcome

*Monica G. Osgood, Co-founder, Executive Director, Celebrate the Children; Lauren Blaszak, Co-founder, Executive Director, Celebrate the Children*

**8:45 – 9:30 am**

#### **The Phoenix Center - Music and Movement: A Case Study Using the DIR-FCD™ Model**

*Christine DeLoughry-Lama, MA, OTR/L, The Phoenix Center; Lynn Abelson, MA, CCC-SLP, OTR/L, The Phoenix Center*

This workshop will provide an overview of how the DIR-FCD™ model can be integrated into existing school culture. Music and movement can be powerful motivators to uncover an individual's abilities. The use of the DIR-FCD™ model in a school setting provides ample opportunity to use these modalities therapeutically and educationally. This case study profiles a 10-year-old student with severe motor and communication challenges over the course of three years. Music and movement have enabled this student to make notable gains in sustaining attention, communicating, navigating her environment, and gaining independent life skills.

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

- Describe how the DIR-FCD™ model can be integrated into an existing school culture
- Use music and movement to support development across educational and therapeutic domains
- Describe a student's individual differences and functional emotional developmental levels within the context of a trusting relationship
- Recognize how the Foundational Capacities for Development (FCD) model can support a student's comfort, competence, confidence, control and communication

**9:30 – 10:15 am**

#### **The DIR-FCD™ School Model for Adolescents and Adults**

*Karen McDowell, BS, Teacher, Celebrate the Children; Monica G. Osgood, Co-founder, Executive Director, Celebrate the Children*

This plenary introduces participants to the basics of using the DIR-FCD™ model with adolescents and adults and how fostering the Foundational Capacities for Development (FCD) maximizes independence. Program components and curriculum are designed to support and facilitate social, emotional, educational, and vocational goals as students prepare for success in the 21st-century adult world. Key strategies and principles highlight the importance of facilitating multiple meaningful experiences and exposures that foster executive functioning, core feelings of competence, and effective communication across environments. Targeted goals promote full participation in vocational, social, leisure, and continued educational settings. Goals include the development of positive coping strategies, perseverance, self-advocacy, gaining self-acceptance, increasing awareness and safety, personal goal setting, and the use of technology as a means of organization and communication. Participants will understand the importance of a shift from teacher-directed intervention to a self-directed, strength and passion-based model, how to use assessments to help determine transition roadmaps, and strategies to simultaneously strengthen developmental weaknesses. Video examples will illustrate the DIR-FCD™ model with individuals one-on-one and in group settings.

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

- Describe the various principles and strategies of the DIR-FCD™ model for adolescents and adults
- Discuss the critical importance of shifting from teacher-directed intervention to a self-directed, strength and passion-based model
- Explain how to use assessments to help determine transition roadmaps

### 10:15 to 10:45 am - Break

### 10:45 am – 12:15 pm

#### **An Introduction to the Profectum DIR-FCD™ Goal Bank for Children with Diverse Needs**

*Laura Baldwin, BA, MA Candidate, Floortime Specialist, Celebrate the Children; Jackie DiJoseph, BS, MA Candidate, Teacher, Celebrate the Children; Amy Keveanos, BA, MA Candidate, Teacher, Celebrate the Children; Amy Goff, MA, OTR/L, Director of the Occupational Therapy Clinic, Villa Esperanza; Ariel Hegedus, MA, CCC-SLP, Speech-Language Pathologist, Villa Esperanza*

This presentation will demonstrate how to use developmental IEP goals and how they relate to the Common Core Standards. The use of daily data collection and progress reporting will also be covered. A DIR-FCD™ goal bank will be shared that provides an important resource for educators and parents to articulate goals that support the scope, sequence, and integration of DIR-FCD™ 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-FCD™ framework in various settings. Participants will have the opportunity to practice watching videos and rating datasheets using goals from the goal bank.

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

- Explain how DIR-FCD™ IEP goals add critical social, emotional, cognitive and communication goals to a student's IEP
- Describe how yearly and weekly DIR-FCD™ goals guide intervention and monitor progress
- Illustrate the process of assessment, goal development and data collection

### 12:15 – 12:45 pm

#### **A Teacher Walks Into A Bar: Using Humor to Prepare Children to Learn**

*Andy Kleiman, MEd, Teacher, Village Child Development Center*

Everybody laughs, that is a universal truth. Laughter brings us together. Heals us. Regulates us. We build relationships through laughter and humor. Through videos, case studies, and a couple of jokes, this presentation demonstrates how to use humor to prepare children to learn throughout their development. It shows why humor is a valuable and necessary tool in unlocking higher thinking. You'll laugh, you'll cry, you'll learn the power of the joke.

