

RAISING THE BAR

Educational Approaches That Go
Beyond Labels

May 17th & 18th
Chicago, IL



Profectum Foundation and
Quantum LEEP Academy's
Education Conference



Hosted at Quantum LEEP Academy
1447 W Montrose
Chicago, IL. 60611

The Profectum Foundation, Celebrate the Children School, LEEP Forward and Quantum LEEP Academy 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 newly published DIR-FCD™ IEP Goal Bank and data collection program will be demonstrated and available for purchase. Finally, the integration of the use of technology to maximize participation and communication will also be incorporated.



Thank You.

Conference Learning Objectives

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

- Discuss multiple intervention models and theories and how they have been applied with in a pre-school and school setting.
- Describe the developmental interventions through multiple disciplines lenses, as demonstrated through different videos, presentations and example materials provided.
- Apply strategies to integrate developmental models into traditional school settings as well as home settings.

Partners



Celebrate the Children

A School for Children with Alternative Learning Styles

www.celebratethechildren.org



Friday, May 17th, 2019

8:30-9:00am

Welcome

Lorell Marin, MST, DT, MSW

Founder & Chief Executive Officer LEEP Forward Inc; Founder & Principal at Quantum LEEP Academy

9:00-10:15am

The DIR-FCD Model: Putting it all Together

Caroline Ferguson-Walsh, MS-LP(C), CCC-SLP

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®-based comprehensive intervention program will illustrate how to develop and strengthen the foundational capacities necessary to advance progress.

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

- Describe the components of the DIR®-FCD model.
- Identify the stages of development in the DIR® model.
- Implement strategies to support a child's unique, individual profile.
- Identify the Foundational Capacities for Development (FCD's) as they relate to both the caregiver and child.

10:15-10:30am

Light Refreshments Provided

10:30-11:30am

Unconventional Communication and Play: A View Through a Developmental Lens

Sherri Cawn, MS, CCC-SLP; Diane Selinger, PhD

Play and communication are critical elements in a child's development. Even when a child's communication development is unconventional, play helps the child understand the world, their feelings and their relationships. This presentation will share the journey of a 3-year-old boy(M) who receives private speech and OT therapy(using a developmental communication model as well as being informed by the DIR-FCD model). The collaboration with his school based early childhood program and his IEP goals will be highlighted as they relate to understanding how play, unconventional language and social communication can be integrated into M's daily time at school. Video examples will be provided to enhance the presentation.

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

- Explain how play-based intervention promotes developmental integration rather than skill-based learning.
- Describe the developmental strands that are being facilitated in a video of intervention with a child with language and communication challenges.
- Explain how unconventional language can affect play development.
- Describe strategies to integrate a developmental language model into traditional school based IEP goal.

Friday, May 17th, 2019

11:30-12:30pm

Integrating the DIR-FCD Model into a Public Preschool Setting - Lessons Learned, Evidence, and New Directions

Susan Smith-Foley, OTD, MPA, OTR/L; Heni Mozes, MEd

This presentation will illustrate how the DIR model was successfully implemented in a public preschool center in NJ with three dedicated DIR/Floortime® classes with trained staff and a DIR® Consultant who is a member of the Profectum Faculty. Participants will observe the progression of three students during a school year or longer through the use of case-based presentations with video, review of baseline and current data, and identification of targeted intervention strategies. The discussion will focus on which factors determine a child's placement - parental choice, Early Intervention recommendations, Child Study Team Evaluations, and other factors. Methods for staff training including use of the Profectum Parent Toolbox (PPT) with data analysis on the transfer of knowledge using the PPT will be described. Also, administrative factors that support the integration of the DIR-FCD™ model into a public preschool program will be outlined. The successful implementation of DIR® in this public school setting serves as a model for other public, charter and private preschools.

