

31st

ANNUAL CONFERENCE



Massachusetts Early Intervention Consortium

Best Western Royal Plaza Hotel ~ Marlborough, MA

Supported by

Arc of the South Shore
BEACON Services
Criterion Child Enrichment, Inc.
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Perkins School for the Blind
Professional Center for
Child Development
South Bay Mental Health
Early Intervention
The Massachusetts
Deafblind Project
Thom Child and Family Services

Tuesday
April 13, 2010

and

Wednesday
April 14, 2010

31st Annual Conference of the

MASSACHUSETTS EARLY INTERVENTION CONSORTIUM



About the Consortium

The Massachusetts Early Intervention Consortium (MEIC) was formed in 1978 to serve as a statewide nonprofit educational and advocacy organization within the Early Intervention community. Its membership is made up of providers and consumers of Early Intervention services in the Commonwealth of Massachusetts. The Consortium charter lists the following objectives: 1) to provide for and improve the quality of services and care for young children and their families including, but not limited to, toddlers, infants, those with special needs, and others considered at risk for developmental delays or disabilities; 2) to provide information and advocacy to consumers and providers; and, 3) to facilitate coordination among funding agents, providers, and consumers of care and services to young children and their families.

About the Conference

The Massachusetts Early Intervention Consortium Conference is an annual educational event for service providers and families of children ages birth to three who have or are at risk for developmental delays. This two-day conference provides an opportunity for practitioners, researchers, physicians, higher education faculty, families and policy makers to join in learning and networking together.

Objectives include:

- Expand knowledge of issues affecting the development of infants, toddlers and families
- Explore current perspectives, research and trends related to best practice in the field
- Promote intervention that supports, challenges, and celebrates individual differences
- Examine the current course of public policy and encourage participation in policy making
- Encourage connections among all early childhood professionals
- Instill a sense of confidence, energy and achievement for continued work on behalf of infants and toddlers with special needs, and their families

Who Should Attend and Why

Target participants include: counselors, early childhood educators, behavioral educators, child care providers, nurses, psychologists, physical therapists, occupational therapists, speech-language pathologists, audiologists, social workers, program administrators, parents, higher education faculty, and students working with children ages birth to three who have or are at risk for developmental delays.

For More Information

THE MASSACHUSETTS EARLY INTERVENTION CONSORTIUM

can be found on the web at: **www.maeic.org**

For more information regarding the annual conference, please visit

www.percs.info

or **contact PERCS** at **services@percinfo** or **508-473-3882 x208**

Keynote Speaker

Barry M. Prizant, PhD, CCC-SLP

Dr. Prizant has more than 40 years experience as a clinical scholar, researcher and program consultant to children with developmental disabilities and their families. He has served as a Professor in two university graduate programs and as Founder and Director of the Communication Disorders Department at Bradley Hospital in the Brown University Program in Medicine. Dr. Prizant was an Advanced Post-Doctoral Fellow in Family-Centered Intervention at UNC-Chapel Hill. In 2005, he was honored with the Princeton University-Eden Foundation Fellowship award for career contributions in developing services for persons with autism. Dr. Prizant is currently in private practice and is the Director of Childhood Communication Services (CCS) and an Adjunct Professor in the Center for the Study of Human Development at Brown University. He has published more than 100 articles and chapters on childhood disabilities and communication disorders, has given more than 600 seminars nationally and internationally, and serves on the editorial board of five scholarly journals. He has developed family-centered programs for newly diagnosed toddlers in hospital and university clinic settings and consults widely to schools and agencies both nationally and internationally. Dr. Prizant's recent work has focused on developing the SCERTS® Model (Prizant, Wetherby, Rubin, Laurent and Rydell, 2006) for children with Autism Spectrum Disorder (ASD) and related disabilities and their families. He also has developed, and for the past 15 years co-facilitated, an annual parent weekend retreat for parents of children with ASD.



Exhibitors

Come prepared to browse and learn! Current exhibitors include:

- | | |
|---|---|
| Barefoot Books | Massachusetts Commission for the Deaf and Hard of Hearing |
| BEACON Services | Massachusetts Department of Public Health |
| Caretrak Home Care LLC | Massachusetts Down Syndrome Congress |
| The Children's Center for Communication and Beverly School for the Deaf | Massachusetts Early Intervention Consortium |
| Centrus Home Care | Massachusetts Rehabilitation Commission |
| Clarke School for the Deaf | Milestones, Inc. |
| Cotting School | Mud Pie Productions |
| Criterion Child Enrichment, Inc. | North Suffolk |
| Curriculum Associates | Mental Health Association |
| Early Intervention Parent Leadership Project | Odyssey Bookshop |
| Early Intervention Training Center | Perkins School for the Blind |
| EPS – School Specialty Intervention | Professional Center for Child Development |
| Eliot Community Human Services, Inc. | South Central WIC |
| Family TIES of Massachusetts | The Massachusetts Deafblind Project |
| Harvard School of Public Health | Therapro, Inc. |
| Human Services Management Corporation | Thom Child and Family Services |
| Integrated Children's Therapies | Usborne Books |
| Kaplan Learning Company | |

And many more!

Tuesday, April 13, 2010

Schedule

DAY 1

7:30	–	8:15	Registration/Exhibits • Continental Breakfast
8:15	–	8:30	Welcome Address
8:30	–	10:30	KEYNOTE ADDRESS: Barry M. Prizant, Ph.D., CCC-SLP
10:30	–	10:45	Break/Exhibits
10:45	–	4:00	Intensive 4 Hour Workshops
10:45	–	12:45	Workshop A Sessions
12:45	–	2:00	Lunch/Exhibits
2:00	–	4:00	Workshop B Sessions

8:30AM - 10:30AM KEYNOTE ADDRESS

Finding Balance: A Challenge for Families and Professionals

Barry M. Prizant, PhD, CCC-SLP

One of the great challenges for both parents of young children with special needs and the professionals who work them is clearly determining priorities for a young child and his/her family. For families, the experience of raising a young child with a disability creates the potential for a profound imbalance in family life as resources, time and great effort are directed to meet the particular needs of the child. For professionals, the challenge involves striking balance to support the family to identify and address their priorities, be true to the current mandates of evidence-based practice, and navigate through the maze of bureaucratic red tape of underfunded and understaffed programs. In this keynote address, the challenges of finding balance for both families and professionals will be explored and strategies for addressing these challenges will be discussed.