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

- Describe how to use humor to teach foundational academics to children with special needs
- Discuss why humor is an important piece of the DIR-FCD™ model
- Explain why humor has a place in education
- Use humor even if you're "not funny"

**12:45 to 1:30 pm - Lunch on Your Own**

## Workshops

All workshops have a hands-on/practice component, please come prepared to participate  
Dr. Wieder and Profectum Faculty will float between workshops

**1:30 – 2:45 pm**

### Track 1c

#### **The DIR-FCD™ IEP Goal Bank Hands-On Practice for Preschool and Elementary Aged Students**

*Laura Baldwin, BA, MA Candidate, Floortime Specialist, Celebrate the Children; Lauren Blaszak, Co-founder, Executive Director, Celebrate the Children; Susan Smith-Foley, OTD, MPA, OTR/L, Pediatric Occupational Therapist; Michaja Prendergast Johnson, MS, OTR/L, Director of Related Services and the Occupational Therapy Department, LEEP Forward; Dana Hutchins, MS, DT, Lead Therapist, LEEP Forward*

This workshop will demonstrate how to use the scope and sequence of measurable DIR-FCD™ IEP goals based on Dr. Greenspan's and Dr. Wieder's Functional Emotional Developmental Levels (FEDL's) and the Foundational Capacities for Development (FCD) principles and strategies to guide intervention and school programs. Participants will have the opportunity to practice the process of assessment, identification and individualizing DIR-FCD™ IEP goals for a range of pre-school and elementary-aged students. Multiple examples will highlight how data collection is used to guide staff and parent interactions and track progress.

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

- Assess a range of students within the framework of the FEDL's
- Individualize DIR-FCD™ Goals to meet the needs of individual students
- Describe how to take and analyze data to monitor progress on DIR-FCD™ IEP goals

### Track 2c

#### **The DIR-FCD™ IEP Goal Bank Hands-On Practice for Middle and High School Students**

*Monica G. Osgood Co-founder, Executive Director, Celebrate the Children; Amy Keveanos, BA, MA Candidate, Teacher, Celebrate the Children; Regina Frandano, Floortime Specialist, Celebrate the Children; Amy Goff, MA, OTR/L; Director of the Occupational Therapy Clinic, Villa Esperanza; Ariel Hegedus, MA, CCC-SLP, Speech-Language Pathologist, Villa Esperanza; Michele Havens, EdD, Imagine Academy*

This workshop will demonstrate how to use the scope and sequence of measurable DIR-FCD™ IEP goals based on Dr. Greenspan's and Dr. Wieder's Functional Emotional Developmental Levels (FEDL's) and the Foundational Capacities for Development (FCD) principles and strategies to guide intervention and school programs. Participants will have the opportunity to practice the process of assessment, identification and individualizing DIR-FCD™ IEP goals for a range of middle and high school aged students. Multiple examples will highlight how data collection is used to guide staff and parent interactions and track progress.

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

- Assess a range of students within the framework of the FEDL's
- Individualize DIR-FCD™ Goals to meet the needs of individual students
- Describe how to take and analyze data to monitor progress on DIR-FCD™ IEP goals

### Track 3c

#### **Developmental, Semi-structured and Structured Communication Programs**

*Michelle Attardi, MA, CCC-SLP, Celebrate the Children; Lauren Blaszak, Co-founder, Executive Director, Celebrate the Children; Mary Alice Landis, MS, Supervisor of Instruction/Reading Specialist, Celebrate the Children; Kristin Benson, MS, Verbal Behavior Coordinator, Celebrate the Children; Christine DeLoughry-Lama, MA, OTR/L, The Phoenix Center; Lynn Abelson, MA, CCC-SLP, OTR/L, The Phoenix Center; Michele Ricamato, MA, CCC-SLP, Co-founder, Soaring Eagle Academy; Linda Cervenka, MA, CCC-SLP, Co-founder Soaring Eagle Academy*

The DIR-FCD philosophy presumes competence in all students. Therefore, we must use interventions that allow all students to express their inner lives. And, because students have such diverse profiles, communication programs must be tailored to reflect these different abilities. One size does not fit all! This workshop will provide an overview of a wide range of communication approaches for students of all ages. The second half of the workshop will provide stations for participants to learn more about the different approaches.

