

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

March 23-24, 2007 at the Desmond Hotel, Malvern, PA

About the presenters . . .

Alexandra Bricklin has a Master's Degree in Music Therapy. She has worked professionally in the disability field for the past 15 years, integrating her professional development with the challenges of parenting her now 21 year old daughter with autism. Previously, Alexandra worked for the ARC's of Chester, Montgomery and Delaware Counties in Pennsylvania as an expert in Long-Term Planning and the Aging Caregiver Dilemma. Currently, Alexandra is the Community Resource Coordinator for Orion Communities Inc., a small non-profit corporation in Phoenixville, PA that promotes "hope, dignity and self-reliance for people experiencing poverty, disability or illness."

Kathy Brill is a parent to three daughters. Her youngest is 16 and uses a power wheelchair, numerous assistive technology devices and supports which allow her to be successfully and happily included in her home, school, and community. Kathy currently serves on the boards of Parent to Parent USA, PA TASH, and National Council on Self-Determination. She also served as

previous director of Parent to Parent of PA and chair of PA's Interagency Coordinating Council for Early Intervention. She is a staunch believer that creative and open-minded thinking, determination, and parent/professional teamwork are the powers needed to overcome obstacles.

Cheryl Colangelo, MS, OTR is a pediatric occupational therapist with more than 30 years of practice experience, working in hospital, early intervention and school settings. She currently works at the North Salem Central School District in Westchester County, NY and is an adjunct faculty member at Columbia University and Mercy College, both in New York. Cheryl was a lead therapist at Camp Avanti, an integrated sensory integration summer camp. Her publications include chapters in Kramer and Hinojosa's *Frames of Reference for Pediatric Occupational Therapy* as well as American Occupational Therapy Association resources on the treatment of cerebral palsy. She presents training and professional development programs on topics of adaptive equipment and sensory integration in school-based practice.

Marilee Comfort, Ph.D., M.P.H earned her doctoral degree in early childhood special education from the University of North Carolina at Chapel Hill. She is a founding partner of Comfort Consults, an organization that provides evaluation services and tools aimed at promoting the healthy development of children. Currently, she is the principal investigator of research funded by the National Institute of Child Health & Human Development, focused on developing and validating tools to assess the quality of parenting behavior. Her professional career continues to include a variety of consultation projects, onsite and online training programs directed to providers who work with families and their young children, as well as numerous related publications.

Phil Gordon, PhD is a partner in Comfort Consults. His experience includes research, and professional development activities in a variety of areas, including problem-based learning, parenting and the healthy development of children. His current funded research concerns parenting and parent-child assessment as well as school-based initiatives under No Child Left Behind programs.

Paula Kramer, PhD, OTR/L, FAOTA is the Chair and Professor in the Occupational Therapy Program at the University of the Sciences in Philadelphia. Her clinical practice in pediatrics includes experience in early intervention and school-based settings.

Dr. Kramer has written extensively on pediatrics and frames of reference, and has co-authored several books and chapters on pediatric assessment and evaluation. Her work has been recognized by the American Occupational Therapy Association with numerous awards, including the A. Jean Ayres Award for contributions relating theory to practice. The 3rd edition of the seminal text in pediatric occupational therapy, *Frames of Reference for*

Pediatric Occupational Therapy, that she co-edited with Jim Hinojosa, PhD, OT, FAOTA is currently under development.

Toby Long, Toby Long, PhD, PT is the Associate Director for Training of the Georgetown University Center for Child and Human Development, the Director, Division of Physical Therapy of the Georgetown University Center for Child and Human Development and Associate Professor in the Department of Pediatrics, Georgetown University. She is also an adjunct faculty member of the Krannert Graduate School of Physical Therapy at the University of Indianapolis. She received her degree in physical therapy from Boston University, a master's degree in special education from George Washington University and her doctoral degree in human development from the University of Maryland.