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

- Describe how the DIR-FCD model can be integrated into a public preschool setting, including administrative support, curriculum, staffing, and data standards.
- Discuss the application of the DIR-FCD™ School Model and the developmental progression of three preschool children via case presentations, with analysis of baseline and current data and targeted intervention strategies.
- Analyze data from the use of the Profectum Parent Toolbox as a staff training mechanism.

12:30-1:30pm

Lunch On Your Own

1:30-2:45pm

TRACK 1

DIRFloortime® Principles for the Younger Student

Caroline Ferguson-Walsh, MS-LP(C), CCC-SLP; Barbara Baldassare, OTR/L

The Developmental Individual Difference, Relationship-based approach is an evidence-based intervention that respects each child's unique developmental profile while building capacities for relating, communicating and thinking through emotionally meaningful experiences. As a technique, DIRFloortime® is a process that is used to support the emotional and social development of the child. This workshop, designed for parents, educators and clinicians, introduces participants to strategies used to support DIRFloortime® with young children. Video examples will be used to enhance the presentation.

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

- Describe the various strategies used to support Floortime®.
- Select appropriate DIRFloortime® strategies to support a child's unique individual profile and activate development.
- Apply knowledge of these DIRFloortime® strategies to own work.

Location: Classroom A

Friday, May 17th, 2019

1:30-2:45pm

TRACK 2

DIRFloortime® for the Older Student

Monica G. Osgood, Executive Director, Celebrate the Children; Christine Seminero, MEd

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 DIRFloortime® 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.

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

- Describe the various strategies used to support Floortime®.
- Select appropriate DIRFloortime® strategies to support an older child's unique individual profile and activate development.
- Apply knowledge of these DIRFloortime® strategies to own work.

Location: Classroom B

1:30-2:45pm

TRACK 3

I'm with you: Therapeutic Use of Self in Fostering Regulatory, Motor & Language Development

Cortney Grove, MA, CCC-SLP; Michaja Prendergast Johnson, MS, OTR/L

Co-regulation is the ideal space where development occurs. As DIRFloortime®-informed clinicians we are constantly chasing the joyful sensation of being connected with and captivated by another person while fostering development. As we devote a significant amount of time to observing, understanding, and responding to our client's individual strengths and challenges in the areas of sensory processing, regulation, movement, and communication we often spend less energy considering our own profile's contribution to the co-regulatory state. Therapeutic use of the self is an incredibly powerful tool in our clinical toolbox and one that we never fully put away. We will be navigating components such as rhythm, timing, volume, proximity, shared movement, affective tone, non-verbal, and verbal overtures to stabilize and propel interaction and development. This lecture aims to focus attention on the challenges and power of modulating our own bodies, minds, and communicative overtures in order to support co-regulation and the development of discipline-specific skill areas.

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

- Describe how co-regulation promotes development.
- Define the role of therapeutic use of the self in co-regulation.
- List three reasons for attending closely to rhythm and timing in clinical interactions.
- Identify the impact of client and clinician's modulation on one another.
- Describe the reciprocal relationship between language and regulation.
- Identify three key ways adult language can be tailored to foster co-regulation.

Location: Classroom C

Friday, May 17th, 2019

2:45-3:15pm

Light Refreshments Provided

3:15-4:30pm

TRACK 1

Discovery vs. Teaching: Assessment and Concept Development Using Experience-based Learning. What are children really understanding? For Preschool and Elementary Ages

Liza Marshall Kali, MSHS, BS, OTR; Dana Hutchins, MS, DT

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.

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

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

Location: Classroom A

3:15-4:30pm

TRACK 2

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, Lead Teacher and Young Adult Program Coordinator,
Celebrate the Children

See. above for description.

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

- Design classrooms lesson plans that facilitate discovery learning and provide meaningful experiences.
- Assess comprehension of concepts through effective questioning.
- Apply strategies and principles to promote thinking, interacting, and problem solving.

