

# Contemporary Practices in Early Intervention and School-based Practice: Fifth Annual Institute

Friday, March 23, 2007 - 9:30 AM till 4:30 PM, with  
Reception, Posters & Exhibits Display from 4:30 till 6PM.  
Saturday, March 24, 2007 - 8:30 AM till noon.

Register  
now!

Keynote Address, Friday at 9:30 AM  
Desmond Hotel—Grand Ballroom

Enabling Adulthood:  
Parent Reflections for Pediatric Providers

Alexandra Bricklin and Kathy S. Brill

*Take an inside look at the joys and challenges of raising a child with disabilities from birth through high school. These mothers share their stories with examples from therapy encounters, experiences with schooling, and their efforts to include their daughters in meaningful and valued extra-curricular activities and employment. They highlight what parents need from therapists, teachers and other team members in order to accomplish their ultimate goal: preparing their children to live without them! Their presentation includes valuable perspectives for providers in early intervention, elementary and secondary school programs.*

Go to <http://jeffline.jefferson.edu/cfsrp> for information about conference speakers and for additional copies of this registration brochure.

This Institute is designed for occupational, physical and speech therapists, educators, early intervention service coordinators and others who want to learn about best practice approaches for children.

**Friday, March 23, 2007 / 11:15-4:30 PM. Choose one workshop session:**

**Session A: Language Delay and Behavioral/Emotional Problems in Young Children.**

Leslie Rescorla, PhD. *Child Study Institute, Bryn Mawr College*

Following a brief overview of normal language acquisition, information about screening for language delay using the Language Development Survey (LDS) will be provided. Procedures for assessing receptive and expressive language, nonverbal cognitive abilities and symbolic play are included. The use of the Child Behavior Checklist (CBCL) for ages 1.5-5 and the Caregiver-Teacher Report Form (C-TRF) will be explained. Research examining the association between language delay and behavior problems, as well as findings from longitudinal studies of late talkers and children with behavioral/emotional problems will be summarized. Case illustration will be used to demonstrate the differential diagnosis process with young children. Intervention approaches for working with young children with delayed language development as well as for children with behavior/emotional problems are covered.

**Session B: Measuring Individualized Outcomes Using Goal Attainment Scaling**

Robert J. Palisano, PT, ScD. *Hahnemann Programs in Rehabilitation Sciences, Drexel University*

This presentation is intended for therapists and educators who are interested in documenting outcomes of services for individual children and their families and program evaluation. Goal attainment scaling is an individualized outcome measure that has utility for early intervention, education, and healthcare settings. The presentation will address: a) Team approach to identification of goals and outcomes; b) ICF framework (World Health Organization) for identification of types of goals and important environmental and personal considerations; c) Writing individualized outcomes in goal attainment scaling format; d) Presentation and interpretation of scores; e) Strategies for implementation. Case scenarios will be used to provide examples of how goal attainment scaling is applied.

**Session C: Assessment in Early Intervention: Gathering Information to Design Effective Intervention Plans.**

Toby Long, PhD, PT, *Georgetown University*

This workshop provides concise information on the purpose of gathering information to promote functional participation in meaningful family-centered activities and routines. The importance of using appropriate strategies to gather information and to collaborate with the family and other caregivers in designing intervention plans will be stressed. A variety of assessment models will be presented along with specific measurement tools in order to update participants on current best-practice assessment approaches in early intervention.

**Session D: Surveying the Educational Scene: Strategies for Survival in a Changing System**

Shelley Wallock, OTR/L, DrPh, *Occupational Therapy Program, Thomas Jefferson University*

Providers working in preschool, elementary or secondary settings will learn an approach to systems mapping that they can use to understand and access critical resources within their own environment. Using provisions of IDEA 2004 and No Child Left Behind (NCLB), strategies for learning about curriculum, interacting with administration, faculty and others are included. This workshop provides opportunities for participants to clarify their scope of practice and establish priorities within their own systems as they develop and implement children's Individualized Education Programs (IEPs) or 504 Accommodation Plans. Participants will leave with strategies they can use to assess important variables within their system, define and communicate their own roles within different education environments, and then work with other team members to create program plans that enable students with challenges to participate in activities and routines within the general education curriculum.

