



# Raising the Bar: Educational Approaches that Go **Beyond Labels**

Profectum Foundation and Celebrate the Children School's 1st Annual Education Conference

**May 30 – June 1, 2013**

The Annunciation Center | College of Saint Elizabeth  
2 Convent Road  
Morristown, New Jersey



# Raising the Bar: Educational Approaches that **Go Beyond Labels**



***Rubber Meets the Road!*** Finally a Conference for Professionals Working with **Students with Diverse Needs** in Educational Settings that Provide the Latest Research, Theory **AND Practical Application** in a School Environment!

## Overall Description

The Profectum Foundation and Celebrate the Children School faculties have been providing cutting-edge intervention to children with difficulties in relating and communicating and to their families worldwide for over fifty years combined. At the core of the interventions 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.

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 will be **presented by teachers, occupational therapists, physical therapists, speech-language pathologists and mental health professionals** working in both private and public school settings in the United States and abroad. 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 integration of the use of technology to maximize participation and communication will also be incorporated.

## Student Testimonials

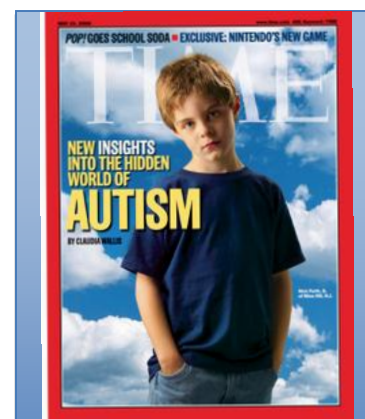
Current or former students of Celebrate the Children will introduce all plenary sessions. These **students will share with participants their experiences and perspectives** on education today relevant to each plenary topic.

## Afternoon Workshops

All afternoon **breakout workshops** will incorporate **practical "take-away" tips** that **can be applied in ANY educational setting**. Workshop presenters will incorporate interactive experiences for conference participants that reinforce concepts and deepen the comprehension of material covered.

## Who Should Attend

**Regular and special educators, early intervention providers, parents, administrators, OT's, PT's, SLP's, psychologists, social workers, school counselors, art and music therapists, college students, education leaders, education reform and policy makers**



Celebrate the Children School was featured in the TIME Magazine cover story in 2005

# Raising the Bar: Educational Approaches that Go Beyond Labels

## Program Descriptions

**Thursday, May 30, 2013**

**8:30 am to 9:00 am | Welcome**

**9:00 am to 10:00 am | Developing Development: Foundational Capacities and Skills**

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

*Co-Author – Engaging Autism, The Child with Special Needs, and the forthcoming Vision and Space: The Building Blocks of Emotional and Intellectual Development*

Development builds upon a structure of foundational capacities and skills that support relating, communicating, functioning, and thinking. The building blocks of this foundation must be tailored to individual profiles, as each child develops along unique pathways and at different rates. The key to activating development is the use of affect. It is important to understand the relative strengths and the relative hurdles each child faces in order to understand the developmental change processes that lead to progress and life-long learning and competence. The spontaneous and organized experiences offered through interactive relationships as part of a DIR<sup>®</sup> based comprehensive intervention program will illustrate how to develop and strengthen the foundational capacities necessary to advance progress.

Participants will be able to:

- List the components of the DIR<sup>®</sup> -FCD<sup>™</sup> Model
- Describe Floortime<sup>™</sup> techniques for working with parents and children
- List the stepping stones in symbolic-emotional development
- Describe how visual spatial deficits contribute to anxiety, thinking challenges and derail development
- Identify experiences that will activate development that support competence

**10:30 am to 12:00 pm | An Introduction to a 21st Century School Model for Children with Diverse Needs**

*Lauren Blaszak, Co-Founder & Executive Director Wharton Campus, CTC; Monica G. Osgood, Co-Founder & Executive Director Dover Campus, CTC*

An introduction of participants to the philosophy, program components, sample schedules, best practice guidelines, principles and strategies of school models that maximize the potential of all students. In this plenary session emphasis will be placed on presumed competence and the importance of relationships and “experience” in the classroom. Affective and emotionally meaningful learning will be demonstrated through video examples from both public and private schools.

Participants will be able to:

- Describe a philosophy that supports comprehensive and progressive school programs for students with diverse needs
- List the components of a 21st Century School for students with diverse needs
- Identify best practices, principles and strategies for maximizing progress in students with diverse needs
- Describe how emotionally meaningful, experience-based lessons support comprehension and retention of skills
- Describe how an interdisciplinary approach to intervention meets the unique needs of individual students

**12:00 pm to 1:00 pm | Lunch**

**1:00 pm to 5:00pm Breakout Sessions**

**Participants choose from 1 of 5 tracks below:**

- **Track 1: The Basics of DIR<sup>®</sup>/FCD<sup>™</sup> and the 21st Century School Model Pre-K and Elementary**
- **Track 2: The Basics of DIR<sup>®</sup>/FCD<sup>™</sup> and the 21st Century School Model Middle, High School and Young Adult**
- **Track 3: Leadership and Change**
- **Track 4: Related Services in a 21st Century School**
- **Track 5: The Arts, Mental Health and Resource Workshop**

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## Afternoon Tracks

### **Track 1: The Basics of DIR®/FCD™ and the 21st Century School Model Pre-K and Elementary**

Participants will be able to:

- Describe the framework of the DIR® approach for younger students
- Identify components of the individual sensory-motor, visual-spatial profiles of students with diverse needs
- Describe how the student's individual profile impacts development
- Describe relationship-based interventions that promote development
- List ways in which to incorporate the principles of DIR®-FCD™ and visual-spatial activities into classroom activities and lessons

#### **1:00 pm to 2:00 pm | DIR®/Floortime™ for the Younger Student (PE)**

*Lauren Blaszak, Executive Director, CTC; Laura Baldwin, L3 Paraprofessional, CTC; and Michele Parkins, OTR/L, CTC*

The Developmental Individual difference, Relationship-based 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 DIR®/Floortime™ with pre-school and elementary age children. Video examples will illustrate Floortime™ with students one-on-one and in group settings. The integration of Floortime™ principles into semi-structured lessons will also be demonstrated.

#### **2:30 pm to 3:30 | DIR® Through a Developmental Optometry Lens: A Visual-Spatial Case Study (PE)**

*Mehry Green, OD*

Through a case presentation, the speaker will discuss her visual spatial evaluation of a patient with ASD. The audience will learn how visual spatial challenges affect education and success in other therapies and interventions. Learn how addressing the child's visual-spatial delay is a crucial piece of a multidisciplinary approach to help children with ASD and other developmental challenges.

#### **4:00 pm to 5:00 pm | Walking the Walk: Visual-Spatial Theory to Application in the Pre-School and Elementary Classroom. (PE)**

*Michele Parkins, OTR/L, CTC; Liza Marshall Kali, OTR/L, CTC; and Paula Paglione, Teacher, CTC*

Regulation, engagement, social interactions, and academics are all foundationally routed in a student's ability to accurately take in information from the environment; relate information and experiences to themselves, others, and objects; mentally hold and manipulate images; to then plan, interact, and learn. These visual spatial foundations will be discussed and related to functional capacities. Activities and treatment ideas will be provided to enhance visual spatial capacities. Classroom examples will illustrate how the inclusion of visual thinking elements such as time, space, perspective, and movement are essential to the student's comprehension of academic context.

### **Track 2: The Basics of DIR®/FCD™ and the 21st Century School Model Middle, High School and Young Adult**

Participants will be able to:

- Describe the framework of the DIR® approach for older students
- Identify components of the individual sensory-motor, visual-spatial profiles of students with diverse needs
- Describe how the student's individual profile impacts development
- Describe relationship-based interventions that promote development
- List ways in which to incorporate the principles of DIR®/FCD™ and visual-spatial activities into classroom activities and lessons
- Describe an interdisciplinary approach to transition for students 14 and up

#### **1:00 pm to 2:00 pm | DIR®/Floortime™ for the Older Student (MH/YA)**

*Monica G. Osgood, Executive Director, CTC; Demond Lloyd, L3 Paraprofessional, CTC; Lisa Silva, Teacher, CTC; and Immy Moustafa, OTR, CTC*

The Developmental Individual difference, Relationship-based 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 DIR®/Floortime™ with older children and young adults. Video examples will illustrate Floortime™ with students' one-on-one and in group settings. The integration of Floortime™ principles into semi-structured lessons will also be demonstrated.



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## Afternoon Tracks

### 2:30 pm to 3:30 | Broadening Perspectives: How to Assess, Support and Develop Visual-Spatial Thinking in the Middle and High School curriculum. (MH/YA)

*Karen McDowell, BA, Lead Teacher, Celebrate the Children*

Classroom examples will illustrate how the inclusion of visual thinking elements such as time, space, perspective and movement are 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.