Location: Classroom B

Friday, May 17th, 2019

3:15-4:30pm

TRACK 3

The Neuropsychological Evaluation

David Meyerson, PhD, Developmental Neuropsychologist, Meyerson & Associates Neuropsychology

How to Think Like a Neuropsychologist. This workshop will walk you through the neuropsychological evaluation process from start to finish; review the diagnostic criteria and key features of neurodevelopmental disorder (learning disorders, ADHD, and autism); and reveal how neuropsychologists use standardized tests to facilitate diagnostics and make academic and therapeutic recommendations.

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

- Know the component parts of a neuropsychological evaluation.
- Identify the core features of specific neurodevelopmental disorders (learning disorders, ADHD, and autism).
- Understand how neuropsychologists make recommendations for school (and outside of school).

Location: Classroom C

Saturday, May 18th, 2019

8:30-9:00am

Welcome

Lorell Marin, MST, DT, MSW

Founder & Chief Executive Officer LEEP Forward Inc; Founder & Principal at Quantum LEEP Academy

9:00-10:15am

An Introduction to the Profectum DIR-FCD™ School Model and Goal Bank for Children with Diverse Needs

Celebrate the Children and Leep Forward Academy Staff

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.

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

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

— Saturday, May 18th, 2019 —

10:15-10:45am

Light Refreshments Provided

10:45am- 12:00pm

An Introduction to the Profectum DIR-FCD™ School Model and Goal Bank for Children with Diverse Needs Continued...

12:00-1:00pm

Lunch On Your Own

1:00- 2:15pm

TRACK 1

DIR-FCD Model Assessment and Intervention for Older Children and Young Adults

Karen McDowell, Lead Teacher and Young Adult Program Coordinator,
Celebrate the Children

This workshop introduces participants to the basics of doing DIR-FCD model interventions with older children, young adults and their families. Video examples will illustrate Floortime® with individuals in both one-on-one and group settings. The integration of DIR-FCD model principles into semi-structured classroom lessons and how the model prepares adolescents for transition to adulthood will also be demonstrated. Additionally, the workshop will support an understanding of emotional and social challenges experienced by this population and developmental goals to strengthen and address them in all communities. Sample IEP goals will be provided to reflect interventions covered. Importantly there is an emphasis on the integration of foundational levels of development while simultaneously respecting the individual's profile, age, unique challenges, and continuing growth towards higher levels of thinking and interacting.

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

- Describe the framework of the DIR-FCD model for older students.
- 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 the DIR-FCD model, executive functioning and visual-spatial activities into classroom activities and lessons.
- Describe an interdisciplinary approach to transition for students 14 and up.

Location: Classroom A

┆┆┆ Saturday, May 18th, 2019 ┆┆┆

1:00- 2:15pm

TRACK 2

Interdisciplinary Cross-Curricular Lesson Planning

Kelly Reilly, MA, Teacher, Celebrate the Children; Christine Seminaro, MEd

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.

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

- Create multi-disciplinary lesson plans designed to meet the needs of differing sensory profiles.
- Design cross-curricular lesson plans that target the developmental levels of individual students within the classroom.
- Utilize manipulatives and visuals to support instruction and solidify lesson concepts.

Location: Classroom B

1:00- 2:15pm

TRACK 3

Teaching PLAY: Implementing PLAY Project in the Classroom Setting

Katie Scott, MS, LISW

Teaching PLAY is an educator-training program that focuses on the core principles of PLAY Project's evidence-based, developmentally appropriate, relationship-oriented, child-centered approach. The standardized training curriculum and implementation protocol provides a school staff training model that focuses on the social-emotional and communication skills that are the core challenges of autism. This workshop will provide an overview of how the Teaching PLAY Consultation model is being implemented in early intervention, preschool, and kindergarten classroom settings. The presentation will provide several videos to demonstrate the impact of Teaching PLAY and specific examples of how Teaching PLAY can be used in both structured and unstructured activities.

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

- Participants develop an understanding of how the Teaching PLAY model is implemented in the classroom setting.
- Participants will understand the value of the interactional process in both structured and unstructured settings.
- Participants will leave this workshop with specific techniques to implement in the classroom setting.