**Saturday, March 24, 2007 / 8:30 AM to Noon. Choose one workshop session:**

**Session E: Assessing Parenting Using the Keys to Interactive Parenting Scale (KIPS)**

Marilee Comfort, PhD, MPH, Phil Gordon, PhD,  
*both from Comfort Consults, LLC*

Though quality parenting is widely recognized as key to a child's healthy development, no observational assessment has gained common use by providers because of the lack of practical, affordable, and validated tools. This workshop covers research and provider experiences with a new practical parenting assessment tool. Research and practitioner input guided the development of KIPS, a 12-item strength-based tool for rating the quality of parenting behavior. KIPS has proven to be reliable and valid in diverse populations and shows significant differences in families with a history of substance abuse or high poverty compared with community samples. In a field test supported by the National Institute for Child Health and Human Development, home visitors demonstrated reliability in scoring caregivers' behaviors in their own case loads.

**Session F: The Power of Participation: An Introduction to the Use of Program Planning Participation Tools**

Toby Long, PhD, PT, *Georgetown University*

Recent developments in program planning promote assessing a child's ability to participate in self-meaningful activities. In addition to providing a theoretical framework promoting an asset based approach to program planning, this session will introduce a variety of tools that assess participation in school-age children and are used to develop meaningful, functional outcomes. Various tools will be reviewed and discussed including the Children's Assessment of Participation and Enjoyment (CAPE), Preferences for Activities of Children (PAC) and the Perceived Efficacy and Goal Setting (PEGS) system, a measure that incorporates child, teacher and parent perspectives regarding the child's (6-9 years old) competence in tasks essential for daily living and school participation.

**Session G: Current Issues: Assessment in Early Intervention and School-based Practice**

Paula Kramer, PhD, OTR/L, FAOTA,  
*University of the Sciences, Philadelphia*

Assessment is a critical issue in early intervention and school based settings. Laws and regulations require quantitative data, yet providers are often more comfortable with qualitative data. A comprehensive evaluation requires both types of information. Assessment will be presented and discussed, incorporating how frames of reference and models of practice influence assessment questions and procedures. Small group activities will be employed to discuss the types of evaluations needed in various settings. Strategies that providers can use to develop skills and comfort in collecting and using both qualitative and quantitative data are included.

**Session H: School Therapy: Are We Missing the Forest for the Trees?**

Cheryl Colangelo, MS, OTR, *North Salem Central School District, Westchester County, NY* and Molly McEwen, MHS, OTR/L, FAOTA, *TCN Healthy Lifestyle Strategies, Hillsboro, OR.*

Current school-based services for students with special needs often address specific performance issues from a deficit-based model. This course examines a whole-person approach incorporating an ecological framework that addresses change in the system as well as in the student. The broader and essential issues of motivation, roles, habits and routines will be addressed with concrete strategies provided for applying this approach to school-aged children. Case scenarios common in school-based practice will be used to demonstrate application and integration of the material presented into assessment approaches, documentation practices and communication with teachers, parents and other team members.

**Friday 8:00 – 9:30 AM, Registration**

*Check in and pick up program materials*

**8:00 AM, Breakfast opens in the Ballroom**

*Here's a chance to catch up with friends or meet others who arrive early for the conference.*

**9:30 AM, Keynote Address in the Grand Ballroom**

**11:15 - 4:30 PM, Friday Workshop Session**

*Luncheon included*

**4:30 - 6PM, Exhibits, Posters and Networking Reception**



**Saturday 8:00 AM, Breakfast Opens**

**8:30 AM - Noon, Saturday Workshop Session**

**The Desmond Hotel and Conference Center** is in Malvern, PA (Chester County), only ten minutes from either the PA Turnpike (Valley Forge Exit) or the Schuylkill Expressway in King of Prussia.