Competencies: TBA

TWO-DAY INTENSIVE WORKSHOP

Attendees must attend both days of this workshop.

Tuesday, April 13, 10:45AM - 4:00PM

Wednesday, April 14, 10:45AM - 4:00PM

TU1/W1: Infant and Toddler Development

Tricia Kiefer, MEd, CEIS

Developmental theories and milestones, current brain research, and children's play behaviors will be reviewed and applied to practice. The impact of a variety of factors such as culture, economics, language, health, and others will be explored and considered for their impact on children's development and family functioning. Common developmental disabilities and risk factors will be discussed and strategies for intervention will be developed in terms of child/caregiver interactions.

Competencies: 1.1; 1.2; 1.4; 1.5; 1.6; 1.7 (Limited to 35 participants)

10:45AM – 4:00PM INTENSIVE 4 HOUR WORKSHOPS

TU2: Reflective Supervision: Strengths-Based Inquiry and Constructive Feedback

Karen Johnston, MSW

Whether in individual supervision or case presentation groups, reflective supervision helps you be a more effective supervisor and helps build skills in your staff. We will identify the fundamentals of reflective supervision, use the five strengths-based tools in realistic supervision scenarios, and acquire some concrete tips on how to approach those "constructive feedback" moments when a staff member has to change something, but you're not sure how to tell them. Warning: laughter might just happen!

Competencies: 9.2; 9.3; PD IV.3.a; PD IV.3.b (Limited to 25 participants)

TU3: Battelle Developmental Inventory, Second Edition: A Closer Look at Administration and Interpretation in Early Intervention Practice

Noah Feldman, MS, MPA, CEIS and Karen Lifter, PhD

This workshop will offer Early Intervention Clinicians the opportunity to take a closer look at the background and administration of the Battelle Developmental Inventory (2nd edition), discuss the value of norm-referenced assessment, and evaluate the individual tasks of this instrument. Activities will include demonstrations of difficult items as well as how to interpret scores and review results with families. Participants are expected to come with questions and to participate in discussions with the group.

Competencies: TBA

TU4: Understanding Your True Colors®

Darla Gundler, BA and Faith Piaggi

True Colors® is a lively and interactive workshop using a variety of activities to discover one's strengths and understand human behavior. True Colors® is a simple model of personality identification for people of all ages that improves communication through recognition of a person's true character. Utilizing the colors of orange, green, blue and gold to differentiate four basic personality types, True Colors® becomes an uncomplicated language for every individual to convey complex ideas very simply.

Competencies: 5.1; 7.5; 9.2; PD V.1

TU5: Mindfulness Practice for Parents and Practitioners

Barry Brown, LICSW

The practice of "mindfulness" has the potential to promote a variety of positive changes in the lives of children, their caregivers, and Early Intervention practitioners. The ability to "be here now" may sound like New Age nonsense, but embracing moment-to-moment awareness has powerful implications for improving your effectiveness as a parent, service coordinator, or administrator. Focusing on Jon Kabat-Zinn's concept of Seven Attitudinal Foundations of Mindfulness, we will discover the joys of being "in the moment."

Competencies: 3.1; 3.4; 5.1; 6.3

10:45AM – 12:45PM WORKSHOP A SESSIONS

Workshops marked with an asterisk () are repeated on Wednesday*

***A1: Unifying the Early Intervention Team Using the SCERTS® Model**

Courtney Moreno, MA, CCC-SLP, CEIS and Melissa Stern, MS, OTR/L, CEIS

The SCERTS® Model was created by Barry Prizant, Amy Wetherby, Emily Rubin, Amy Laurent and Pat Rydell as a comprehensive, multidisciplinary approach to enhancing communication and social-emotional abilities of children with autism. SCERTS® offers an excellent opportunity for clinicians and parents to collaborate in identifying appropriate therapy goals. In this workshop, participants will learn about the basic principles of the SCERTS® Model and how one Massachusetts Early Intervention program has incorporated the model into practice.

Competencies: TBA

A2: Helping Children with a Sensory Processing Disorder

Lisa van Gorder, OTR/L, CEIS

This workshop will give both clinicians and parents a solid understanding of sensory processing disorders. Focus will be on the ability to identify what may or may not be sensory issues, providing strategies for how to treat issues in the home and community, and demonstrating how to use identified strategies. This workshop will also address how to use sensory activities to increase attention and create a functional sensory diet.

Competencies: 6.1; 6.9

***A3: Routines-Based Intervention: Supporting Caregivers When the Visit is Over**

Mary Dennehy-Colorusso, BS, CEIS/D

Routines-based Intervention (RBI) emphasizes that opportunities for learning exist throughout a young child's day; therefore, caregivers are in the best position to support development. This workshop will be short on lecture and long on working in small groups with participants to incorporate developmentally appropriate practice into routines-based interventions and strategies.

Competencies: 3.1; 6.6 (Limited to 30 participants)

A4: Maternal Depression: An Overview

Deborah Issokson, PsyD

10-20% of new mothers will struggle with postpartum depression or anxiety. 50% of women with these postpartum disorders go undetected and untreated. Timely evaluation and treatment is of the utmost importance for the health and well-being of mother and baby. In this workshop, you will learn how to assess prenatal and postpartum mental health, how to shape your work with new mothers and families, and how to access community resources for pregnant and postpartum women and families.