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

- Describe a range of communication approaches for students with diverse needs
- Identify underlying challenges that impact functional communication
- Determine the right communication program for each individual student

### Track 4c

#### **Fine Arts and the DIR-FCD™ Model Engage the Mind, the Brain and Body will Follow**

*Mary Beth Scheerer, BA, Art Teacher, Celebrate the Children; Dan Myers, BA, 3 time Grammy Nominee & Music Director, Celebrate the Children*

The Fine Arts are the most flexible and accessible of all the Common Core Standards. Fine Arts emotional, symbolic and abstract content can be seamlessly applied to the DIR-FCD™ methodology. This workshop will explore the necessity of presenting high content standards and how it is critical to apply historical, social and cultural content to every lesson to engage and contribute to the student's general knowledge. The product making piece of the curriculum, which can be challenging to students with motor planning and sensory issues, will also be addressed. Different strategies on how to support the physical making of art while still allowing for individual creativity, artistic communication and the incorporation of appropriate grade level materials will be discussed. Participants will be invited to participate in a "hands-on" fine arts lesson from the perspective of their students.



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

- Identify ways to facilitate creativity in the student with complex needs in the creative arts classroom
- Describe creative arts programs that integrate the DIR-FCD™ model
- Apply the FCD principles to foster the feelings of competence and confidence in students through the arts

## Track 5c

### **Transition and Working towards Independence: A Collaborative Approach**

*Karen McDowell, BS, Lead Teacher, Celebrate the Children; Jackie Giganti, MA, Transition Coordinator, Celebrate the Children; Lisa Bruno, OTD, OTR, Celebrate the Children*

This plenary describes unique methods in providing transition services to teens and young adults. At Celebrate the Children, a developmentally-based program is designed to prepare young adults for post-secondary life beyond the classroom. Through the collaboration of the Transition and Occupational Therapy Departments, the students learn the functional skills of everyday life through hands-on experiences. Coordinating these two services promotes lifelong learning and nurtures the students' abilities to become more independent thinkers as they move from school to post-school activities. The critical importance of using the FCD's in transition programs will be discussed

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

- Describe an interdisciplinary approach to transition for students 14 and up
- Describe how the FCD's are used to foster student success in transition programs
- List key principles for fostering independence in adolescents and young adults beyond school

**2:45 to 3:15 pm - Break**

**3:15 – 4:30 pm**

## Track 1d

### **Lesson Planning for the DIR-FCD™ Preschool and Elementary Classrooms**

*Michelle Rehse, BA, Teacher, Celebrate the Children; Samantha Corzo, BA, MA Candidate, Teacher, Celebrate the Children; Nikki LaChac, BS, Teacher, Celebrate the Children; Susan Smith-Foley, OTD, MPA, OTR/L, Pediatric Occupational Therapist; Michaja Prendergast Johnson, MS, OTR/L, Director of Related Services and the Occupational Therapy Department, LEEP Forward; Dana Hutchins, MS, DT, Lead Therapist, LEEP Forward*

This workshop will provide examples of how to formulate comprehensive, dynamic and developmentally appropriate lesson plans that reflect the DIR-FCD™ model and meet Common Core Standards. The second half of the workshop will include small group work sessions that support participants in building their own lesson plan and assessment modality.

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

- Describe how to evaluate the most effective developmental teaching practices and implement them into comprehensive lesson planning
- Describe how to organize and develop lesson plans based on individual students' developmental profile
- Describe how to plan and design developmental based lessons aligned with the Common Core Standards

## Track 2d

### Lesson Planning for the DIR-FCD™ Middle and High School Classrooms

*Karen McDowell, BS, Lead Teacher, Celebrate the Children; Kelly Reilly, MA, Teacher, Celebrate the Children; Lisa Silva, BS, Teacher, Celebrate the Children; Mary Alice Landis, MS, Supervisor of Instruction/Reading Specialist, Celebrate the Children; Immy Moustafa, MS, OTR/L, Celebrate the Children; Michele Attardi, MA, CCC-SLP, Celebrate the Children; Ariel Hegedus, MA, CCC-SLP, Speech-Language Pathologist, Villa Esperanza; Michele Ricamato, MA, CCC-SLP, Co-founder, Soaring Eagle Academy*

This workshop will provide examples of how to formulate comprehensive, dynamic and developmentally appropriate lesson plans that reflect the DIR-FCD™ model and meet Common Core Standards. The second half of the workshop will include small group work sessions that support participants in building their own lesson plan and assessment modality.