### 4:00 pm to 5:00 pm | Transition and Working towards Independence: A Collaborative Approach (MH/YA)

*Diane Sandonato, Transition Coordinator, CTC; Ronald Burd, BA, CTC; and Lisa Bruno, MS, OTR, CTC*

This workshop 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 collaboration of the Transition and Occupational Therapy Departments, the students learn 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.

### Track 3: Leadership and Change

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
- Describe how to infuse the 21st Century School model into an existing school culture
- Identify ways to begin integrating intervention approaches

### 1:00 pm to 2:00 pm | Leadership and the Complexity of Fostering and Supporting Change in School Culture (PE/MH/YA)

*Michael Knox, Ed.D, Principal, CTC*

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 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 **21st Century 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.

### 2:30 pm to 3:30 | Collaborative Dual-Methodology Programming: DIR® and ABA with Students with Autism Spectrum Disorders (PE/MH/YA)

*Michele Havens, Ed. D., Consultant-Special Education and Anna Coles, M.S. Ed., ABA Specialist*

There are many models currently utilized for educating students with autism. This presentation will focus on two of them, Developmental, Individualized, Relationship-Based Intervention (DIR®) and Applied Behavioral Analysis (ABA). These two models are often considered contradictory and opposing in nature but can be used in collaboration. Critical reviews of effective interventions for children with Autism Spectrum Disorders (ASD) have traditionally looked almost exclusively at research of behaviorally based interventions.

These behavioral-based studies lend themselves to traditional quantitative research due to the frequency and thoroughness of data collection within the behavioral methodologies. There are many studies of behavioral methodologies, which tend to look at external behaviors but do not address some of the core components of ASD, including sensory processing, motor planning and sequencing, executive functioning, relationships, abstract thinking, capacity for empathy, theory of mind, and affective reciprocity.

Developmentally based intervention, on the other hand, is much more difficult to quantify and consequently more challenging to study.

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## Afternoon Tracks

(continued) The purpose of this presentation is to introduce and examine a collaborative educational model, using dual methodologies, with students with Autistic Spectrum Disorder. The Imagine Academy opened in September 2005, as a non-public school. It was developed in response to a significant lack of program options in the greater New York City (NYC) area to meet the needs of students with more severe Autism, whose needs were not appropriately met by the public school system. The mission of the school is to use multiple methodologies to meet the extensive needs of this specific population. The majority of the school programs in NYC currently use a single methodology (Applied Behavior Analysis) in their programs for students with Autism. This presentation will look at the use of dual methodologies, in terms of the staff, administration and family perspectives on this unique programming model, and provide guidelines for using this model in other programs.

### 4:00 pm to 5:00 pm | Inserting DIR® into an Existing School: Stages of Changing a Culture (PE)

*Sian Nash, Director, CTC, UK*

The process of introducing and integrating new methodology into an existing school culture can be challenging. It is not just about “what” you do, but “how” you do it. Strategies for supporting school personnel on their course to appreciating how the DIR® model can be integrated into existing curriculum will be shared.

This workshop will explore the journey of one consultant working in schools in the UK and how she has helped educators, administrators, school officials and families see the value a developmental approach. Barriers, hurdles, ongoing issues faced and strategies used to foster cultural change will be discussed. This journey takes place in mainstream and special schools. How these environments differ and how different strategic approaches are required will also be covered.

### Track 4: Related Services in a 21st Century School

Participants will be able to:

- Describe how the interdisciplinary model works in the classroom
- Define components of collaboration between related service professionals and classroom staff
- List related service programs that meet individual student mandates
- Identify ways to implement dynamic one on one and small group intervention
- Define visual-spatial capacities and intervention

### 1:00 pm to 2:00 pm | Therapy Without Walls: Integrating Related Service Therapy (SP, OT and PT) into the Classroom (PE/MH/YA)

*Lynn Gonzalez, MS-SLP, Head of Related Services, CTC; Danielle Dieckmann, PT, DPT CTC; and Carrie Davis, OTR/L, CTC*

This workshop will demonstrate the importance of targeting therapy goals in the natural classroom environment. Video examples of activities and interventions in the classroom setting will show how classroom staff becomes a part of the therapy in order to ensure carryover and the generalization of skills and capacities. The challenge of working with groups will be addressed.

### 2:30 pm to 3:30 | Thinking Outside the Box: Creative Related Service Programs for the 21st Century School (PE/MH/YA)

*Lynn Gonzalez, MS-SLP; Lauren Butera, MS-SLP; and Carrie Davis, OTR/L, CTC*

This workshop will provide an overview of a variety of creative programs that can be implemented in school to help meet therapy mandates and target specific clinical goals while promoting development, comprehension and generalization of foundational skills.

### 4:00 pm to 5:00 pm | DIR® Through a Developmental Optometry Lens: A Visual-Spatial Case Study (PE)

*Mehry Green, OD*

Through a case presentation, the speaker will discuss her visual spatial evaluation of a patient with ASD. The audience will learn how visual spatial challenges affect education and success in other therapies and interventions. Learn how addressing the child's visual-spatial delay is a crucial piece of a multidisciplinary approach to help children with ASD and other developmental challenges.

### Track 5: The Arts, Mental Health and Resource Workshop

Participants will be able to:

- Describe the role of mental health professionals in the 21st Century School model
- Identify a mental health school structure that supports students with diverse needs and their families
- Describe creative arts programs that integrate the DIR®/FCD™ model
- Identify ways to facilitate creativity in the student with complex needs in the creative arts classroom
- List practical resources that reflect the 21st Century School schedule and program components

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### **1:00 pm to 2:00 pm | The Role of Mental Health Provider in a 21st Century School: A Counselor's Perspective (PE/MH/YA)**

*Stefanie D'Amore, MA, School Counselor, CTC; Mady Kaplan, LCSW, School Social Worker, CTC; Jennifer Mandato, MA, School Counselor, CTC; Rachael Verdi, MA, School Counselor, CTC; Joanne Keilty, MA, School Social Worker, CTC*

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<sup>®</sup>/FCD<sup>™</sup> 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 developmental in various school settings will be shared.

### **2:30 pm to 3:30 | Fine Arts and the DIR<sup>®</sup>/FCD<sup>™</sup> Model Engage the Mind, the Brain and Body will Follow (PE/MH/YA)**

*Mary Beth Scheerer, Art Teacher, CTC; and Dan Myers, Grammy Nominee and Music Director, CTC*

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<sup>®</sup>/FCD<sup>™</sup> 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.

### **4:00 pm to 5:00 pm | Curriculum Resources for the Developmental Classroom (PE/MH/YA)**

*Kelly Reilly, MA, Teacher, CTC and Carrie Davis, OTR/L, CTC*

This workshop will share a wealth of practical resources aligned with components of a **21st Century School Model for Children with Diverse Needs**. Resources including books, websites, computer programs, technology supports and more will be illustrated through classroom video examples.

## **Friday, May 31, 2013**

### **8:30 am to 9:00 am | Welcome**

### **9:00 am to 10:15 am | Understanding Behavior: A Developmental Perspective**

*Lauren Blaszak, Co-Founder & Executive Director Wharton Campus, CTC; Monica G. Osgood, Co-Founder & Executive Director Dover Campus, CTC*

The focus of this plenary is on the comorbid 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.

Participants will be able to:

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

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**10:45 am to 12:00 pm | Presumed Competence and Communication/An Insight into Intelligence**

*Lynn Gonzalez, MS-SLP, Head of Related Services, CTC; Lisa Romaine Walker, MA, Communication Consultant/Teacher, CTC*

Participants will peek into the potential of children and young adults who require alternatives to purely developmental language models. In this plenary session, the presenters demonstrate how they have tapped into the individual communication systems of many individuals, revealing intelligence and competencies that many thought did not exist.

Participants will be able to:

- Identify new insights into the capabilities and competence of the student with ASD and other developmental challenges
- Define Autism as a motor cognitive disorder as oppose to a cognitive disorder
- List different approaches to maximizing each student's' ability to communicate
- Describe how maximizing communication in the classroom realizes higher levels of intelligence, self-esteem, participation, peer relationships and overall success.