Competencies: 2.8; 3.4

A5: Transforming Common Dilemmas for Parents with Children with Disabilities

Andrew Miser, PhD and Susan Rosano, MA

Parents raising children with disabilities share a number of common family dilemmas. This workshop will present eight specific dilemmas and suggests ideas for coping with them effectively. Participants will examine the nature of each dilemma, the task of the family in coping with each dilemma, and how parents can create empowering perspectives for experiencing wholeness and well-being. Finally, this workshop will highlight the transformative effect of such shifts in perspective in the face of these challenges.

Competencies: 3.1; 3.3

A6: I Can't Understand What He's Saying! Working with Children with Speech Sound Issues

Jennifer Mackey, MA, CCC-SLP and Lesley Maxwell, MS

This workshop will review early development of speech sound production, including norms and specific diagnoses related to disorders of speech. Techniques for encouraging vocal and sound play, as well as addressing speech sound issues through phonological therapy, will be examined. Interactive video discussion will focus on strengthening participants' knowledge of speech sound production as well as differential diagnosis.

Competencies: 6.1

***A7: Beginning Sign Language for Young Children**

Lynn Dehneh and Karen Cassidy, RN, LCSW

Come and learn beginning sign language for young children from a former Early Intervention/Regional Consultation Program parent and sign language instructor. In this fun and interactive workshop you will learn the value of using sign language for all young children. Participants will learn over 50 words and phrases and a few songs to encourage, enhance and enrich early communication for children and families.

Competencies: 6.1; 6.9 (Limited to 70 participants)

2:00PM – 4:00PM WORKSHOP B SESSIONS

Workshops marked with an asterisk () are repeated on Wednesday*

B1: Playground Treasures: How to Use the Playground to Facilitate Sensory Play

Julie Dalbec, MAOM, LicAc, OT/L

Have you ever watched children play on playground equipment and noticed they play in the same way? Or perhaps they get over-excited after playing outside and have a difficult time transitioning inside or to the next activity? Or maybe even avoid the playground structure altogether? Ever wondered how to use the playground equipment to benefit the child's development? This presentation will show you how to think like an Occupational Therapist and how to use the equipment you already have to enhance your children's sensory development through play.

Competencies: 6.7; 6.9

B2: Understanding the Special Needs of Homeless Children

Shirley Fan-Chan, BA

The early years are essential in setting the course of a child's life. When a young child becomes homeless, each of his or her mental and physical developmental phases becomes more complex. Of the 1.5 million homeless children in our country, half are under the age of six. In this workshop, you will explore what life is like for these young children and their families; how their lives and development are impacted; and how you can make a difference using simple strategies to create sensitive, inclusive and supportive environments. We will also explore strategies to work with families and create connections with community partners.

Competencies: 3.1; 5.3

***B3: Strategies to Enhance Self-Regulation in Premature Infants Following Discharge from the Intensive Care Unit**

Dorothy Vittner, RN, MSN

Medical advances in the NICU have resulted in the survival of critically ill infants who are vulnerable to a variety of adverse brain-based outcomes. Research has shown that individualized, developmentally supportive care improves short and long term neurodevelopmental outcomes. This workshop will provide an overview of developmentally supportive care and its impact on behaviorally guided practice, including infant state regulation, autonomic stability and motoric support, which enhance the infant-parent relationships when the infant transitions home.

Competencies: 1.3, 3.1

B4: Legislative Advocacy

Mary Ann Mulligan, BS

As family members and Early Intervention providers, your collective advocacy is vital to the fiscal stability of the entire Early Intervention system. Workshop participants will examine the critical role that families and providers play in advocating; review the legislative process; and, explore specific strategies for working with legislators.

Competencies: 5.10; PD V.5

B5: What I Know Now That I Wish I Had Known Then

Kelley St. Clair, BA, Beth Dworetzky, MS, Gloria Klaesges, Linda LaPointe, BA and Maria Burke

Parents whose children were previously in Early Intervention will share insights from their experiences in EI from the past to present. In sharing personal experiences, struggles, and successes, this workshop will highlight the information and resources that are most valuable in helping parents "find their way" to support their children. Emphasis will be placed on what aspects of Early Intervention are most helpful, meaningful and impactful.

Competencies: 3.6; 5.10

B6: The Wind Beneath Their Wings: Supporting Parents

Janice Gatty, EdD, Cara Jordan, MEd, and Mary Jane Johnson, MEd

Parents of children who are deaf and hard of hearing are faced with many choices early in their infants' lives; choices that will affect the future of their child's development, as well as the shape and function of their families. Case studies will be used to support a conceptual framework that includes the diagnostic process, various sensory aids, approaches to Early Intervention, and transition to preschool placement. The presentation will also address family and cultural values and their affect on decision making, and the Early Intervention Specialist's role as an evaluator, educator, counselor and mediator.

Competencies: 3.1; 3.4

B7: Using Systematic Desensitization to Reduce Challenging Behavior in Daily Activities

Susan Rapoza-Houle, MEd, BCBA and Amber LaValley, MS, BCBA

Activities of daily living can sometimes present a formidable challenge for parents of children with autism. In some instances, children may display extreme resistance to required activities such as bathing and tooth brushing. Aggression, self-injury, and tantrum behaviors can be reduced using procedures that have been shown to be effective with reducing phobias. These procedures will be described and case studies will be presented to represent successful interventions which can be used by parents in home settings.

Competencies: 6.1; 6.5

WEDNESDAY, APRIL 14, 2010

Schedule

DAY 2

7:30	–	8:30	Registration/Exhibits • Continental Breakfast
8:30	–	4:00	Full-Day Workshops W2 and W3
8:30	–	12:45	Intensive 4 Hour Workshops W4 and W5
8:30	–	10:30	Workshop C Sessions
10:30	–	10:45	Break/Exhibits
10:45	–	4:00	Intensive 4 Hour Workshops TU1/W1, W6, W7 and W8
10:45	–	12:45	Workshop D Sessions
12:45	–	2:00	Lunch/Exhibits
2:00	–	4:00	Workshop E Sessions

TWO-DAY INTENSIVE WORKSHOP – CONTINUED

Attendees must attend both days of this workshop.