Location: Classroom C

2:15-2:30pm

Light Refreshments Provided

— Saturday, May 18th, 2019 —

2:30- 3:45pm

TRACK 1

The Balancing Act: The Effect of Relationship-Based Models on Learning Outcomes in the Classroom

Jennifer Kelly, Executive Director and Founder of Metropolitan Schoolhouse

This workshop focuses on strategies to create a classroom environment conducive to learning for all students through relationship-based and trauma-informed practices. We will explore the process by which the developing brain learns, how stress and trauma affect the developing brain, and how positive relationships in the classroom directly impact classroom success. In order to create and maintain a successful classroom environment, the participants will learn the subtle art of nurturing positive relationships in the classroom while simultaneously meeting teaching requirements. This goal will be accomplished through introducing principles and ideas of relationship-based and trauma-informed practices, planned curriculum, expectations, and classroom management techniques.

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

- Understand the effect of stress and trauma on learning.
- Understand how relationships affect academic outcomes.
- Apply strategies to support maximum learning potentials.
- Evaluate effectiveness of current practices from a relationship-based perspective to identify strengths and weaknesses in classroom strategies.
- Create and/or modify classroom strategies to optimize learning potentials through relationship-based practices.

Location: Classroom A

2:30- 3:45pm

TRACK 2

The Common Core Standards and the Developmental Model

Kelly Reilly, MA, Teacher, Celebrate the Children; Christine Seminario, MEd

This workshop will illustrate how to apply developmental teaching practices to the Common 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.

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

- Identify the essential elements of common core standards and create developmentally appropriate lesson plans that target these elements.
- Modify lessons to support student sensory and developmental profiles to enhance academic success.
- Design experience based activities to enhance and support the Common Core Standards.

Location: Classroom B

— Saturday, May 18th, 2019 —

2:30- 3:45pm

TRACK 3

Movement Math: The Integration Art Therapy, Physical Therapy, and Education

Anna Gray, PT, DPT; Jessica Carlisle, LEEP Forward Art Therapist

Teaching PLAY is an educator-training program that focuses on the core principles of PLAY Project's evidence-based, developmentally appropriate, relationship-oriented, child-centered approach. The standardized training curriculum and implementation protocol provides a school staff training model that focuses on the social-emotional and communication skills that are the core challenges of autism. This workshop will provide an overview of how the Teaching PLAY Consultation model is being implemented in early intervention, preschool, and kindergarten classroom settings. The presentation will provide several videos to demonstrate the impact of Teaching PLAY and specific examples of how Teaching PLAY can be used in both structured and unstructured activities.

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

- Understand how the break down of an art process therapeutically and creatively supports regulation.
- Build a stronger understanding of how to implement a multimodal sensory approach to academic settings.
- Incorporate 1-2 postural positions, 1-2 physical organization of movement skills and 1-2 movement activation techniques and the impact on executive functioning to implement.

Location: Classroom C

Presenters

Barbara Baldassare, OTR/L



Barb has a private practice in the Western Suburbs of Chicago, IL. She is a Credentialed Evaluator and Provider of Early Intervention Services. In addition, she provides home based services for preschool aged children. An OT who has worked for over 30 years in varied hospital, clinic and school based settings, she has focused on home based work with children and their families since 2003. Barb is certified through the Neurodevelopment Treatment Association. She has her SIPT Certification through Sensory Integration International. In addition she is a Certified Yoga Instructor. She has found in DIR, a model that that has helped her refine and integrate her training in sensory/motor and emotional/mindfulness work in her support of children and their families.