**12:00 pm to 1:00 pm | Lunch**

**1:00 pm to 5:00pm Breakout Sessions**

**Participants choose from 1 of 5 tracks below:**

- **Track 6: Communication Approaches that Maximize Potential in Every Student**
- **Track 7: Teacher Workshop: Middle, High School and Young Adult**
- **Track 8: Teacher Workshop: Pre-K and Elementary**
- **Track 9: Nuts and Bolts: Assessment, Data Collection and Training**
- **Track 10: Understanding the Individual Profile of Each Student: The Basics of DIR®/FCD™ and the 21st Century School Model Pre-K, Elementary, Middle, High School and Young Adult**

## Afternoon Tracks

### **Track 6: Communication Approaches that Maximize Potential in Every Student**

Participants will be able to:

- Define Autism as a motor cognitive disorder as oppose to a cognitive disorder
- 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
- List a variety of communication interventions to meet the vast array of diverse needs of students
- Describe intensive individual and group communication interventions for the classroom and therapy settings

**1:00 pm to 2:00 pm | Supporting Effective Movement for Communication Pt. 1 (PE/MH/YA)**

*Lisa Romaine Walker, MA, Communication Consultant/Teacher, CTC*

This workshop will provide participants with a general overview of Facilitated Communication (FC), a method of augmentative and alternative communication used by people with limited speaking abilities and motor planning challenges. 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 basic understanding in FC and opening the doors to self-expression.

**2:30 pm to 3:30 | Speech and Language Programs for a 21st Century School (PE/MH/YA)**

*Lynn Gonzalez, MS-SLP, Head of Related Services, CTC*

The audience will have the opportunity to learn strategies to maximize services generally provided by speech therapists in the school setting. Parent, teachers and therapists will see how target programs were developed so more children have the opportunity to practice speech and language goals in their classrooms and multiple areas around the school throughout the day thus increasing



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## Afternoon Tracks

(continued) generalization and carryover. How these programs were developed and ultimately implemented by teachers' aides, paraprofessionals, and other staff members will be discussed. Each program description will be illustrated by video. This workshop will provide an overview of a variety of creative programs that can be implemented in school to help meet therapy mandates and target specific clinical goals while promoting development, comprehension and generalization of foundational skills.

### 4:00 pm to 5:00 pm | Supporting Effective Movement for Communication Pt. 2 (PE/MH/YA)

*Lisa Romaine Walker, MA, Communication Consultant/Teacher, CTC*

Part 2 of the first workshop in this track

### Track 7: Teacher Workshop: Middle, High School and Young Adult

Participants will be able to:

- Identify developmental differences that result in unique learning styles
- 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
- Identify three sensory-cognitive functions that affect comprehension and reading
- Define how imagery is needed for language comprehension
- List research that supports the use of imagery-based instruction
- Describe how exploration-based instruction is different from rote learning and memorization and the how use of "discovery" in the classroom builds solid knowledge and maximizes learning and comprehension

### 1:00 pm to 2:00 pm | Interdisciplinary Cross-Curricular Lesson Planning (PE/MH/YA)

*Karen McDowell, BA, Lead Teacher, CTC; Kelly Reilly, MA, Teacher, CTC; and Margaret Demsak, MA, Teacher, CTC*

Beyond Lesson Planning 101: What they didn't teach me in University. This workshop will provide examples of how to formulate comprehensive, dynamic and developmentally appropriate lesson plans. The second half of the workshop will include small group work sessions that support participants in building their own lesson plan/assessment

### 2:30 pm to 3:30 | "Picture This: Imagery Can Improve Language Processing for Children and Adults" (PE/MH)

*Jeannina Manias, Center Director, Lindamood-Bell Morristown Center*

This presentation examines three sensory-cognitive functions: concept imagery, phonemic awareness, and symbol imagery, which affect language processing skills, such as comprehension and reading. Decoding, spelling, or comprehension difficulties may be the result of weaknesses in these underlying sensory-cognitive functions.

Imagery is a critical factor in cognition and language comprehension. Sensory input is what connects us to the language that we hear and the language that we read. Recent research will be presented to illustrate how improvements in imagery can have a lasting effect on spelling, reading, comprehension, and math. Imagery-based instruction is especially successful for children previously diagnosed with dyslexia, hyperlexia, ADHD, CAPD, autism spectrum disorders, and other learning difficulties.

### 4:00 pm to 5:00 pm | Discovery vs. Teaching: Assessment and Concept Development Using Experience-based Learning. What are children really understanding? for Middle School, High School and Young Adults

*Karen McDowell, BA, Lead Teacher, CTC, and Crystal Farr, L3 Paraprofessional, CTC*

What is the difference between facilitating "discovery" and "teaching" in the classroom? This workshop will look at how through asking the right questions and providing specific kinds of experiences, educators can assess a child's foundational capacities that support the comprehension of academic content. 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 true comprehension and knowledge.

Participants will learn how capitalizing on experience facilitates the student's ability to reach the next stage of development. High impact lessons inclusive of emotional components ensure that the child's affect and interests are captured and tapped into, thus supporting deeper connections and understanding of targeted concepts. This ensures the full comprehension of concepts, makes meaningful connections to previously experienced ideas while strengthening the ability to build upon experiences in future lessons. The role of the teacher is focused on shared learning and problem solving opportunities and is inquiry driven toward common goals. This seminar will include video examples of how "discovery" is facilitated in the classroom.

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## Afternoon Tracks

### Track 8: Teacher Workshop: Pre-K and Elementary

Participants will be able to:

- Describe how to utilize the principles of the 21st Century School Model to target Common Core Standards (CCS) in the classroom for a range of individual differences
- Describe how to use experience-based, emotionally meaningful lessons to support comprehension in diverse learners
- Identify cross curricular lessons that deepen the knowledge of concepts from the CCS
- List developmental differences that result in unique learning styles
- 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
- Describe how exploration-based instruction is different from rote learning and memorization and the how use of "discovery" in the classroom builds solid knowledge and maximizes learning and comprehension

### 1:00 pm to 2:00 pm | The Common Core State Standards and the Developmental Model (PE)

*Jacqueline Giganti, MA, Teacher, CTC and Paula Paglione, Teacher, CTC*

This workshop will illustrate how to apply developmental teaching practices to the core standards. Teachers and therapists often struggle with how to target IEP goals and prepare students for standardized testing while also working on the critical foundations of development in students with special educational needs. Video examples will demonstrate cross-curricular, dynamic, experience-based lessons that target state standards while also strengthening a range of developmental capacities. Differentiated teaching principles will illustrate how to make group lessons developmentally appropriate for all learners.

### 2:30 pm to 3:30 | Interdisciplinary Cross-Curricular Lesson Planning (PE/MH/YA)

*Karen McDowell, BA, Lead Teacher, CTC; Kelly Reilly, MA, Teacher, CTC; and Margaret Demsak, MA, Teacher, CTC*

Beyond Lesson Planning 101: What they didn't teach me in University. This workshop will provide examples of how to formulate comprehensive, dynamic and developmentally appropriate lesson plans. The second half of the workshop will include small group work sessions that support participants in building their own lesson plan/assessment

### 4:00 pm to 5:00 pm | Discovery vs. Teaching: Assessment and Concept Development Using Experience-based Learning. What are children really understanding? for Pre-School and Elementary Ages

*Jennifer Robak, MA, Teacher, CTC; Lauren Babcock, MA, Teacher, CTC; Liza Marshall Kali, OTR/L, CTC, and Debra Castelluccio, CTC Teacher*

What is the difference between facilitating "discovery" and "teaching" in the classroom? This workshop will look at how through asking the right questions and providing specific kinds of experiences, educators can assess a child's foundational capacities that support the comprehension of academic content. 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 true comprehension and knowledge.

Participants will learn how capitalizing on experience facilitates the student's ability to reach the next stage of development. High impact lessons inclusive of emotional components ensure that the child's affect and interests are captured and tapped into, thus supporting deeper connections and understanding of targeted concepts. This ensures the full comprehension of concepts, makes meaningful connections to previously experienced ideas while strengthening the ability to build upon experiences in future lessons. The role of the teacher is focused on shared learning and problem solving opportunities and is inquiry driven toward common goals. This seminar will include video examples of how "discovery" is facilitated in the classroom.

### Track 9: Nuts and Bolts: Assessment, Data Collection and Training

Participants will be able to:

- Identify ways to use assessment to ensure students have the prior knowledge to support current instruction
- Describe how inquiry and feedback allow the teacher insight into the student's comprehension of knowledge and how this guides instruction
- List assessment and modification tools for the student with diverse needs that meet state standards
- Define goal writing, data collection and progress reporting procedures that reflect the 21st Century School Model

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- Describe the what and how of training paraprofessionals to work developmentally with students who have challenges in relating, communicating and thinking

## Afternoon Tracks

### 1:00 pm to 2:00 pm | Effective Assessment Tools and Strategies to Support Learning (PE/MH/YA)

*Cathy Helmlinger, Director, CTC and Mary Alice Landis, MA, Teacher/Reading Specialist*

Today we know learning requires that the student engage in meaningful experience-based problem-solving to actively build mental schemata. Knowledge is attained not just by receiving information but also by interpreting the information and relating it to the student's prior knowledge. What is important and, therefore, should be assessed is the student's ability to organize, structure, and use information in context to solve complex problems. Effective assessments give students feedback on how well they understand the information and on what they need to improve, while helping teachers' better design instruction. This workshop will look at active assessment strategies that enhance understanding of content and promote skills that students will utilize throughout their lives. An overview of three main assessment tools will be provided along with tips on how to modify based on the individual needs of the students. Strategies to help prepare for state standardized testing will also be addressed during this presentation.