Tuesday, April 13, 10:45AM - 4:00PM

Wednesday, April 14, 10:45AM - 4:00PM

TU1/W1: Infant and Toddler Development

Tricia Kiefer, MEd, CEIS

Developmental theories and milestones, current brain research, and children's play behaviors will be reviewed and applied to practice. The impact of a variety of factors such as culture, economics, language, health, and others will be explored and considered for their impact on children's development and family functioning. Common developmental disabilities and risk factors will be discussed and strategies for intervention will be developed in terms of child/caregiver interactions.

Competencies: 1.1; 1.2; 1.4; 1.5; 1.6; 1.7 (Limited to 35 participants)

8:30AM – 4:00PM INTENSIVE FULL-DAY 6 HOUR WORKSHOPS

W2: TheraTogs and KinesioTaping: Rehabilitation Strategies for Early Intervention

Danielle Bellows, PT, MHS, CKTP, C/NDT, CEIS

TheraTogs and KinesioTaping are rehabilitation strategies that improve postural alignment and stability, movement skill and precision, joint stability, and sensory organization. This workshop will explore the theoretical and clinical principles for using TheraTogs and KinesioTaping in Early Intervention. Postural and respiratory considerations for the development of motor, cognitive, social, and communication abilities will be explored. Case studies will assist participants with incorporating these strategies into a family-centered approach in order to facilitate progress between therapy sessions.

Competencies: 6.9; 6.10; 6.11

W3: Understanding Autism from the Inside Out

Alex Smith-Michaels, BA

Did you ever wonder why some children on the autism spectrum have difficulty with socializing and perspective-taking, have a narrow range of interests, and exhibit ritualized behavior and inflexibility? This workshop will deepen participants' understanding of Autism Spectrum Disorder (ASD), provide updated diagnostic criteria, and help differentiate ASD from other disabilities.

Competencies: TBA

8:30AM – 12:45PM INTENSIVE 4 HOUR WORKSHOPS

W4: Helping Children to Eat: Strategies for the Early Intervention Clinician and Parent

Lisa van Gorder, OTR/L, CEIS

This lecture is designed to give both Early Intervention clinicians and parents functional tools to use when dealing with a child who won't eat or who has difficulty eating. This presentation will review issues regarding the eating environment, equipment, grading of food and textures, non-nutritive play ideas and oral motor activities.

Competencies: 6.5; 6.8

W5: Supporting Young Children and Families Impacted by Trauma

Dianne Corbin, LICSW

This workshop will provide information about how the brain is impacted by traumatic experience, the body's stress response, and how to help clients manage psychophysiological arousal. Topics will include trauma assessment domains within the Early Intervention system, treatment strategies such as team approaches, psychoeducation and support for parents, and ways to build secure attachment and promote self-regulation. Vicarious trauma and its impact on providers will also be explored.

Competencies: 1.4; 2.8; 6.1; 6.5

10:45AM – 4:00PM INTENSIVE 4 HOUR WORKSHOPS

W6: Maintaining Staff Safety for the Home Visitor

Anne Pelavin, LICSW

Designed to help participants recognize and keep out of harm's way, this workshop will offer information regarding how to predict, recognize and defuse aggressive and assaultive behavior. Safety plans and procedures for agencies to help home visitors cope with dangerous situations will be addressed. Non-violent self-defense techniques to evade, deflect and disengage from attacking persons will be practiced. Participants are asked to wear comfortable clothing and shoes.

Competencies: 7.5; PD I.1.d (Limited to 30 participants)

W7: A Journey into Sensory Processing and the Growing Child

Andrea Boisvert Perry, OTR/L, CEIS

In this interactive workshop, both clinicians and parents will gain a solid understanding of sensory processing abilities and disorders. A focus will be placed on exploring our own sensory systems through hands-on activities. Participants will learn how to identify the red flags of sensory processing disorders and how to work collaboratively with the family to create a functional and effective sensory diet. This workshop will include a combination of lecture, hands-on activities, group work, videos and questions/answers. A multisensory approach will be used to demonstrate the impact of sensory processing on learning and encourage participants to have fun.

Competencies: 2.8; 6.1; 6.9 (Limited to 30 participants)

W8: Feed Me: Effective Oral Feeding Strategies

Cheryl Pelletier, MS, CCC-SLP, CLC and Elise Steiner, RD, LDN

This workshop is designed to teach functional treatment strategies and multi-disciplinary methods for treating babies and young children with oral-pharyngeal phase dysphagia and oral feeding dysfunction. The first section will address specific terminology used in recognizing complex symptoms of feeding dysfunction. The second part of the workshop will provide current treatment methods and video case reviews that illustrate unique medical, oral-motor, safe swallowing and nutritional strategies for treating feeding disorders.

Competencies: 6.3; 6.4; 6.8; 7.6

8:30AM – 10:30AM WORKSHOP C SESSIONS

Workshops marked with an asterisk () are repeated on Tuesday*

C1: Teaching and Structure and Time - OH MY!

Robert F. Littleton, Jr., EdD, Robert K. Ross, EdD, BCBA-D, Steven Woolf, PhD, BCBA-D and Julie Fitzpatrick

Some Specialty Service Providers (SSPs) serving children with autism advocate for intensive instructional services (20 - 40 hours per week). In particular, those implementing applied behavior analytic treatments (ABA) believe the science supporting effective treatment requires services to be provided intensively. This presentation will review the arguments for and against intensive services. It will look critically at the early childhood research outcomes for these children. Time for a discussion of the pros and cons of intensity will be provided.

Competencies: 5.2; 9.5

C2: Let's Share Together! Strategies for Successful Partnerships With and Among Parents

Jua Robinson, MDiv and Regina Robinson, MA

Parents and staff will engage in interactive dialogue to identify communication, relationship-building and social skills to effectively journey through the Early Intervention process. Storytelling, social experimentation, and research data will be shared to support the premise that parents need to be connected to family and friends, community resources, and caring providers to help emotionally navigate the care of a child with special needs.