A block of rooms will be held until March 1st at a reduced room rate - \$112/single or double.

Overnight reservations should be made directly with the hotel by calling 1.800.575.1776.

Be sure to mention the Institute name in order to receive the discounted room rate.

For more hotel details, visit the hotel's website at [www.desmondgv.com](http://www.desmondgv.com)

***Travel to the Desmond Hotel and Conference Center (also see [www.desmondgv.com](http://www.desmondgv.com)):***

Train

Take Philadelphia R5 Regional Rail or Amtrak trains to Paoli, PA. Call the Desmond Hotel and the shuttle will pick you up at the station (10 minute ride).

Car

From the PA Turnpike (I -76), Exit 326 (Valley Forge), take Route 202 South; or from Philadelphia, take the Schuylkill Expressway West to Route 202 South.

From Route 202 South, take the Great Valley/Route 29 North Exit. At end of ramp, proceed straight through the light onto Liberty Blvd. Hotel is on the right.

Plane

The nearest airport is Philadelphia International. Transportation directly to the Desmond Hotel is available by shuttle from Paoli Limousine ([www.paolilimo.com](http://www.paolilimo.com)). Advance reservations are required for the shuttle. Dial 1.800.640.7428. Callers outside of Pennsylvania dial 1.610.647.5466.

*If you have any special needs as addressed by the Americans with Disabilities Act and require assistance at this program, please make your needs known when you register.*

The registration fee for this Institute covers both days. One day registrations are not available. Fee includes buffet breakfasts on Friday and on Saturday, Friday luncheon, snacks and refreshments during all breaks, Friday's Meet and Greet Reception, and session handouts.

Early bird (payment postmarked on or before January 28th) \$180  
Regular (payment postmarked between January 29th – February 28th) \$195  
Late (payment postmarked between March 1— March 12) \$225

*Registrations will not be processed until your full payment is received. Make check payable to "Child & Family Studies Research Programs" and mail with completed form to:*

*Child & Family Studies Research Programs - Institute 2007  
Thomas Jefferson University - 130 South 9th St.—Suite 500  
Philadelphia, PA 19107*

Refunds for cancellations will be made, less a \$25 handling fee, if request is received before February 5, 2007. No refunds are available after that date.

*Conference updates and registration materials are also posted on the Child and Family Studies Research Programs' website at <http://jeffline.jefferson.edu/cfsrp> or call 215.503.4020*

Please check one:  I will  I will not attend the Friday Meet and Greet Reception (4:30PM—6:00 PM).

Name \_\_\_\_\_  OT  PT  SLP Other \_\_\_\_\_

Jefferson Alum  Drexel Alum Class of \_\_\_\_\_ Student / year graduating: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip \_\_\_\_\_

Phone: \_\_\_\_\_ E-mail: (print clearly) \_\_\_\_\_

*(Your registration confirmation and all future information regarding this Institute will only be sent via email)*

PA Providers only: Counties in which I work: \_\_\_\_\_

Please indicate one selection for each day:

Friday, March 23, 2007: 11:15 AM - 4:30 PM Saturday, March 24, 2007: 8:30AM - Noon

Session A \_\_\_\_ (Rescorla)

Session E \_\_\_\_ (Comfort & Gordon)

Session B \_\_\_\_ (Palisano)

Session F \_\_\_\_ (Long)

Session C \_\_\_\_ (Long)

Session G \_\_\_\_ (Kramer)

Session D \_\_\_\_ (Wallock)

Session H \_\_\_\_ (Colangelo & McEwen)

Special accommodations, including dietary: \_\_\_\_\_

*Child & Family Studies Research Programs is an approved provider of Pennsylvania Act 48 Credits. Check if you are a **PA certified** teacher or speech pathologist and want to receive Act 48 credits for participation in conference sessions. (8.75 hours for full Institute attendance).*

*Check here if you are interested in PA Speech Licensure Board Credits. (Application is pending)*