### 2:30 pm to 3:30 | Data Collection/Goal Bank (PE/MH/YA)

*Laura Baldwin, L3 Paraprofessional, CTC and Monica G. Osgood, Co-Founder & Executive Director Dover Campus, CTC*

This workshop 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® goal bank will be shared that provides an important resource for educators and parents to articulate goals which support the scope, sequence and integration of DIR® capacities to establish the foundations for successful learning. These goals can be applied in regular and inclusion programs as well as in special education in public and private settings. The goals provide direction, benchmarks, and tools to support and ensure accountability among school personnel. Case studies will be used to demonstrate how to use IEP goals to represent the critical elements of comprehensive programs for children within the DIR® framework in various settings. Participants will have the opportunity to practice watching videos and rating data sheets using goals from the goal bank.

### 4:00 pm to 5:00 pm | Training Paraprofessionals to Facilitate Development in the Classroom (PE/MH/YA)

*Lauren Blaszak, Executive Director, Wharton CTC; Daniel Cherry, Behavioral Assistant, CTC; Antoinette Price, L3 Paraprofessional, CTC; and Katie McColligan, L3 Paraprofessional, CTC*

This workshop will provide participants with a scope and sequence to training paraprofessionals in your organization. The paraprofessional is an integral part to 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 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 student's 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 illustration will be used as discussion points.

## Track 10: Understanding the Individual Profile of Each Student: The Basics of DIR®/FCD™ and the 21st Century School Model Pre-K, Elementary, Middle, High School and Young Adult

Participants will be able to:

- Identify environments, schedules and activities that support the student with unique sensory-motor and visual-spatial needs in the classroom
- Describe the framework of the DIR® approach for students of all ages
- Identify components of the individual sensory-motor, visual-spatial profiles of students with diverse needs
- Describe how the student's individual profile impacts development
- Identify relationship-based interventions that promote development
- Describe how to incorporate the principles of DIR®/FCD™ and visual-spatial activities into classroom activities and lessons

### 1:00 pm to 2:00 pm | Learning Through the Senses: Whole Body Learning in the Classroom

*Shana Gjelsvik, OTR/L, CTC; Michele Parkins, OTR/L, CTC; and Sandra Montero, Teacher, CTC (PE/MH/YA)*

This workshop will demonstrate how a supportive environment, schedule and the use of multi-sensory activities allow children with diverse profiles to successfully access learning in the classroom. New principles of teaching and environmental supports that tailor learning to the diverse learner will be illustrated through video, and practical resources will be shared with participants.

# Raising the Bar: Educational Approaches that Go Beyond Labels

## Afternoon Tracks

### 2:30 pm to 3:30 | DIR®/Floortime™ for the Younger Student (PE)

*Lauren Blaszak, Executive Director, CTC; Laura Baldwin, L3 Paraprofessional, CTC; and Michele Parkins, OTR/L, CTC*

The Developmental Individual difference, Relationship-based 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 DIR®/Floortime™ with pre-school and elementary age children. Video examples will illustrate Floortime™ with students one-on-one and in-group settings. The integration of Floortime™ principles into semi-structured lessons will also be demonstrated.

### 4:00 pm to 5:00 pm | DIR®/Floortime™ for the Older Student (MH/YA)

*Monica G. Osgood, Executive Director, CTC; Demond Lloyd, L3 Paraprofessional, CTC; and Lisa Silva, Teacher, CTC, Immy Moustafa, OTR, CTC*

The Developmental Individual difference, Relationship-based 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 DIR®/Floortime™ with older children and young adults. Video examples will illustrate Floortime™ with students' one-on-one and in-group settings. The integration of Floortime™ principles into semi-structured lessons will also be demonstrated.

### 6:00 pm to 7:00 pm | Wine & Cheese Networking Reception

## Saturday, June 1, 2013

### 8:30 am to 9:00 am | Welcome

### 9:00 am to 10:30 am | Digging Deeper into the Developmental Curriculum

*Karen McDowell, BA, Lead Teacher, CTC and Margaret Demsak, MA, Teacher, CTC*

This plenary will build upon knowledge acquired during the first 2 days of the conference and encourage participants to integrate a deeper understanding of the 21st Century School Model for Children with Diverse Needs. Video examples of classroom activities will demonstrate how teachers can facilitate multiple areas of development simultaneously while supporting students to problem solve, use emotional thinking, and think critically and creatively while teaching to the state standards. Peer relations, community connections and global awareness also play critical roles in expanding a students' thinking in the 21st century classroom and transference of development and capacities into broader settings.

Participants will be able to:

- Describe advanced techniques that integrate multiple teaching principles in the classroom
- Identify how use of the 21st Century School Principles across the curriculum maximizes thinking and building of knowledge throughout the day
- Define the critical role of problem solving, emotional thinking, critical thinking and creativity in the classroom
- Describe how fostering relationships, community and global connections allows the student with diverse needs to generalize abilities beyond the school setting

### 11:00 am to 12:30 pm | 18-Year Case Study and Interdisciplinary IEP Presentation

*Celebrate the Children Interdisciplinary Faculty, Student and Family*

This final presentation will begin with a long-term case study of a student from pre-school through college. This journey will highlight the evolution of the student, his family and school staff as they all developed together over time. An interdisciplinary team will present an in-depth overview of the student's developmental profile, program outline and goals during his senior year. The case will conclude with the student sharing his recent experience with college, driving, and his transition to adulthood. This case beautifully summarizes the program components and principles covered throughout the conference.

Participants will be able to:

- Describe the long-term outcome of students who have had access to the 21st Century School Model
- Identify components of the interdisciplinary IEP and student profile
- Describe a student's perspective on development, school and beyond

# Raising the Bar: Educational Approaches that Go Beyond Labels

## Conference Presenters



**Lauren Babcock, MA** has been working at Celebrate the Children for the past five years. She began as a paraprofessional and has now been teaching at the school for the past 2 ½ years. She has been working with children for the past 10 years, ranging from preschool to age 14. Lauren graduated from Centenary College in 2007 with an English degree and a certification in Elementary Education. In May of 2011, she completed her graduate degree in Special Education from Centenary College, where she wrote her thesis paper focusing on the use of social stories to increase appropriate social greetings in students with ASD.



**Laura Baldwin, BA** is the Lead L3 Paraprofessional at Celebrate the Children Wharton Campus. She first started working with the school in 2003 at their Summer Program and has been a full-time employee at Celebrate the Children since 2007. Currently, she is a Level 3 support staff member, where she is responsible for assisting three classrooms, training new staff, managing behavior and supporting children's overall growth in development. During the Summer Program, she holds the position of Assistant Director, in which she manages staff, works closely with families and oversees the program. Laura is pursuing her degree in education, specializing in Psychology and is anticipating graduation in May 2012.



**Lauren Blaszak, BA** is the Co-Founder and Executive Director of the Wharton Campus of Celebrate the Children School. Lauren has extensive experience working with students with Autism Spectrum Disorder and other developmental disorders for over 14 years. Prior to starting the school in 2004, in collaboration with Monica Osgood, Lauren worked as a behavioral consultant to public school districts in New Jersey and New York. In addition, her experience includes parent support and training, social skills training, supervision of home programs, supervisor of instructional teams and supporting public schools in learning about and integrating DIR® into the mainstream. She also works collaboratively with other organizations and professionals in terms of education and research of Autism and related disorders. Her accomplishments include speaking engagements at national and local conferences, as well as participation in television, radio, and newspaper interviews and publications.



**Lisa Bruno, MS, OTR** is a licensed Occupational Therapist with 11 years of clinical experience. She has worked in a variety of pediatric settings including: public and private schools servicing students with disabilities, pediatric home care, and early intervention. Lisa owns a private pediatric practice, where she performs OT evaluations and provides home care services. She graduated from the University of Delaware with a B.A. in Biology and earned a Master's of Science degree in Occupational Therapy from Seton Hall University in 2001. She is SIPT (Sensory Integration & Praxis Test) certified and uses her sensory processing techniques and strategies to help her students stay regulated throughout the school day. Lisa has enjoyed working at Celebrate the Children since 2010.