Competencies: TBA

***C3: Routines-Based Intervention: Supporting Caregivers When the Visit is Over**

Jean Nigro, MEd, CEIS

Routines-based Intervention (RBI) emphasizes that opportunities for learning exist throughout a young child's day; therefore, caregivers are in the best position to support development. This workshop will be short on lecture and long on working in small groups with participants to incorporate developmentally appropriate practice into routines-based interventions and strategies.

Competencies: 3.1; 6.6 (Limited to 30 participants)

C4: Professional Boundaries, Early Intervention and the 21st Century

Karen Johnston, MSW

This highly interactive training will engage participants in critical thinking regarding how to develop and maintain professional boundaries in the variety of common circumstances that today's Early Intervention staff encounter. Discussions will include interactive boundary challenges, exploration of the use of self-disclosure, and the emergence of new forms of communicating with clients and families such as texting, emailing, and social networking sites.

Competencies: 9.2; 9.3 (Limited to 40 participants)

***C5: Unifying the Early Intervention Team Using the SCERTS® Model**

Courtney Moreno, MA, CCC-SLP, CEIS and Melissa Stern, MS, OTR/L, CEIS

The SCERTS® Model was created by Barry Prizant, Amy Wetherby, Emily Rubin, Amy Laurent and Pat Rydell as a comprehensive, multidisciplinary approach to enhancing communication and social-emotional abilities of children with autism. SCERTS® offers an excellent opportunity for clinicians and parents to collaborate in identifying appropriate therapy goals. In this workshop, participants will learn about the basic principles of the SCERTS® Model and how one Massachusetts Early Intervention program has incorporated the model into practice.

Competencies - TBA

C6: Maternal/Post-Partum Depression: Awareness, Identification and Response

Barbara Prindle-Eaton, OTR/L, CEIS/D, Mary Wilson, BA and Beth Buxton-Carter, LCSW

Although specific statistics vary on the topic, we know that the incidence and impact of maternal/post-partum depression (PPD) is significant. It is important for the Early Intervention community to help raise awareness, assist in early identification, and understand the unique needs of children and families impacted by the diagnosis. This workshop will provide an overview of PPD, screening options, a video of one parent's journey, and one community's efforts to provide a network response.

Competencies: TBA

C7: SpecialQuest: When Concerns Arise - Embrace Possibilities

Pamela Wildnauer, BA

SpecialQuest is a relationship-based approach to inclusion designed to touch the "head, heart and hands" of families and professionals working together to create inclusive communities for children with special needs. This session will focus on the range of emotions families and staff experience when they first suspect a child may have special needs. Strategies to help families get support, information and resources during this difficult time will be shared.

Competencies: TBA

C8: Leading Culturally Sensitive Parent Education Groups

Margaret Hannah, MEd and Nadja Reilly, PhD

In this interactive workshop, participants will learn a model of facilitation that will help them lead support groups of all kinds, but especially those for new Latina parents with children birth to six months of age. Participants will learn practical considerations for establishing a group in an agency or community center and create an action plan for beginning a group series for new parents. Participants will also explore critical issues in assessing mental health and wellness, as well as gain perspective on the unique challenges of cultural competence/sensitivity.

Competencies: TBA (Limited to 20 participants)



View the brochure online at www.percs.info for updates regarding competency assignments!

10:45AM – 12:45PM WORKSHOP D SESSIONS
Workshops marked with an asterisk () are repeated on Tuesday*

***D1: Strategies to Enhance Self-Regulation in Premature Infants Following Discharge from the Intensive Care Unit**

Dorothy Vittner, RN, MSN

Medical advances in the NICU have resulted in the survival of critically ill infants who are vulnerable to a variety of adverse brain-based outcomes. Research has shown that individualized, developmentally supportive care improves short and long term neurodevelopmental outcomes. This workshop will provide an overview of developmentally supportive care and its impact on behaviorally guided practice, including infant state regulation, autonomic stability and motoric support, which enhance the infant-parent relationships when the infant transitions home.

Competencies: 1.3; 3.1

***D2: Beginning Sign Language for Young Children**

Lynn Dehneh and Karen Cassidy, RN, LCSW

Come and learn beginning sign language for young children from a former Early Intervention/Regional Consultation Program parent and sign language instructor. In this fun and interactive workshop you will learn the value of using sign language for all young children. Participants will learn over 50 words and phrases and a few songs to encourage, enhance and enrich early communication for children and families.

Competencies: 6.1; 6.9 (Limited to 70 participants)

D3: Strategies for Balanced Living for Families with Children with Special Needs

Joan Celebi, EdM, CLC

Life can be hectic, unpredictable, and even overwhelming when you have a child with special needs. In this workshop, you'll learn practical, proven strategies for creating a manageable, balanced, joyful life for you, your children, and your family. We'll discuss specific, step-by-step methods to get life under control and running smoothly so you can focus your time and energy on what truly matters to you most. You'll take away a customized action plan that you can start using today!

Competencies: 9.1

D4: Pediatric Adaptive Aquatics with the Early Intervention Population

Jonathan Greenwood, PT, MS, NDT, PCS, CEIS

The aquatic environment has provided therapeutic benefit to people of all ages including the birth to three population. Families and providers can access pool programs to enhance the attainment of IFSP goals. This workshop will review the properties of water and therapeutic interventions in the pool, as well as discuss case studies of how young children can benefit to make functional gains at home.

Competencies: 6.2; 6.6

2:00PM – 4:00PM WORKSHOP E SESSIONS

E1: Surviving and Thriving Through Crisis Times When You Have a Child with Special Needs

Joan Celebi, EdM, CLC

Crisis can happen at the most unexpected times when you have a child with special needs and can throw the entire family into turmoil. Be prepared next time with this complete system for managing AND bouncing back from crisis. Participants will take away from this workshop a detailed template for a practical, easy-to-follow crisis management plan you can start using right away.