Jessica Carlisle, Quantum LEEP Academy Art Therapist



Jessica is native to the Chicago land area. She received her Bachelor of Fine Arts in Art Therapy from Millikin University in Decatur, Illinois. Jessica continued her studies at The School of the Art Institute of Chicago and recently graduated with her Master of Arts in Art Therapy. Jessica has experience working alongside individuals with intellectual and physical disabilities. As an art therapist and trained professional counselor, Jessica focuses on building upon individual strengths and following the artist's lead. Her therapeutic approach is grounded in the notion that the process of making art can assist in enhancing one's well-being. Art therapy provides benefits such as building emotional literacy, providing sensory regulation, strengthening interpersonal awareness, enhancing self-confidence and independence, and strengthening problem solving skills.

Sherri Cawn, MS, CCC-SLP



Sherri Cawn is Clinical Director of Cawn-Krantz and Associates Developmental Therapies of suburban Chicago, has over 40 years of clinical pediatric experience specializing in the assessment and treatment of infants, toddlers, and school-age children. She is a leading practitioner of the DIR Floortime® in speech and language development and trains other professionals throughout the United States and overseas on the concepts of this model. She is a frequent invited presenter at professional events. Sherri is the author of the self study DVD/Manual on the Assessment and Intervention of DIR/Floortime Model produced by the American Speech and Hearing Association (2011). She is co-author of the language disorders chapter in the Diagnostic Manual for Infancy and Early Childhood (2005). Sherri is a senior faculty member of the ICDL DIR/FT Model Training Institute and the online Profectum Academy DIR model training programs and she is an adjunct faculty member at the Erikson Institute in Chicago, Illinois. She received her graduate and undergraduate degrees from the University of Illinois.

Presenters

Caroline Ferguson-Walsh, MS-LP(C), CCC-SLP



Caroline is a licensed Speech-Language Pathologist currently practicing in Chicago, Illinois. Caroline graduated with a Master's in Speech-Language Pathology from the University of Alberta, Canada in 2003. She is member of the American Speech & Hearing Association (ASHA) and Speech-Language & Audiology Canada (SAC). She has worked in a multitude of settings including pediatric hospitals, early childhood facilities, schools, homes and private practice, in the United States, Canada and Ireland. Her clinical focus includes providing assessments and treatment to children with developmental delays, autism and disorders of relating and communicating. She is dedicated to coaching and supporting families to be an integral part of the clinical team. Caroline holds a certificate as a DIRFloortime® model Expert Clinician and Profectum Assistant Faculty, and is committed to guiding other professionals through mentoring and reflective practice in the DIR model. She helped facilitate the development of the Profectum Speech-Language Pathology Study Group and has been an active member since it began in 2014. Caroline is Hanen certified and has been trained in the Sequential Oral Sensory Approach to Feeding (S.O.S. Feeding). Caroline has also been a guest presenter at the Profectum Foundation Chicago Regional Conference.

Anna Gray, PT, DPT



Anna Gray grew up in Albany, NY and received her Doctorate of Physical Therapy (DPT) from Ithaca College. Anna spent two clinical affiliations in pediatric physical therapy care, working in school-based and early intervention. She continued to work with children after graduation in an outpatient pediatric setting in Boston, MA that further emphasized her love for working with all children.

Anna has always enjoyed movement as she played and coached soccer throughout her collegiate work. She has found her passion working, playing and building relationships with children, as well as incorporating movement and fun. She is excited to become a part of the team at LEEP Forward and to assist all children and families in leading an active and fun lifestyle.

Cortney Grove, MA, CCC-SLP



Cortney Grove is a pediatric speech and language pathologist providing home and school visits in Chicago, Illinois. Her clinical specialties include autism, receptive and expressive language disorders, word-finding challenges, apraxia of speech, language-based learning disorders, reading comprehension, and social communication and cognition. Cortney provides in-depth speech and language evaluations and sees clients from infancy through high-school. She provides speech therapy privately in Chicago area as well as through telepractice. Cortney offers consultative services to families who want guidance about their child's communication development in addition to their primary therapy team. She provides parent coaching and mentors speech therapists, occupational therapists, and developmental therapists about communication, language, and social interaction.