**Ron Burd, BA** is a special education teacher at the Celebrate the Children Dover campus who has worked with children and adults with ASD as well as a variety of other developmental and emotional disorders for over 13 years. He has been working at Celebrate the Children for 3½ years. Ronald began working as a paraprofessional and has been teaching for 2½ years. He is currently working on his Masters Degree for Special Education at New Jersey City University in which he is a candidate for graduation in May 2013. Ronald's areas of concentration include Science, Math, and the Adult Program where he utilizes the DIR® Model to create experience-based activities throughout the curriculum.



**Lauren Butera, MS-SLP** has been a practicing Speech-Language Pathologist for the past 10 years, specializing in Autism and Apraxia. She earned her B.S. in Speech Pathology and Audiology from The Richard Stockton College of New Jersey and an M.S. in Communication Disorders from William Paterson University. Her Master's thesis looked at the relationship between play-based therapy and its effect on joint attention, as well as expressive and receptive language abilities in non-verbal and minimally verbal students with Autism. Lauren is Level II PROMPT Trained (2006) and has enjoyed working at Celebrate the Children since 2010.



# Raising the Bar: Educational Approaches that Go Beyond Labels

## Conference Presenters



**Debra Castelluccio, BA** is a highly qualified Special Education teacher with 11 years of professional teaching experience. She is a graduate of Kean University, where she achieved a Bachelor of Arts degree in Elementary Education (K-8) and dual certification in Early Childhood Education (P-3). At present, she is working toward obtaining her Students with Disabilities certification/Master's Degree at Centenary College. She has taught in public and private school settings in both urban and rural areas. Debra has worked at Celebrate the Children for the past six years, challenging her students toward mastery of the DIR® principles. Her areas of concentration are in Reading, Language Arts, and Social Studies. She incorporates multi-sensory activities and experience-based lessons into her curriculum to allow for a deeper understanding of concepts. At the same time, she utilizes Linda-Mood Bell's Visualize & Verbalize comprehension program as a supplement to support expressive and receptive language development. Debra continues to keep abreast of the latest developments in the area of Special Education, Autism and Assistive Technology. She is a frequent attendee of Professional Development workshops, conferences, and seminars.



**Daniel Cherry, BA** is the Behavioral Assistant at Celebrate the Children, working with staff and students on positive behavioral supports. He graduated from Rutgers University with a Bachelor's degree in Psychology and Sociology. He has worked with Celebrate the Children for over 10 years and also has four years of experience with the ABA methodology from Douglass Developmental Disabilities Center. He is currently working for Developmental Disabilities Health Alliance, Inc. as a Behavioral Specialist, consulting with families for Sussex County. He is interested in research on mastery motivation at Montclair State University.



**Anna Coles, M.S. Ed.** is a specialist in Applied Behavioral Analysis, specifically related to working with individuals on the Autism Spectrum. Anna received her Master's degree from the University of New Orleans in Special Education. She is completing the coursework for certification as a Behavior Analyst. Ms. Coles has over twenty years experience teaching and supervising special education teachers, students and their families. She is currently employed at a private school for students with autism and related disabilities in Brooklyn, NY. Ms. Coles is a fervent believer in improving students' behavior exclusively through positive support methods. She devotes her time creating individualized curricula and programs with specific hands-on materials designed for each student. Ms. Coles trains staff and supervises programming, utilizing all aspects of ABA methodology; discrete trial teaching, verbal behavior, natural environment teaching, pivotal response training and any/all strategies conducive to teaching individuals diagnosed with an Autism Spectrum Disorder.



**Stefanie D'Amore, MA** is a Certified School Counselor at Celebrate the Children in Dover, New Jersey. She provides individual and group counseling to students and co-facilitates the small group parent series. Stefanie received her Bachelor's degree in Psychology from Ramapo College. She received her Master's degree in School Counseling and Mental Health from the College of Saint Elizabeth. Stefanie has over 5 years experience with the special needs population.



**Carrie Davis, OTR/L** is a senior Occupational Therapist at Celebrate the Children School in Wharton, New Jersey. She received her degree in Occupational Therapy from Columbia University in 1999 and has been working with children with Autistic Spectrum Disorders since that time. Carrie has advanced standing in DIR® certification and is also SIPT (Sensory Integration and Praxis Test) certified. She is also certified in Interactive Metronome and Therapeutic Listening. Carrie has presented on various topics including shared attention, self-regulation, sensory processing, visual-spatial development, motor-planning and mirror neurons to outside agencies, parents and staff. She has also supervised multiple level II OT fieldwork students and enjoys the teaching aspect of her work. Carrie believes in the power of exploring, understanding and valuing each person's uniqueness in order to support his or her optimal development and satisfaction in life occupations.



**Margaret Demsak, MA** is an experienced Special Education teacher at the Dover Campus of Celebrate the Children. She earned her B.A. from Rutgers University and her M.A. in Special Education from New Jersey City University. Margaret is currently an Intermediate DIR®/ Floortime™ provider and is working towards her Profectum certification. She has coordinated home programs and facilitated DIR® based social skills groups at the Developmental Center for Children and Families since 2006. Her focus falls in the area of incorporating the DIR® model into her lessons, while addressing the individual sensory profiles of her students. Developing innovative and experienced-based lessons integrating all of the senses allows for a deeper understanding of material and builds a strong foundation for learning.

# Raising the Bar: Educational Approaches that Go Beyond Labels

## Conference Presenters



**Danielle Dieckmann, PT, DPT** is a licensed Physical Therapist, who currently works at Celebrate the Children in Wharton, NJ. She has over 7 years of clinical experience working with the pediatric population. Danielle has had professional experience in running an equipment clinic, providing school-based services in the public and private school settings, outpatient services, early intervention, and aquatic therapy. She also has completed additional trainings in Kinesio taping methods and neuro-developmental treatment. Danielle graduated with honors from NE University in Boston, MA, with her B.S. in Rehabilitation Science, M.S. in Physical Therapy, and Doctorate in Physical Therapy.



**Crystal Farr** has been a full-time employee at Celebrate the Children since 2007. She is currently a level 3 paraprofessional, working under the lead teacher of Celebrate the Children' Dover campus. She assists the teacher and classroom in working with individual and small groups of students, providing them with the support necessary to reach goals and objectives set forth in the student's IEP. She is actively moving into a trainer role, specializing in the higher levels of the DIR® model.



**Jacqueline Giganti, MA** is the Lead Teacher at Celebrate the Children School in Wharton, New Jersey. As a veteran teacher, Jacqueline creates and implements sensory-integrated and experienced-based lesson plans, infused with the DIR® principles. Jacqueline works with both verbal and non-verbal students in the classroom, creating lessons that are meaningful for all students. Jacqueline has been with Celebrate the Children since 2007 and has taught in other private schools for over 10 years. She graduated from William Paterson University with a Bachelor of Arts in English and went on to College of St. Elizabeth to earn a Master of Education and Special Education certification. She is also currently enrolled in the Profectum Basic DIR® certification program.



**Shana Gjelsvik, OTR/L** has 12 years of experience as a Pediatric Occupational Therapist, working in school settings, early intervention, hospitals and privately. She has worked at Celebrate the Children for the past 6 years. Shana is a co-owner of Jumpstart Therapy, LLC a private occupational therapy company. She graduated from Seton Hall University with her Masters in Occupational Therapy in 2000. Since then Shana has participated in extensive continuing education in the areas of sensory integration, visual spatial development and treatment, as well as the DIR®/Floortime™ model. She has participated in courses through Profectum as well as the International Council of Development and Learning. Shana is also certified in The Listening Program (TLP).



**Lynn Gonzalez, MS-SLP** is a DIR® certified speech and language pathologist, who has been practicing for over twenty years. She specializes in working with children with autism. Lynn is the founder of an interdisciplinary – integrated related services approach at Celebrate the Children. She is responsible for leading and implementing the first integrated related services model in the classroom setting at CTC. As Director of Clinical Services at this facility, she not only continues to practice speech and language pathology but also supervises speech, occupational and physical therapists. She provides intensive training to promote the understanding of every discipline as an important element in being able to visualize a child as a whole as opposed to pieces at CTC and in Europe. She strongly believes that how systems interconnect is the most important piece of the puzzle. It is not about each individual system. Lynn has also participated in many speaking engagements throughout the United States, Caribbean and Europe.



**Mehrnaz Azimi Green, OD.** Ms. Green's expertise lies with diagnosing and treating patients to develop their visual and cognitive knowledge. She enjoys working with children, including infants and toddlers, with special needs. Dr. Green has recently begun the process for certification in the DIR®/Floortime™ model of autism therapy. Dr. Green enjoys speaking to parents and professionals about visuo-cognitive therapy and has lectured at schools, conferences and symposia. Dr. Green also volunteers with the Special Olympics and at multiple area schools. She has received several national awards for her skills and knowledge in vision therapy. When she's not working, Dr. Green spends her time with her husband and two young daughters.