Competencies: 3.1; 6.3

E2: Turning Three Essentials

Julie Sinclair, BA

This workshop will provide information for parents about the process of transitioning a child from Early Intervention to publicly funded preschool. Discussion will include the required Early Intervention transition planning steps, eligibility for special education, the TEAM process and the parent's role in planning, making decisions, and monitoring their child's progress.

Competencies: 5.2; 5.4

E3: Watch Me Move

Jocelyn Fish, MA, MT-BC, NMT, CEIS and Erin Basquill, MS, OTR/L, CEIS

Music therapy provides young children with motivation to achieve skills in the following areas of development: oral motor, gross motor, fine motor, and sensory. Occupational therapists are key providers addressing these needs and can find varied tasks and approaches through collaboration with music therapists. This workshop will describe these areas of development and provide suggestions for activities to address specific skills. Props and videos will be used to supplement learning objectives and demonstrate the use of these techniques. Attendees will also meet families who have experienced the power of music therapy to support the needs of their children and family.

Competencies: 6.1; 6.2 (Limited to 30 participants)

E4: Enhancing Social and Play Skills in Deaf and Hard of Hearing Children

Jennifer Dwyer, BS and Jessica Fox, MEd

This presentation will give participants an opportunity to explore barriers in developing healthy attachment and play skills for infants and toddlers who are deaf or hard of hearing. Participants will learn strategies for teaching parents and caregivers tips for modifying play and social interactions to promote healthy attachment and play skills.

Competencies: 6.1; 6.11

E5: Feeding Therapy: Helping Early Intervention Parents and Children Resolve Food Struggles

Linda Piette, RD, MS, LDN, Cathy Hill, OTR/L, Beth Anne Magnuson, OTR/L and Cori Segal

When kids don't grow or eat as expected, feeding therapy offers a solution. What is feeding therapy? How has it evolved over the last twenty years? What are the strategies used? Who are the professional practitioners? This workshop answers these questions and more. The presenters are professionals who have provided group and individual therapy sessions. A case study with parent input will be included.

Competencies: 6.8; 6.9

E6: Reducing Stress and Burnout at Work: Strategies for Managers and Leaders

Deborah Lisansky Beck, MSW, LICSW and Irwin Nesoff, DSW

In order to provide optimal services, agencies must maintain their health and effectiveness in the midst of today's economic crisis. Managers and administrators who assume too much responsibility may experience excessive stress in themselves and their staff. This workshop explores the phenomenon of burnout as it affects individuals and institutions, and demonstrates how good leadership skills that empower staff and executive board members to share responsibility can reduce levels of stress and help create a collaborative and rewarding workplace environment.

Please note there are no EI competencies for this workshop.

Faculty

2010

Erin Basquill, MS, OTR/L, CEIS
Thom Boston Metro Early Intervention

Deborah Lisansky Beck, MSW, LICSW
Wheelock College

Danielle Bellows, PT, MHS, CKTP, C/NDT, CEIS
Connecticut Children's Medical Center

Barry Brown, LICSW
Child, Inc.

Maria Burke
WillPower Foundation, Inc.

Beth Buxton-Carter, LCSW
Massachusetts Department of Public Health

Karen Cassidy, RN, LCSW
Thom Western Regional Consultation Program

Joan Celebi, EdM, CLC
SpecialNeedsParentCoach.com

Dianne Corbin, LICSW
The Trauma Institute of South Bay Mental Health

Julie Dalbec, MAOM, LicAc, OT/L
Integrated Children's Therapies

Lynn Dehneh
Parent

Mary Dennehy-Colorusso, BS, CEIS/D
Massachusetts Department of Public Health

Beth Dworetzky
Mass Family Voices Project

Jennifer Dwyer, BS
Kennedy Donovan Center Early Intervention Program

Shirley Fan-Chan, BA
Horizons for Homeless Children

Noah Feldman, MS, MPA, CEIS
Thom Boston Metro Early Intervention

Julie Fitzpatrick
Parent

Jocelyn Fish, MA, MT-BC, NMT, CEIS
Thom Boston Metro Early Intervention

Jessica Fox, MEd
Beverly School for the Deaf

Janice Gatty, EdD
Clarke School for the Deaf

Jonathan Greenwood, PT, MS, NDT, PCS, CEIS
Northeast Rehabilitation Health Network

Darla Gundler, BA
Early Intervention Parent Leadership Project

Margaret Hannah, MEd
Massachusetts School of Professional Psychology

Cathy Hill, OTR/L
Professional Center for Child Development

Deborah Issokson, PsyD
Counseling for Reproductive Health and Healing

Mary Jane Johnson, MEd
Clarke School East

Karen Johnston, MSW
Thom Springfield Infant Toddler Services

Cara Jordan, MEd
Clarke School East

Tricia Kiefer, MEd, CEIS
Holyoke Community College

Gloria Klaesges
Family TIES of Massachusetts

Linda LaPointe, BA
South Hadley Special Education Parent Advisory Council

Amber LaValley, MS, BCBA
BEACON Services

Karen Lifter, PhD
Northeastern University

Robert F. Littleton, Jr., EdD
BEACON Services

Jennifer Mackey, MA, CCC-SLP
MGH Institute of Health Professions

Beth Anne Magnuson, OTR/L
Professional Center for Child Development

Lesley Maxwell, MS
MGH Institute of Health Professions

Andrew Miser, PhD
Elysian Enterprises

Courtney Moreno, MA, CCC-SLP, CEIS
Thom Westfield Infant Toddler Services

Mary Ann Mulligan, BS
Governmental Strategies, Inc.

Irwin Nesoff, DSW
Wheelock College

Jean Nigro, MEd, CEIS
Massachusetts Department of Public Health

Anne Pelavin, LICSW
Safety Awareness

Cheryl Pelletier, MS, CCC-SLP, CLC
Rehabilitation Hospital of the Cape and Islands

Andrea Boisvert Perry, OTR/L, CEIS
Kennedy Donovan Center Early Intervention Program

Faith Piaggi
Early Intervention Parent Leadership Project

Linda Piette, RD, MS, LDN
Professional Center for Child Development

Barbara Prindle-Eaton, OTR/L, CEIS/D
Cape Cod Child Development Program, Inc.