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

- Describe how to evaluate the most effective developmental teaching practices and implement them into comprehensive lesson planning
- Describe how to organize and develop lesson plans based on individual students' developmental profile
- Describe how to plan and design developmental based lessons aligned with the Common Core Standards

## Track 3d

### Supporting Effective Movement for the Development of Functional Skills and Communication

*Lisa Walker Romaine, MA, Teacher, Facilitated Communication Specialist, Celebrate the Children; Karen Campbell, Facilitated Communication Trainer, Celebrate the Children; Maria Korpos, Facilitated Communication Trainer, Celebrate the Children*

This workshop will provide participants with a general overview of how supporting a student's sensorimotor system using non-directive, physical support and the FCD's allows students to develop new motor memories and experience higher levels of success and independence throughout the day. An overview of Facilitated Communication (FC), a method of augmentative and alternative communication used by people with limited speaking abilities and motor planning challenges will be a key focus of the workshop. Topics covered will include the history of FC, understanding the method and misconceptions about it, basic elements of the FC technique, determining who might benefit from the method and review of best practices. Examples and demonstrations of the use of FC with school-age individuals will be provided. This workshop will provide information to parents and professionals who are interested in gaining a basic understanding of how to foster higher levels of daily functioning and opening the doors to self-expression.

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

- Discuss how the FCD's provide the framework for using physical support to close the gap between what a student wants to do or express and what they can do with the right support
- List reasons why providing sensorimotor support for movement and communication often reduces frustration, behaviors and increases program participation
- Identify strategies to improve communication for students with limited or no expressive means of communication
- Identify strategies for presuming competence of and including all learners within a classroom

## Track 4d

### Understanding Behavior: A Developmental Perspective

*Monica G. Osgood, Co-founder, Executive Director, Celebrate the Children; Demond Lloyd, BA, Floortime Specialist, Celebrate the Children; Cynthia King, MA, BCBA, Celebrate the Children; Nicole Bracero, CPI, Floortime Specialist, Celebrate the Children; Mady Kaplan, MSW, LCSW, School Social Worker, Celebrate the Children, Profectum Assistant Faculty; Immy Moustafa, MS, OTR/L, Celebrate the Children; Amy Goff, MA, OTR/L; Director of the Occupational Therapy Clinic, Villa Esperanza*

The focus of this presentation is on the co-morbid issues that many children with developmental challenges face, such as anxiety, depression, communication deficits, medical complications, trauma and more. For many of these children, the lack of insight into (and tolerance for) individual differences and make-up often mask what the child is communicating through his or her actions. As a result, communication is often misinterpreted as "behavior." Testimonies from students allow participants to hear perspectives from inside the world of autism.

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

- Discuss the range of challenges that face the individual with difficulties in relating, communicating and thinking, including students with ASD
- Discuss the hidden meaning behind behavior and how to identify and support others to understand what the student is really communicating
- Analyze how stress and anxiety in the classroom impacts the student's ability to function
- List strategies to support the student and his or her family when behavior is a challenge

## Track 5d

### Intensive Training and Coaching for Staff to Facilitate Development in the Classroom

*Lauren Blaszak, Co-founder, Executive Director, Celebrate the Children; Antoinette Price, BA, Floortime Specialist, Celebrate the Children; Linda Cervenka, MA, CCC-SLP, Co-founder Soaring Eagle Academy*

This workshop will provide participants with a scope and sequence for training paraprofessionals in your organization. The paraprofessional is an integral part of the interdisciplinary team and often times the person who spends the most time supporting the teacher, students, classroom and program components. This workshop will provide a comprehensive overview of an individual's training and mentorship from the start of hire. Whether you are training a paraprofessional in a public or private entity, this workshop will provide definitive tools to train and support your staff, while providing them with the knowledge and skills to facilitate development in the students they work with. How do I train large groups of staff? How do I make sure staff are accountable for their training? How much training and supervision do they need? Are their specific resources to use? These questions and many more will be discussed. Video illustrations will be used as discussion points.