# Raising the Bar: Educational Approaches that Go Beyond Labels

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**Cathy Helminger, BA** is the director of Celebrate the Children and has worked in the field of Special Education since 1991 as both a teacher and administrator. Cathy is responsible for researching and developing curriculum that meets the needs of the student and supporting the staff in developing activities and lessons that follow the curriculum and align with the common core standards. Cathy is also the testing coordinator for both campuses and is responsible for the implementation of the Alternate Proficiency Assessment, NJASK, HSPA, and all final course assessments. She also helps train staff in specific educational, developmental, and behavioral techniques used to facilitate IEP goals and overall development. Cathy graduated from William Paterson University with a BA in Special Education and previously taught in the Wayne Public School system.



**Michele Havens, Ed. D.** received her Ed.D. degree from Rutgers University in May, 2002. She is currently the DIR® Director /Consultant-Special Education of the Imagine Academy, a school for children with autism in Brooklyn, NY, utilizing dual methodologies (DIR®/Floortime™ and ABA). She received her DIR® certification in 2010. Dr. Havens is also an Adjunct Professor at Kean University in Union, NJ; Montclair State University, in Montclair, NJ; and Daemen College in Amherst, NY. In addition, she currently works as an early intervention teacher in Union County, evaluator of infants and toddlers with autism and related disorders, and facilitator of a parent support group for families of children with autism. Dr. Havens works privately as an advocate for families of children with disabilities, placed in inclusive and self-contained settings. She is also a private interventionist for children with special needs (home-based programming) and has been a speaker at numerous conferences on special education, autism and early childhood development. From 1981-2001, Dr. Havens was the teacher/coordinator/parent group facilitator of the Verona Preschool Intervention Program, a program for children with disabilities from 3-5 years old in Essex County, NJ.



**Liza Marshall Kali, MSHS, BS OTR/L** is an accomplished Occupational Therapist with over 17 years experience in multiple settings. After 10 years in the field, she co-founded Jumpstart Therapy, LLC and in 2008 joined Celebrate the Children (CTC) in Wharton, New Jersey. She is also a consultant with the Developmental Center for Children and Families (DCCF) in Budd Lake, NJ. Liza has been a guest lecturer at University of Medicine and Dentistry of New Jersey, the Neuro-Optometric Rehabilitation Association's annual conference, Kessler Institute for Rehabilitation, and many other schools and programs. Liza's passion for visual spatial evaluation & treatment began in 1995 when she worked extensively with Dr. Vincent Vicci, OD on an interdisciplinary team that developed Kessler Institute's Vision Clinic and more recently expanded her knowledge during the course of many consultations and trainings with Dr. Harry Wachs at CTC. Liza has completed multiple DIR®/Floortime™ courses through Profectum as well as the International Council on Development and Learning. She is an Intermediate DIR® clinician and is an active DIR® certification candidate through Profectum. In 1995, Liza received her Occupational Therapy degree from Elizabethtown College, and has since completed a post-professional Master's Degree in movement science from Seton Hall University Graduate Medical School in 2001.



**Mady Kaplan, LCSW** is a Licensed Clinical Social Worker, a Certified Play Therapist and a member of the Student & Family Support Services Department at Celebrate the Children. She has been training in the DIR® model for many years and is currently completing the Profectum Crossover Certificate Program. At Celebrate the Children, Mady is a case manager and the mental health member of a multidisciplinary team, all of whom are active participants in the child's individualized program. Mady conducts individual and group therapy for children using the DIR® /FCD™ approach. She co-leads parent educational/support groups and coaches parents and children in Floortime™, a key component to this model. Mady graduated from the Fordham Graduate School of Social Service with a specialty in Families and Children. She was a faculty member and therapist at the Early Childhood Group Therapy Training Program at the Jewish Board of Families and Children's Services in New York City. Mady began training in DIR® during this time, and quickly incorporated this developmental relationship approach in her therapist role at schools as well as in her private practice.



**Joanne Keilty, MA** earned her Master's degree in Applied Social and Community Psychology from Fairleigh Dickenson University in 1990 and her School Social Worker certification from Rutgers University in 2010. Joanne has worked for 8 years in the public school as a substitute teacher and paraprofessional with children on the spectrum and other special needs. She has been at Celebrate the Children for the past 3 years. As a School Social Worker, she provides individual and small peer group counseling for the students, crisis intervention services, and supportive counseling for parents. She facilitates the Girls Group for 10 – 13 year olds and co-facilitates the small group parent series. As a case manager for the students, Joanne serves as a liaison between home, the sending school, and CTC to ensure a continuity of communication and IEP implementation.



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**Michael Knox, Ed.D** joined Celebrate the Children (CTC) in August of 2008 as the new principal. He is more commonly known as Principal Mike. Principal Mike's career in education is extensive. He has been in the field of education for 21 years, including 10 years as a teacher and 2 years as a vice principal working in Trenton, NJ. He also has 9 years of experience as a principal, four of those years spent working in the rural Northeast Kingdom of Vermont. Principal Mike received a bachelor's degree from the University of Tampa, a certificate of advanced study from New York University, a master's degree from Teachers College Columbia University, and a doctorate degree in educational leadership from Kean University. Take a moment to greet Michael and learn more about this humble, yet charismatic and transformative school leader. Undoubtedly, he enjoys invoking meaningful change for the betterment of all stakeholders, particularly the students.



**Mary Alice Landis, MA** serves as an Instructional Supervisor and Curriculum Specialist in Reading at Celebrate the Children. Mary Alice runs a pullout resource room program in reading for students who need more intensive work in reading and reading comprehension at both the Wharton and Dover locations. Her responsibilities include coordinating NJ statewide assessments, assessing students through standardized reading assessments, writing formal evaluation reports and recommendations, informal assessments, developing remediation plans, providing direct instruction, developing IEP goals, evaluating progress, and implementing programs. In addition to this, Mary Alice provides training and support to teachers in providing instruction in Reading and Reading Comprehension. She holds a Bachelor's and Master's degree from Seton Hall University and is in the process of completing an additional Master's degree at New Jersey City University. She holds a NJ Supervisory certificate, is K-8 certified in Elementary Education and K-12 certified in both Reading and Teacher of Students with Disabilities.



**Demond Lloyd, BA** is Lead Level 3 Para-professional at Celebrate The Children (CTC) in Dover, New Jersey. He also provides services through the Developmental Center for Children and Families in Budd Lake, New Jersey. Demond has over 13 years experience working with children with social, emotional and developmental challenges in both school and private settings. He joined CTC in 2006 and has developed into a robust Floortime® player. Through participating in countless consultations with Dr. Stanley Greenspan at CTC, Demond continued to expand his knowledge and his ability to execute the DIR®/Floortime™ principles and techniques with children with a range of challenges. He provides training and coaching to staff and families. Demond's specialty is in the area of visual spatial skills. He has participated in trainings and consultations with Dr. Serena Wieder and Dr. Harry Wachs addressing this area. Demond has established himself as a standout team member bringing visual spatial work into both the classroom and Floortime™ sessions. At CTC, he works closely with the related service department to carry out visual spatial work with their students. Demond received his Bachelor's Degree from New Jersey City University in 2000. Through Crisis Prevention Institute he has also received his certification as a Crisis Management Trainer.



**Jennifer Mandato, MA** is a Certified School Counselor who joined Celebrate the Children in 2009. She works with CTC's Adult Transition Program. Jennifer provides counseling, individual and group, Character Education classes, as well as college and career counseling. She is trained in Bullying Prevention, Conflict Resolution and Sibshops. Jennifer has a Bachelor's Degree in Psychology from Montclair State University. She received her Master's Degree in School Counseling from Centenary College.



**Jeannina Manias, MS** is the Center Director of the Lindamood-Bell® Learning Center in Morristown, NJ. As the Center Director, Jeannina conducts diagnostic learning evaluations, manages instruction, instructs new staff members, and works with students to ensure a high standard of instructional quality. Jeannina has been with Lindamood-Bell® since 2000 and has worked in the Miami, New York, Stamford (now Darien), and Birmingham Learning Centers as a clinician and a consultant. She graduated from Florida International University with a Bachelor of Arts in Psychology and went on to Nova Southeastern University to earn a Master of Science in Mental Health Counseling.

# Raising the Bar: Educational Approaches that Go Beyond Labels

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**Katie McColligan** has worked with Celebrate the Children for over ten years. She currently works as a Level 3 Support Staff between both campuses. Katie works with a range of students and heads CTC's Mentoring Program for new paraprofessionals. This role leads the new staff training and development component of the school and supervises other support staff in their mentoring roles. Katie also collaborates with team supervisors to support overall staff training and development. She supports students and families both in the school setting and in the home and has been an integral part of the CTC team from the inception of the school in 2004.