Barry Prizant, PhD, CCC-SLP
Brown University

Susan Rapoza-Houle, MEd, BCBA
BEACON Services

Nadja Reilly, PhD
Children's Hospital Boston

Jua Robinson, MDiv
Parent

Regina Robinson, MA
Parent

Susan Rosano, MA
Connecticut Expressive Arts

Robert K. Ross, EdD, BCBA-D
BEACON Services

Cori Segal
Parent

Julie Sinclair, BA
Federation for Children with Special Needs

Alex Smith-Michaels, BA
Milestones, Inc.

Kelley St. Clair, BA
South Hadley Special Education Parent Advisory Council

Elise Steiner, RD, LDN
Children's Hospital Boston

Melissa Stern, MS, OTR/L, CEIS
Thom Westfield Infant Toddler Services

Lisa van Gorder, OTR/L, CEIS
Integrated Children's Therapies

Dorothy Vittner, RN, MSN
Connecticut Children's Medical Center

Pamela Wildnauer, BA
Citizens for Citizens

Mary Wilson, BA
Cape Cod Child Development -
Barnstable Mass Family Network

Neither MEIC nor PERCS is responsible for any presenter's or participant's statements, acts, materials, or omissions. The use of audio or video taping devices is not permitted except where noted. Seminar presenters, content, location, and date are subject to change without notice in the event of circumstances beyond our control. Unregistered guests are not permitted in meeting rooms.

Continuing Education Credit

CE credit will be provided at the completion of the conference for individuals who have pre-registered or as noted below. There will be a \$25 fee for each CE type requested.

Individuals must attend the entire day, sign in and sign out, and submit completed conference evaluations to receive CE credit. Credit will be issued for one and two day registrants. Partial credit will not be provided.

PERCS is the Continuing Education Division of Human Services Management Corporation (HSMC).

Psychologists: Human Services Management Corporation is approved by the American Psychological Association to sponsor continuing education for psychologists. HSMC maintains responsibility for this program and its content. This program carries a maximum of 12.0 Continuing Education Credits.

Speech-Language Pathologists and Audiologists:



Human Services Management Corporation is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language

pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This program is offered for up to 1.2 ASHA CEUs (Intermediate level; Professional area).

Occupational Therapists: Human Services Management Corporation is approved by the American Occupational Therapy Association to assign AOTA CEUs to those CE activities that meet established parameters. This program is offered for up to 1.2 AOTA CEUs. The assignment of AOTA CEUs does not imply endorsement for specific course content, products or clinical procedures by AOTA.

Nurses: This program meets the requirements for a maximum of 14.4 contact hours for nurses, as specified by the Massachusetts Board of Registration in Nursing - 224 CMR 5.04.

Social Workers: An application has been submitted to the Massachusetts Collaborative of NASW for Continuing Education Unit Approval. Please contact PERCS at (508) 473-3882 x208 to find out the CEU status of this program.

Counselors: An application has been submitted to the Massachusetts Mental Health Counselors Association for approval to provide Category I CE credits to those participants who attend the conference.

Licensed Marriage and Family Therapists: An application has been submitted to the Massachusetts Association for Marriage and Family Therapy to offer a maximum of 12.0 Contact Hours of professional continuing education for those individuals who attend the conference.

Early Childhood Educators/Childcare Providers: An application has been submitted to the Massachusetts Association for the Education of Young Children for Continuing Education Unit approval. MassAEYC CEU Certificates will be issued to participants upon receipt from MassAEYC.

Standard CEU: (Refer to your licensing/regulatory board to determine whether IACET CEUs are accepted). HSMC has been approved as an Authorized Provider by the International Association for Continuing Education and Training (IACET), 1760 Old Meadow Road, Suite 500, McLean, VA 22102. HSMC is authorized to offer up to 1.2 IACET CEUs.



There is NO FEE for EI competency certificates or Certificates of Attendance.

Early Intervention Specialists: To receive competencies, participants must complete and return verification forms at the end of each day of the conference indicating workshops attended. These forms will be located in your conference folder. EI Competency certificates will be issued to participants by the Early Intervention Training Center. They will be distributed by the end of May 2010.

Educators: Certificates of Attendance will be awarded reflecting contact hours.

CEU Questions: Email services@percs.info or Call (508) 473-3882 x208

Location

**The Best Western Royal Plaza Hotel
181 Boston Post Road West
Marlborough, MA 01752
Exit 24B off Route 495**

Accommodations: The host hotel, Best Western Royal Plaza, is a convenient location for this annual conference. Reservations must be made by March 29, 2010 to ensure special room rates and availability. Please call 508-460-0700 and refer to the "Massachusetts Early Intervention Consortium" to obtain reduced rates.

Directions to the host hotel are available at www.rplazahotels.com.

If you require special accommodations due to a disability, please notify PERCS at services@percs.info or 508-473-3882 x208 at least two weeks prior to the conference so that we may provide you with appropriate service.

Registration

All fees include continental breakfast and lunch.

Early Registration: Registrations postmarked on or before **Friday, March 12, 2010** will be eligible for an early registration discount.

On-Time Registration: On-time registration fees will apply for registrations postmarked from **March 13 - March 30, 2010**. Please refer to the registration form for the fee schedule.

Late Registration/Deadline: Registrations postmarked after **March 31, 2010** (including on-site) will be assessed an additional \$25.00 fee. Pre-registration will close when space is full or at 5:00 p.m. on April 6, 2010. Registrations postmarked after April 6th will not be processed but will be accepted on-site space permitting. Please call PERCS at 508-473-3882 x117 to verify availability prior to arriving on-site to register.

Confirmation will be sent upon receipt of payment and completed registration form.