She is nationally and internationally recognized as a leader in the field of early intervention, service delivery to children with disabilities and their families, and the training of professionals, especially physical therapists and occupational therapists in state of the art service delivery. Dr. Long has taught at the university level and for continuing professional education on issues related to the delivery of service to children and their families. She is the Past President of the Section on Pediatrics of the American Physical Therapy Association. Dr. Long has published extensively in the area of early intervention. The second edition of her book *Handbook of Pediatric Physical Therapy* is available through Lippincott, Williams and Wilkins.

Molly McEwen, MHS, OTR/L, FAOTA has a professional career spanning over 30 years. She has practice experience in major medical centers, public and private schools. She has established and maintained a private practice serving children and youth, developed a professional continuing education business and provided



consultative services to educational institutions and industry. She has been an occupational therapy educator at Texas Woman's University, the University of Texas Health Science Center at Dallas, and most recently at Pacific University in Oregon. She is currently in private practice in Hillsboro, Oregon. Molly has received both state and national awards for contributions to the profession and is continually promoting occupational therapy as a cost-effective approach in supporting and maintaining healthy communities.

Robert J. Palisano, PT, ScD is a Professor in the Programs in Physical Therapy and Rehabilitation Sciences, Drexel University in Philadelphia. He is Associate Editor of the textbook *Physical Therapy for Children* and Co-Editor of the journal *Physical & Occupational Therapy in Pediatrics*.

Dr. Palisano is Co-Investigator, *CanChild* Centre for Childhood Disability Research, McMaster University, Ontario, Canada and a member of the Scientific Staff at Shriners Hospitals for Children, Philadelphia. His current research involves two studies funded by the Canadian Institutes of Health Research and the National Institute for Disability Rehabilitation Research on determinants of changes in mobility and self-care of young children and adolescents with cerebral palsy. Dr. Palisano is Principle Investigator of a multi-site project on activity and participation of children with cerebral palsy funded by Shriners Hospitals for Children. He is Associate Editor of the textbook *Physical Therapy for Children* and Editor of the journal *Physical & Occupational Therapy in Pediatrics*. He has taught graduate courses, presented workshops, and published research on outcomes measurement including individualized measures of change.

Leslie Rescorla received her B.A. degree from Radcliffe College in 1967 (in Modern European History and Literature), an M.Sc. degree from the London School of Economics in 1968 (in Economic History), and her Ph.D. in Child Development and Clinical Psychology from Yale in 1976. She did a clinical internship at the Yale Child Study Center and then continued on there for several years as a Research Associate and member of the psychology staff.

She was a lecturer in the Department of Psychology at the University of Pennsylvania from 1981-85, during which time she continued her clinical training at the Philadelphia Child Guidance Center and the Children's Hospital of Philadelphia. She joined the faculty in the Department of Human Development at Bryn Mawr College as an Assistant Professor in 1985-86. She was promoted to Associate Professor in 1991-92 and to Professor in 1996-97. Dr. Rescorla served as Director of the Clinical Developmental Psychology Doctoral Program from 1985 - 2005. In 1993-94, she became Director of the Child Study Institute of Bryn Mawr College, a clinic serving children and families, and the administrative head of the Phebe Anna Thorne School, an early childhood program serving both typically developing and language delayed youngsters. From 1994 to 2004, Dr. Rescorla served as Chair of the Department of Psychology at Bryn Mawr College.

Dr. Rescorla is a licensed clinical psychologist and a certified school psychologist. In addition to her teaching, research, and administrative activities, she maintains a small clinical practice at the Child Study Institute, where she works with children and their families and consults with schools. Her current research is concentrated on language delay, Empirically based assessment of emotional and behavior problems in children and adolescents and individual differences in early reading.

Shelley Wallock, Dr.PH, OTR is an Assistant Professor in the Department of Occupational Therapy at Thomas Jefferson University. She is responsible for teaching in both the undergraduate and graduate curriculum. Dr. Wallock has extensive clinical and administrative experience in Early Intervention and school-based therapy. As part of her faculty duties she is responsible for teaching coursework and labs related to pediatric occupational therapy as well as the meaning of IDEA and other related laws and their impact on practice. Other areas of her work include the use of play and the promotion of health and wellness in families and children.