**Karen McDowell, BA** has been the lead teacher at Celebrate the Children since it's beginning in 2004. After being introduced to the DIR® model 12 years ago through summer programs, she immersed herself. She recently completed course work and case-based study, leading to certification in the model. She has been a professional in the field of special needs working with the adolescent population in educational settings for the past 24 years. Karen's work has focused upon incorporation of best teaching practices within a thinking curriculum, training and mentoring both professionals and parent groups, participating in the expansion and vision of an adult developmental curriculum model, as well as continuing to understand how to best support students to be successful members of the 21st Century community.



**Sandra Montero, BA** is a special education teacher at Celebrate the Children School in Wharton, New Jersey. As a teacher, Sandra creates lessons that are experience based, while meeting the sensory needs of the students and infusing the DIR® principles to each lesson. Sandra received a Bachelor's of Arts in Elementary and Special Education with a minor and Psychology from Seton Hall University in 2010. She has been with Celebrate the Children since September 2010.



**Immy Moustafa, OTR** is a senior occupational therapist at Celebrate the Children school for students with alternative learning styles. She completed her Master's degree in occupational Therapy in 2001 and has been working with school-aged children ever since. She is in the process of acquiring her DIR® certification, and continues her professional growth by attending and participating in various conferences, workshops, and mentoring sessions. Immy has participated in several presentations educating various professionals on sensory processing, self-regulation, importance of play in children's lives, and the effects of technology on children's development.



**Dan Myers, BA** graduated from NYU in 1987 with a degree in jazz performance on saxophone. He then went on to join NJ roots rock band From Good Homes. The band toured throughout the 1990's (sharing the stage with Dave Matthews, Bob Dylan and David Byrne among many others) and released three albums on the RCA label and two independently. After disbanding in 1999, Dan went on pursue a career as a freelance recording/mix engineer and producer. Since then, he has recorded over thirty albums and garnered a Grammy nomination in 2009 for his work with children's music artist Brady Rymer. Dan also produced a version of the Beatles "Revolution" which appeared on the movie soundtrack for Sean Penn's "I Am Sam". Since 2005, Dan has been a music educator at Celebrate the Children, SCALS in Wharton NJ. In his music classes, he intensively explores the importance of rhythm and shared rhythmic attention; teaches reading music via playing the recorder; delves into world music history both past and present; gives students hands on experience with a wide variety of instruments and prepares the students for annual concerts.



**Sian Nash, BSc Psychology** has worked with children with ASD and other related disorders for the last 15 years. She initially began as an ABA tutor and attended many conferences and training on Applied Behavioral Analysis. In 2000, she had the opportunity of working with Monica Osgood in a summer program in Cardiff, UK. Preceding this, Sian started to apply DIR® principles within her work. She gained her DIR® certification in December 2010 and is the first person in Wales to gain the certificate. Sian currently provides DIR® home programs and consultations. She has set up social skills groups, summer camps and afterschool clubs to enhance the social training of children within programs using the model. Sian also provides consultations and training sessions to many professionals around Wales, including teachers, SLP's, OT's and psychologists. Within the last 2 years, Sian has been employed within a special needs school, developing the DIR® model within the establishment and schools in the surrounding area.



# Raising the Bar: Educational Approaches that Go Beyond Labels

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**Monica G. Osgood, BA** is co-founder and Executive Director of Celebrate the Children School, Director of the Developmental Center for Children and Families and Executive Director of the Profectum Foundation. In 1998 Ms. Osgood created the first public school program based solely on the Developmental Individual Relationship-based (DIR®) approach. In 2004, she collaborated with Lauren Blaszak to open a state-approved, DIR® school for children ages 3-21 in Northern New Jersey also based on the DIR® framework. Additional accomplishments include many speaking engagements at conferences and participation in television, radio and newspaper interviews across the USA, as well as in Wales, Ireland and Amsterdam. She has appeared on Welsh Channel 4 and BBC1 documentaries, sharing the DIR® approach with British parents and professionals. Ms. Osgood and the Celebrate the Children school were featured in a TIME Magazine cover story in May of 2006. Most recently, she collaborated with Grammy nominated children's artists Dan Myers and Brady Rymer on an album and music video celebrating diversity in children with all abilities.

[For more information on this member, please click here for her biography on Profectum's website.](#)



**Paula Paglione, BA** is a veteran special education teacher at Celebrate the Children School in Wharton, New Jersey. As a Special Education teacher, Paula is responsible for creating and integrating sensory, hands-on, experienced-based lesson plans, infused with DIR® principles. Paula works with students with multiple learning challenges in the classroom, creating lessons that are meaningful for both verbal and non-verbal students. Paula has been with Celebrate the Children since 2007 and has taught in both public and private schools for over 20 years. She graduated from William Paterson University with a Bachelor of Arts in Education and a dual certificate in Special Education and Elementary Education.



**Michele Parkins MS, OTR/L** is an Occupational Therapist working with children with special needs both at Celebrate the Children School and in public schools. She specializes in working with children with autism. She is DIR® and SIPT (Sensory Integration and Praxis Tests) certified with advanced training in visual spatial capacities and handwriting programs. She started her therapy career providing Floortime and consulting to public school districts on infusing sensory integration, visual spatial, and DIR® goals throughout daily activities and curriculum. She continues to use these strategies and techniques in treatment to enhance engagement and learning for all of her students.



**Antoinette Price, BA** has been working at Celebrate Children for the past 6 years, currently as a Level 3 Support Staff. She received her Bachelor's Degree in Early Childhood Education and Sociology from William Paterson University. Antoinette has over 10 years experience in working with special needs students. Currently she works in several classrooms supporting staff and students while focusing on the DIR® model.



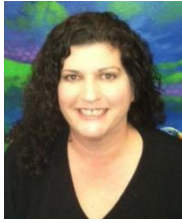
**Kelly Ann Reilly, MA Special Education** is a Teacher of Students with Disabilities at Celebrate the Children in Dover, NJ. She holds an M.A. in Special Education from New Jersey City University and a B.S. in Accounting from Canisius College in Buffalo, NY. In addition to her special education certification, her teaching certifications include high school and middle school mathematics, and high school business education. Her teaching strategies encompass experience-based and sensory integrated lessons in the areas of mathematics, science, and business studies that target the NJ Core Curriculum Content Standards. Principles of the DIR® Model are targeted throughout all lessons. In addition to teaching responsibilities, she is active in the formulation of student IEPs, reevaluations, behavior plans, and curriculum development. Kelly also maintains licensure from the State University of New York as a Certified Public Accountant. She has worked in both the public and private sectors.



**Jennifer Robak, MA Special Education** is an experienced special education teacher at Celebrate the Children, working with children in kindergarten through 5th grade. Following the DIR® philosophy, Jennifer focuses her teaching on challenging students' cognitive abilities at a level that is challenging and stimulating using multi-sensory and experienced-based activities. Her work also consists of writing IEPs, curricular modifications, utilizing assistive technology, and developing working relationships with a wide range of professionals, community service agents and families. Jennifer graduated from the University of Rhode Island with a Bachelor of Arts in Elementary Education and Psychology. She then went on to earn her master's degree in Special Education from the College of St. Elizabeth.

# Raising the Bar: Educational Approaches that **Go Beyond Labels**

## Conference Presenters



**Lisa Walker Romaine, MA**

Lisa Walker Romaine is an experienced special educator who has been working with children with special needs for over 20 years. She taught at Celebrate the Children, following the DIR® philosophy, for five years before specializing in teaching children to communicate through typing. Lisa attended Syracuse University's Institute for Communication and Inclusion and received her Trainer's Certificate in 2006. Currently, Lisa works with over fifty families at Celebrate the Children, as well as numerous families all over the country. Her work consists of assessments, training and support for staff and families of the individuals who are learning to type to communicate. She also provides introductory trainings and ongoing consultations to schools and organizations

around the country.



**Diane Sandonato, BA**

Diane is a Transition Coordinator at Celebrate the Children School in Dover. She provides instruction and coordinates activities designed to move special education students successfully from high school to post-secondary settings. She also manages an adult program for students ages 18-21. Prior to working at Celebrate the Children, Diane worked as a special education teacher for 16 years. Throughout these years she instructed students in K-6th grade and was responsible for the development of new programs. Diane received her Bachelor's degree in Special Education from Glassboro State College.



**Mary Beth Scheerer, BA**

Mary Beth Scheerer has taught visual arts for Celebrate the Children for the past seven years. She has also taught at St. Vincent Academy and Sussex County Community College children's program. Mary Beth has a B.A. from Montclair State University in Fine Arts Studio and Religious Studies. Mary Beth has worked in the special needs field for over 30 years for various agencies including, group home management, adult workshops, community work programs and both adult and child recreation programs. She also has worked in the Fine Arts and Interior Design fields representing artists and creating architectural components for various historical buildings.