Cancellation Policy: Requests for refunds must be made in writing. Full refund, less a \$75.00 service charge, will be made for requests postmarked by April 2, 2010. No refunds will be made thereafter. Refunds will not be made because of adverse weather conditions. Substitutions are always acceptable with prior notification.

Duplication of Conference Brochure: Permission is granted by the Massachusetts Early Intervention Consortium to duplicate and distribute any or all of this brochure for the purpose of disseminating to potential attendees.

For additional information regarding workshop presentations contact PERCS at 508-473-3882 x117.

Planning

Committee

Jim Young, MA
MEIC Conference Committee Chair
Coordinator of Continuing Education & Professional Development
Thom Child & Family Services

Anne Dolan, MSPT, CEIS
Committee Co-Chair
Director, Family Support
Northeast Arc

Sarah Aasheim, LCSW
Social Worker
Criterion-Heritage Early Intervention

Jill Bercovitch-Blake, MA, LMHC, CEIS
Former EI Program Director

Karen Cassidy, RN, LCSW
Coordinator
Thom Western Regional
Consultation Program

Tara Cornell, BA
Coordinator of Training
Development & Conference Services
Professional Education Resources & Conference Services (PERCS)

Jennifer DerBogossian
ICC Parent
Haverhill Special Education Parent
Advisory Council

Darla Gundler, BA
Director of EI Parent
Leadership Project
Massachusetts Department
of Public Health

Dawn Hartnett, LICSW, CEIS
Pediatric Behavioral Health

Jennifer Mackey, MA, CCC-SLP
Speech-Language Pathologist
MGH Institute of Health Professions

Rhonda Meisel, LICSW, CEIS/D
MEIC Board Liaison
Director, First Early
Intervention Program
Arc of the South Shore

Jean Nigro, MEd, CEIS
Early Intervention Training Director
Massachusetts Department of
Public Health

Carole Norberg, MS, CEIS
Program Supervisor
Kennedy-Donovan Center

Kelley St. Clair, BA
Executive Committee
South Hadley Special Education
Parent Advisory Council

Lisa van Gorder, BA, BS, OTR/L, CEIS
Owner
Integrated Children's Therapies

Amy Young, BA
Parent
Family Support Director
LifeLinks, Inc.



- ATTENTION EARLY INTERVENTION PARENTS -

The Early Intervention Parent Leadership Project invites you to dinner on Tuesday evening from 6:00 - 8:00 PM, followed by a dynamic parent networking meeting. There is no charge for parents. Please RSVP.

Yes, I will attend the parent dinner and meeting.

1 REGISTRATION FORM

Complete the registration form below and submit with payment to secure your reservation.

PLEASE PRINT

Name (First) _____ (Last) _____ (Degree) _____

Company Name _____ (Discipline) _____

Address _____ Check: Home Office

City _____ State _____ Zip _____

() _____ () _____

Phone Home _____ Office _____

Email _____

REGISTER ONLINE TODAY!
www.percs.info

FAX: 508-478-0615 **CALL:** 508-473-3882 x117

MAIL: PERCS, 345 Fortune Boulevard, Milford, MA 01757

Questions? EMAIL: services@perc.info

Note: Register **online** to expedite processing! Check and credit card payment options available! Confirmation will be sent upon receipt of payment and completed registration form.

2 TUITION

NOTE: Registrations postmarked after March 31, 2010 and all on-site registrations will be assessed a \$25.00 late fee.

	EARLY		ON-TIME	
Registrations postmarked:	On/Before March 12		March 13 - 30	
	2 Days	1 Day	2 Days	1 Day
Standard	\$220	\$140	\$285	\$180
MEIC Member	\$175	\$110	\$225	\$140
Parent	\$110	\$65	\$145	\$80
Student	\$130	\$80	\$165	\$100

I am attending: Tuesday Wednesday

3 PAYMENT

Space for the conference is limited. Purchase orders are **not** accepted.

Tuition \$ _____

CE Type(s): _____ x \$25 /Type \$ _____

_____ \$ _____

(Check or credit card only) **TOTAL amount** \$ _____

Check # _____ (Please make checks payable to PERCS)

Charge VISA MC

AMEX DISCOVER

Note: Human Services Management Corporation (HSMC) will appear on your billing statement. HSMC is the billing intermediary for PERCS.

Card # _____ *Expiration Date _____

Signature of Cardholder* _____ *V-Code (three numbers on back of MC, VISA, Discover; four numbers on front of AMEX)

Billing address for card holder* _____

Printed Name on Card _____ * Required

Send full payment and registration form to:

PERCS

345 Fortune Boulevard, Milford, MA 01757
Phone: 508-473-3882 x117 Fax: 508-478-0615
Online: www.percs.info Email: services@perc.info

TUESDAY & WEDNESDAY

April 13 & April 14

Attendees must attend both days of this workshop:

TU1/W1

(Please also Include a "C" workshop selection)

Tuesday, April 13

Please select a workshop for each time period listed:

10:45 am — 12:45 pm:

A1 A2 A3 A4 A5 A6 A7

AND

2:00 — 4:00 pm:

B1 B2 B3 B4 B5 B6 B7

OR

10:45 am — 4:00 pm:

TU2 TU3 TU4 TU5

Wednesday, April 14

Please select a workshop for each time period listed:

8:30 am — 4:00 pm: W2 W3

OR

8:30 am — 12:45 pm: W4 W5

OR

8:30—10:30 am:

C1 C2 C3 C4 C5 C6 C7 C8

AND

10:45 am –12:45 pm: D1 D2 D3 D4

OR

10:45 am—4:00 pm: W6 W7 W8

AND

2:00—4:00 pm:

E1 E2 E3 E4 E5 E6



Professional Education Resources & Conference Services

345 Fortune Boulevard
Milford, MA 01757



www.maeic.org

31st
ANNUAL CONFERENCE

Massachusetts Early Intervention Consortium

April 13 & 14, 2010

**Best Western Royal Plaza Hotel
Marlborough, MA**

Please share copies of this brochure with your colleagues.