Dana Hutchins, MS, DT



Dana is a credentialed Developmental Therapist and has been a Lead Therapist at LEEP Forward since 2013 and has also worked as the Transition Coordinator. Dana received her professional DIR-FCD Model certificate in Emotional, Social, and Cognitive Development through the Profectum Foundation. She implements the DIR® Floortime model in the therapeutic preschool groups. Dana received her undergraduate degree in Elementary Education from the University of Wisconsin and taught in the public schools in Aiken, South Carolina. Dana returned to Chicago and graduated from The Erikson Institute with a Master's in Science with a focus in working with children with special needs.

Presenters

Jennifer Kelly, Executive Director and founder of Metropolitan Schoolhouse



Jennifer Kelly is the Founder and Executive Director of Metropolitan Schoolhouse in Chicago, Illinois. Jennifer has over 10 years of experience working with neuro-diverse children in translating therapeutic approaches into the classroom. Currently Jennifer consults with school districts and educational institutions to create programming to support diverse learners as well as train staff to understand best practice and effective strategies in working with a broad population.

Lorell Marin, MST, DT, MSW



Lorell Marin founded LEEP from her desire to create innovative and inclusive learning environments for all children. In 2001, she founded LEEP Forward Developmental Therapy Clinic and Therapeutic Preschool. Lorell holds a Masters in both Social Work and Teaching, specializing in Special Education. She is a credentialed Developmental Therapist, DIR® Floortime Certified, a certified Play Project Consultant in training, and is completing her Board Certified Behavior Analyst (BCBA) certification. Her expertise in multiple approaches fueled the LEEP philosophy, of marrying the methodologies to create individual programs and watch each child flourish. Lorell has expanded on that vision creating LEEP Beyond Non-profit and Quantum LEEP Academy Therapeutic K-5th Grade.

Liza Marshall Kali, MSHS, BS OTR



Liza Marshall Kali 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.

Karen McDowell, Lead Teacher and Young Adult Program Coordinator, Celebrate the Children



Karen McDowell is an educator with over 25 years experience working with the adolescent and young adult population. She is an assistant faculty member of Profectum Foundation and strives to implement a comprehensive developmental curriculum into both her classroom environment and therapy work. As a lead teacher and Young Adult Program Coordinator at Celebrate the Children school for 13 years, she has contributed to innovative curriculum and strategies with the unique needs of individuals in mind while promoting opportunities for growth and development in both group and individual settings. Karen facilitates a weekly young adult group for several years with intensive focus on social and emotional strengths and challenges. Areas of interest and study include executive functioning, visual spatial processing, emotional regulation, and problem solving and she has provided workshops around the country on these developmental areas.

Presenters

David Meyerson, PhD, Developmental Neuropsychologist



Dr. David Meyerson obtained his BA in psychology from the University of Pennsylvania and his PhD in child clinical psychology at DePaul University. He completed his predoctoral internship at Columbia University Medical Center and his postdoctoral fellowship in child clinical neuropsychology with The Promise Project at Columbia. David is a green belt in kickboxing, self-proclaimed "good husband," and takes his World's Greatest Dad coffee mug very seriously.

Heni Mozes, MSED



Heni Mozes is the Early Childhood Supervisor for the Lakewood Board of Education since 2014. After spending a decade in the classroom and then working as a master teacher for the school district, she understands the culture and dynamic of the public school system. She combines this with her deep understanding of early childhood development and individual differences to create programs that can meet the diverse needs of students within the public schools.

Monica G. Osgood, Executive Director, Celebrate the Children



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 Blazak 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 DanMyers and Brady Rymer on an album and music video celebrating diversity in children with all abilities.

Michaja Prendergast Johnson, MS, OTR/L



Michaja is a pure Michigan native who received her masters degree in Occupational Therapy from Western Michigan University. She is driven by a passion for her work with parents and children who are affected by sensory processing challenges. The last ten years she has spent working with kids with developmental differences using a DIR® Floortime approach. As the Director of Related Services and the Occupational Therapy Department she seeks to have kids thrive where they are and provide therapy in unique ways and changing settings to support progress in all areas of life.