**Lisa Silva, BA**

Lisa Silva has been with Celebrate the Children for the past seven years. As a special education teacher, Lisa incorporates the DIR® philosophy through her experienced-based lessons. Lisa is currently at the Dover location and primarily teaches Math and Social Skills. She is known at CTC as the game show queen and can turn any lesson into a game show setting! She believes that fun, creative and experienced-based lessons are what keeps her students engaged and eager to learn. Lisa is K-8 certifications in Elementary Education and Teacher of Students with Disabilities K-8. She has her Bachelor's degree in Education from St. Peter's College and is currently completing her Master's degree in Special Education at New Jersey City University.



**Rachael Verdi, MA**

Rachael Verdi has been with Celebrate the Children for the past 3 years. She has experience working in both public and private school settings. Rachael earned a Bachelor of the Arts Degree in Psychology and a Master of the Arts degree in School Counseling. Most of her graduate work focused on using the DIR® model as a framework in supporting Families of Children with Exceptionalities, creative counseling, and inclusion. As a school counselor Rachael provides Floortime™ coaching and support to families and staff, individual and group counseling to the students, and case management.



**Serena Wieder, PhD - Clinical Psychology - Clinical Director, Profectum**

Dr. Wieder is the Clinical Director, Profectum and Founder and past Associate Chair, of the Interdisciplinary Council on Developmental and Learning Disorders (ICDL). She founded and directed the DIR® Institute, a case based competency training program for multidisciplinary professionals, from 1999-2010. Dr. Wieder also serves on the Board of Zero to Three – the National Center for Infants, Toddlers and Families.

[For more information on this faculty member, please click here for her biography on Profectum's website.](#)

# Raising the Bar: Educational Approaches that **Go Beyond Labels**

## Continuing Education Information

Certificate of attendance will be issued to all participants at the completion of the Conference. Participants are required to attend the entire program and complete an evaluation. Amended certificates will be issued if you are unable to attend the entire program. This educational offering qualifies for 14 continuing education hours as required by many national, state and local licensing boards and professional organizations. Keep your course outline and certificate of attendance, and contact your own board or organization for specific filing requirements. Call Onsite Professional Learning (OPL) at [248-318-7732](tel:248-318-7732) if you have any CE questions.




### **Occupational Therapists/Certified Occupational Therapy Assistants**

OPL is approved by the AOTA to provide continuing education. This conference is offered for 1.4 AOTA CEUs. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA. AOTA Educational level Introductory, Category 2: Occupational Therapy Process.

### **Social Workers**

This program is approved by the National Association of Social Workers (Approval #886603163-1537) for 14 Social Work continuing education contact hours.

	<p>The New Jersey Speech-Language-Hearing Association 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. <b>See course information for number of ASHA CEUs, instructional level and content area.</b> ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.</p>
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### **Speech Language Pathologists**

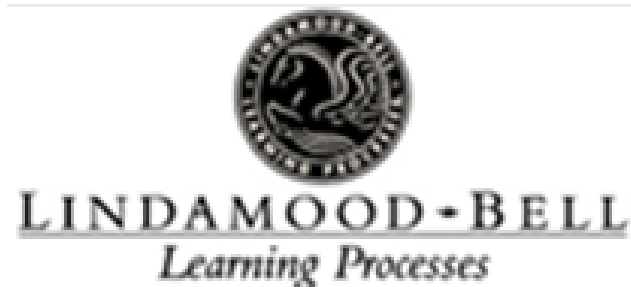
This course is offered for up to 1.4 CEUs (Various Levels, Professional Area)

Click here to view [[presenter disclosures](#)]

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Thank You to our Sponsors.....

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## Registration Information



- **\$380 Full Registration (Thurs May 30th, Fri May 31st and Sat June 1st)**
- \$150 Thursday, May 30th (8:30 am to 5:00 pm) only
- \$150 Friday, May 31st (8:30 am to 5:00 pm) only
- \$100 Saturday, June 1st (8:30 am to 2:00 pm) only
- \$30 CEU Processing Fee (for those requesting CEUs from AOTA or NASW)

A \$10 late registration fee will be added for registrations received after Friday, May 24, 2013

**Group Discount:** A 20% discount will be given to groups of 10 or more. A 15% discount will be given to groups of 5 to 9. Group registrations must be completed at the same time. For information on how to register your group, please send an email to [admin@profectum.org](mailto:admin@profectum.org).

**Student Discount:** A 15% discount will be given to students. Please send an email to [admin@profectum.org](mailto:admin@profectum.org) stating the school and degree program you are enrolled in. You will be sent a discount code.

**Parent Discount:** A 15% discount will be given to parents. Please send an email to [admin@profectum.org](mailto:admin@profectum.org) stating you are a parent. You will be sent a discount code.

**Thursday and Friday Afternoon Workshop Educational Tracks:** Each afternoon track offers 3 workshops. When you fill in your registration form, please choose the track(s) you would like to attend. This will allow us to estimate how many participants will be in each workshop. We will try our best to accommodate everyone's choice and your input is necessary and will help us to manage that.

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

# Raising the Bar: Educational Approaches that **Go Beyond Labels**

## Cancellation Policy

Registrations and payments must be received no later than Friday, May 24, 2013. Confirmations and receipts are furnished by email. Any registration received after Friday, May 24, 2013 will be considered an "onsite registration", providing space is available, and you will be required to check in and register at the registration desk. Onsite registrations will be subject to a \$10.00 late registration penalty. We DO NOT invoice for our events. All attendees or groups must have a paid registration prior to the event. Written cancellation notification must be received no later than Friday, May 24, 2013 via email to [beth.arena@profectum.org](mailto:beth.arena@profectum.org). 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.

## Webcasts and Handouts

Registration includes a 6-month subscription to access the recorded webcast presentations as well as handouts from the day(s) you attended.

Handouts will be made available online via PDF download prior to the conference.

**Accommodations for Persons with Disabilities:** If you require ADA accommodations, please contact Beth Arena at [beth.arena@profectum.org](mailto:beth.arena@profectum.org) at least 1 week prior to the conference date so that arrangements can be made.

**Directions to the College of Saint Elizabeth** [[click here](#)]

## Hotel Information:

The **Hamilton Park Hotel** offers complimentary shuttle service from The Convent Station Train Station to the Hotel and The College of Saint Elizabeth.

The Hamilton Park Hotel

175 Park Avenue

Florham Park, NJ

(973) 377-2424

<http://www.hamiltonparkhotel.com/>

The **Hyatt Morristown at Headquarters Plaza** will be offering Conference Attendees a discounted rate of \$85+tax/night, May 30 & 31, 2013. The cutoff date to receive these rates is April 30, 2013. Below is a link to make reservations at the Hotel for the discounted rates.

Hyatt Morristown at Headquarters Plaza

3 Speedwell Avenue,

Morristown, NJ 07960

(973) 647-1234

[https://resweb.passkey.com/Resweb.do?mode=welcome\\_ei\\_new&eventID=10465225](https://resweb.passkey.com/Resweb.do?mode=welcome_ei_new&eventID=10465225)



# Raising the Bar: Educational Approaches that **Go Beyond Labels**

## Profectum's Basic Course DIR®-FCD Certificate Program

The Professional Certificate in DIR®-FCD is a one-year program for licensed and credentialed professionals in Speech and Language, Occupational and Physical Therapy, Education, Mental Health (Psychology, Social Work, Counseling, Marriage and Family Therapy), Medicine, Developmental Optometry, Creative Arts, and others who want to integrate the Profectum DIR®-FCD model into their practice. A new systematic interdisciplinary curriculum provides the theoretical knowledge and applied clinical and educational foundations for integrated assessment and intervention competence. Participants are required to share their work in assessment and intervention and demonstrate competency in applying DIR®-FCD principles. This intensive one-year program offers a combination of required webcast courses, online interactive class participation, and reflective tutoring.

The goal of this program is to provide participants with initial expertise in working developmentally with children, who have challenges in relating, communicating and thinking while honoring individual differences utilizing a relationship-based approach.

### **This dynamic program offers:**

- Weekly lectures from our interdisciplinary faculty that you can watch at your convenience.
- Model cases presented by senior clinicians to support the participant's ability to conceptualize cases within the model.
- Monthly on-line, small group classroom discussions on content of the lectures and the presentations of brief video vignettes.
- Group and individual tutoring on individual cases with faculty within your discipline.
- Presentation of a final case vignette in the on-line classroom discussion group.

Over the next year Profectum Academy will add a range of diploma and certificate tracks for parents, paraprofessionals and professionals from introductory to faculty levels.

An application is available on-line at [www.profectum.org](http://www.profectum.org).



[www.profectum.org](http://www.profectum.org)