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

- Describe the what and the how of training staff to work developmentally with students who have challenges in relating, communicating and thinking
- List the scope and sequence of layering on abilities across training sessions
- Define the structure of supporting new staff throughout the school year
- Explain how strong training programs empower staff and support staff retention

**5:00 to 7:00 pm - Wine & Cheese Networking Reception**

## Continuing Education Information

A general certificate of attendance will be issued to all conference participants via email for each day of attendance. Specific approved continuing education boards certificates of attendance will be sent to participants who are registered and complete the course requirements for continuing education credits. The certificate will note the number of instructional hours for the day in attendance. Registration opens at 8:00 am. Check-in at the CE registration desk to receive your name badge and day of schedule. Sessions will start promptly at 8:30 am.

**Course Completion Requirements** - For those learners that have signed up for Continuing Education credit, please find your discipline below and read the requirements.

**New York Licensed Master Social Workers & Licensed Clinical Social Workers:** Learners must attend the entire scheduled day, sign the attendance sheets at required intervals and submit an evaluation. Credit will not be awarded for partial attendance of the day.

**Occupational Therapists/Occupational Therapy Assistants:** Learners must attend presentations for the full scheduled time, sign the attendance sheets at required intervals and submit an evaluation. Credit will be awarded for those CE approved presentations that were attended fully.

[ [Link to Course Planner & Instructor Bios](#) ] [Link to Course Planner & Instructor & Disclosures, Conference Financial & In-Kind and Course Content Disclosures](#) ] [ [Link to Continuing Education Complaint Resolution Policy](#) ]

### Occupational Therapists/ Occupational Therapy Assistants

Profectum Foundation is an AOTA Approved Provider of continuing education. Provider #9365. This Conference is offered for up to 1.15 AOTA CEUs / 11.5 Contact Hours ( 5.5 hrs. on Thursday, November 7, 2019; 6 hrs. on Friday, November 8, 2019) (Intermediate)



The assignment of AOTA CEs does not imply endorsement of specific course content, products, or clinical procedures by AOTA. See course complete requirements section above. AOTA Classification Codes that apply to this Conference: Domain of OT – Areas of Occupation | Domain of OT – Performance Skills | Occupational Therapy Process – Intervention

If a learner is in need of their participant record from this Course, send an email with the request to the AOTA CE Administrator at [liza.kali@profectum.org](mailto:liza.kali@profectum.org)

### New York Licensed Master Social Workers & Licensed Clinical Social Workers

Profectum Foundation is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers #SW-0413. This Conference is approved for up to 11.75 contact hours. [ 5.75 contact hours on Thursday, November 7, 2019; 6 contact hours on Friday, November 8, 2019] Registrants must attend the entire Conference day to receive credit, no partial credit can be issued.

## Registration Information

Registration is available on-line at [profectum.org](http://profectum.org) – [Click Here](#)

Registration Type	Early Bird Rate Now thru Sept. 30	Regular Rate Oct. 1 - Nov. 7
Two Days	\$175	\$200
One Day Only	\$105	\$125
CE Fee	\$30	\$30

### Discounts

Do you qualify for a 15% discount?

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

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.*

### Registration and Cancellation Policy

Registrations and payments must be received no later than **Wednesday, October 23, 2019**. Confirmations and receipts are furnished by email. Any registration received after **Wednesday, October 23, 2019** will be considered, providing space is available. We DO NOT invoice for our events. All attendees or groups must have a paid registration prior to the event. Written cancellation or change notifications must be received no later than Wednesday, October 23, 2019 via email to [emily.mohr@profectum.org](mailto:emily.mohr@profectum.org). **A cancellation/change processing fee of \$25 will be charged. After Wednesday, October 23, 2019, 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 is cancelled, you will be notified immediately via email and a credit will be issued toward a rescheduled conference, or the entire submitted registration fee will be refunded without further liability on the part of the organizer.

### Additional Registration Information

Registration opens at 8:00 am. Please check-in at the registration desk to receive your name badge and day of schedule. Sessions will start promptly at 8:30 am. Printed presentation handouts will NOT be provided. Presentation handouts will be available on our website approximately 1-week prior to the conference for you to download and/or print if desired. As you prepare to attend this conference, remember that meeting room climates vary, so we recommend that you wear layered clothing to ensure your personal comfort. As a consideration to all participants, we ask that you turn all cellular phones and pagers to a non-audible mode during the presentations. Children and unregistered guests are not permitted in the meeting rooms. More detailed information will be emailed to you closer to the date of the conference.

### Accommodations for Persons with Disabilities & Special Needs Request

If you require ADA accommodations or have a special needs request, 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.