Presenters

Kelly Reilly, MA, Teacher, Celebrate the Children



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.

Katie Scott, MS, LISW



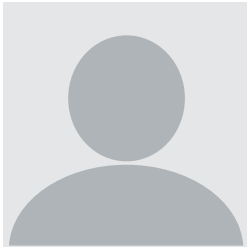
Katie Scott lives in Columbus, Ohio and works at West Central Ohio Network as a PLAY and Teaching PLAY Consultant. Katie is a PLAY Project supervisor, Teaching PLAY Mentor and Master Trainer. She has a Bachelor's in Early Childhood Education from the University of Dayton, Master of Child Development from the Erikson Institute and an MSW from Loyola University of Chicago. She is an early intervention specialist and a clinical social worker. Katie's experience in working with children has included Autism Spectrum Disorder, sensory-processing issues, medical issues, ADHD, Oppositional Defiant Disorder, Post-Traumatic Stress Disorder, genetic disorders and developmental delays. She has worked with a wide range of ages from birth to adults in a variety of settings (home, clinic, schools) for over 15 years. Katie began her work with PLAY as a PLAY Tutor in 2006 and was officially trained to be a PLAY Consultant in 2012. Over the past few years, Katie has been invested in expanding Teaching PLAY and training as many educators as possible. She has been in dozens of classrooms coaching interdisciplinary teams and has provided several full-day Teaching PLAY Workshops in Ohio.

Diane Selinger, PhD



Diane has been a faculty member of the DIR model summer institute since 2002. In addition to her private practice, she is the mental health consultant and supervisor of the mental health department at Beth Osten and Associates, a multidisciplinary DIR model pediatric clinic. The mental health program includes DIR model coaching, individual therapy (children, adolescent and adults), family therapy and multidisciplinary group therapy. She has also helped develop and continues to supervise the Penguin Playgroup Program, a DIR model therapeutic playgroup program for preschool and kindergarten aged children at Beth Osten and Associates, as well as a practicum program for mental health graduate students. She provides individual and group multidisciplinary and mental health) supervision to therapists within the clinic, as well as to many candidates within the DIR model certificate program. She is also the mental health consultant and supervisor at Soaring Eagle Academy, the DIR model school in Illinois for children on the autistic spectrum. Thus, in addition to DIR model intervention and psychotherapy, she has a strong interest in organizing, developing and working in therapeutic milieus for children and families. Prior to her involvement with the DIR model, she worked in various psychodynamic and developmental schools and programs. She has presented workshops at the ICDL November conference, as well as at various clinics, parent groups and schools.

Christine Seminario, MEd



Chris Seminario is an instructional coach for students with autism spectrum disorders in a large suburban public school system near Chicago, Illinois. She has 30 years of teaching and administrative experience specializing in working with families and students with ASD. Chris has presented nationally on development, assessment, intervention, working with families as part of the school system and educating students with autism spectrum disorders. She has presented at the International Council on Developmental and Learning Disorders (ICDL) International Conferences on the topic of the DIR model in public school systems. Chris has been on the faculty of the DIR model Training Institute and is on the faculty of Profectum.

Susan Smith-Foley, OTD, MPA, OTR/L



Susan Smith-Foley, OTD, MPA, OTR/L is a pediatric occupational therapist who specializes in family-centered and school-based O.T. / DIR-FCD services. She is passionate about supporting the integration of the DIR-FCD Model into public schools including working with multi-disciplinary teams and primary caregivers. Susan completed a post-professional doctoral degree in Occupational Therapy (OTD) at The University of Kansas Medical Center in December 2018. She is the founder and owner of Avon Occupational Therapy, Inc. located in Avon, NJ. Susan is an Associate Faculty member of Profectum Academy and a member of its International O.T. Working Group.

Notes

Map Of Quantum LEEP Academy:

