

Criterion Child Enrichment  
321 Fortune Boulevard  
Milford, MA 01757

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# 13th Annual Great Beginnings Conference

A conference for those working in the field of early childhood education with at-risk and typically developing children from birth to age six and their families.

# 13th Annual Great Beginnings Conference

## Meaningful Connections:

No Assessment Left Behind – Ensuring Effective  
Linkage of Assessment and Intervention



Keynote  
Speaker **Samuel J. Meisels, Ed.D.**  
President, Erikson Institute, Chicago, Illinois

“Assessment in Context: What Early Educators Need to Know”

Friday, November 6, 2009  
DCU Center, Worcester, MA

# Your Conference Hosts

**Robert F. Littleton, Jr., Ed.D.** President Criterion Child Enrichment, Inc.

Well known in the field of early childhood education, Dr. Robert Littleton has served as a teacher of young children with special needs and the director of numerous early childhood programs. Dr. Littleton is the President and Founder of Criterion Child Enrichment, Inc., a provider of early intervention and child care services throughout Massachusetts; Evergreen Center, a provider of community-based services for children and adults with developmental challenges; Human Services Management Corporation, a provider of shared business and consulting services for human services providers; and Beacon Services, a private group practice of behavioral special educators. Dr. Littleton is also a consultant to early childhood education programs and has made numerous presentations on the topic of early intervention.

**Jo-Ann Otlin, M.A., CCC-SLP** Vice President of Early Childhood Services, Criterion Child Enrichment, Inc.

Jo-Ann Otlin has worked in the fields of early childhood education and early intervention since 1970. She began working in a local early intervention program as a consulting speech pathologist in 1980, and has served as a Team Leader and Program Coordinator. For the past twenty years, Ms. Otlin has been the Vice President of Early Childhood Services at Criterion, guiding the agency through significant growth and overseeing all its programs. Criterion early childhood programs include seven early intervention programs, a newborn home visiting program, and two fully-inclusive child care programs located throughout Massachusetts. Ms. Otlin serves on several statewide advisory committees. She is past President of the Massachusetts Early Intervention Consortium Board of Directors.

**Patricia A. Mercaitis, Ph.D., CCC-SLP** Associate Professor Department of Communication Disorders University of Massachusetts Amherst

A member of the graduate faculty at the University of Massachusetts since 1983, Dr. Mercaitis' research includes topics in the clinical supervision and skill acquisition process. She focuses clinically on prevention and intervention with parents and their infants and toddlers, augmentative and alternative communications services and dialect reduction services. Dr. Mercaitis maintains a private practice in Amherst focusing on evaluation and treatment of children and adults with speech, language, fluency, and voice disorders.



## Continuing Education Credit: Attendees must attend the entire conference, SIGN-IN AND SIGN-OUT and submit a completed evaluation to receive credit and/or contact hours!

**Psychologists:** HSMC is approved by the American Psychological Association to sponsor continuing education for psychologists. HSMC maintains responsibility for this program and its content. This program is offered for 5.0 Continuing Education Credits.

**Speech-Language-Hearing Association:**



**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 0.5 CEUs (Intermediate level; Professional area).

**Occupational Therapists:** HSMC 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 0.5 CEUs. The assignment of AOTA CEUs does not imply endorsement for specific course content, products or clinical procedures by AOTA.

**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 by IACET to offer 0.5 CEUs for this program.

**Early Intervention Specialists:** Early Intervention Competency Education Credits have been approved by the Massachusetts Early Intervention Training Center. Please refer to workshop descriptions for competency credit assignments.

**Social Workers:** An application has been submitted to the Massachusetts Collaborative of NASW for Continuing Education Unit Approval. Please contact PERCS at (508) 478-3882 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 1 CE credits to those participants who attend the entire conference. Please contact PERCS at (508) 478-3882 x208 to find out if a CE credit authorization number has been issued.

**Early Childhood Educators/Child Care Providers:** An application has been submitted to the Massachusetts Association for the Education of Young Children (MassAEYC) for Continuing Education Unit Approval.

**Nurses:** This program meets the requirement for 6.0 contact hours for nurses, as specified by the Massachusetts Board of Registration in Nursing - 224 CMR 5.04.

**CEU Questions:** Email: services@percs.info or Call: (508) 478-2631 x208

### REGISTRATION

All fees include continental breakfast and lunch.

**EARLY REGISTRATION:** An early-registration discount applies to registrations received electronically or postmarked by Friday, October 2, 2009. Please refer to the registration form for the fee schedule.

**STANDARD REGISTRATION:** Registration must be received electronically or postmarked by Friday, October 23, 2009. On site registration will be available (space permitting) and will be assessed an additional \$20 fee. Please call PERCS/HSMC at: (508) 478-2631 x117 to verify availability of space prior to arriving on site to register.

**CANCELLATION POLICY:** If you cancel your conference registration before October 9, 2009, your fee is refundable less a \$50 processing charge. After that date, no refunds will be given for any reason including weather and other emergencies. Substitutions from the same agency are acceptable with prior notification.

### DISCOUNTS

**GROUP DISCOUNT:** A discounted registration fee is available for groups of at least 5 people who submit their registration forms and payment together. Please complete separate registration forms for each person. There is no group discount for Early Bird registrations.

**MASS DEEC DISCOUNT:** A discounted registration fee is available for child care staff and family child care providers licensed by the Department of Early Education and Care.

**STUDENT DISCOUNT:** A discounted registration fee is available to students. Please write the name of the school and attach a copy of student ID to the registration form.

**PARENT/CAREGIVER DISCOUNT:** A discounted registration fee is available to parents and family members of children receiving services.



## 13th Annual Great Beginnings Conference Planning Committee Members:

**Sheri Boisseau, M.S.N., R.N., C.D.D.N.,**  
Evergreen Center

**Tara Cornell, B.A.,**  
Criterion Child Enrichment, Inc.  
Professional Education Resources &  
Conference Services

**Suzanne Domestico,**  
Professional Education Resources  
& Conference Services

**Robert F. Littleton, Jr., Ed.D.,**  
Criterion Child Enrichment, Inc.

**Patricia A. Mercaitis, Ph.D., CCC-SLP,**  
University of Massachusetts Amherst

**Maura Murphy, LICSW,**  
Criterion Child Enrichment, Inc.

**Jo-Ann Otlin, M.A., CCC-SLP,**  
Criterion Child Enrichment, Inc.

**Joan Kelly Rafferty, OTR/L**  
Criterion Central Region Consultation Program

**Gordon DeFalco, Ph.D., BCBA,**  
Evergreen Center

## What is Criterion Child Enrichment?

Criterion Child Enrichment, Inc. is a private, non-profit multi-service corporation that specializes in early childhood education. Founded in 1985, Criterion has developed its service array to include early intervention, teen parent, and child care programs, and currently serves over 4,000 families each year at 8 program sites. Criterion is one of the largest providers of early intervention programs in Massachusetts and continues to broaden its scope in an effort to provide quality programs for young children and families and the professionals who serve them.



Criterion Child Enrichment is a client of human services management corporation (HSMC). PERCS is the continuing education division of HSMC.

# Registration Form - 2009 Great Beginnings Conference

Please fill out registration below and mail to: PERCS, 345 Fortune Blvd., Milford, MA 01757  
or save a stamp and register online at:

[www.percs.info](http://www.percs.info)

First Name \_\_\_\_\_ Last Name \_\_\_\_\_

Mailing Address \_\_\_\_\_

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

Email Address \_\_\_\_\_ Phone ( \_\_\_\_\_ ) \_\_\_\_\_

Organization name \_\_\_\_\_

Organization address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**Please register me for** (all fees include continental breakfast and lunch):

- Early Bird Registration - \$140  
- Applies only to registrations submitted online, or postmarked, by Friday, October 2, 2009
- Standard Registration - \$180  
- Must be submitted online, or postmarked, by Friday, October 23, 2009
- Standard Mass. EEC Staff/Provider, Parent/Caregiver, or Student Registration - \$100  
- Must be postmarked no later than Friday - October 23, 2009

Name of College: \_\_\_\_\_ Student ID: \_\_\_\_\_

(Attached copy of ID required)

**Registration Fee: \$** \_\_\_\_\_

**Group Discount - Applies to Standard Registration Fee Only <sup>1</sup>:**

- \$10 per person discount for 5 - 9 in a group
- \$15 per person discount for 10 or more in a group

**Minus Group Discount: -\$** \_\_\_\_\_

## Continuing Education

If requesting the following Continuing Education Credit (CE/CEU/EI Comps), please fill in information below. Check the box next to your CE choice(s).

There is a charge for most Continuing Education requests to cover the cost of CE applications and to maintain record archives.

Professional License #: \_\_\_\_\_ ASHA Account #: \_\_\_\_\_

Highest Degree Earned: \_\_\_\_\_

- ASHA CEUs - \$20.00
- LMHC Credits (MaMHCA) - \$20.00
- Standard CEUs (IACET) - \$20.00
- Social Work Credits (NASW) - \$20.00
- EI Competency Education Credits - \$20.00
- Early Childhood CEUs (Mass. AEYC) - \$5.00
- Psychologist Credits (APA) - \$20.00
- Occupational Therapy CEUs (AOTA) - \$20.00
- Nursing Contact Hours - \$20.00

**CE Fees: \$** \_\_\_\_\_

**Total Payment Due: \$** \_\_\_\_\_

## Conference Workshops

Space is Limited - Please Indicate Number for 1st and 2nd Choice for Workshop Attendance:

AM 1st Choice # \_\_\_\_\_ AM 2nd Choice # \_\_\_\_\_ PM 1st Choice # \_\_\_\_\_ PM 2nd Choice # \_\_\_\_\_

Make checks or purchase orders payable to PERCS.

I authorize PERCS to charge my:  VISA  MasterCard  AmEx  Discover

Card Number: \_\_\_\_\_ Expiration Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Printed Name on Card: \_\_\_\_\_ Signature of Cardholder: \_\_\_\_\_

**Please check here if you require a vegetarian lunch option. Contact PERCS regarding dietary restrictions based on a medical condition.**

<sup>1</sup>**Please Note: All group registration forms and payment must be received together. Organization name must be provided on individual registration forms to be considered part of group.**

### 1. Your Primary Role:

- Administrator
- Occupational Therapy
- Preschool Special Ed.
- Researcher
- Early Childhood/Child Care
- Parent or Family Member
- Psychologist/Counselors
- Student
- Early Intervention/Part C
- Pediatric Health Providers/Nurses
- Social Worker
- Other (please specify) \_\_\_\_\_
- Head Start/Early Head Start
- Physical Therapy
- Speech Therapy

### 2. Years in Early Childhood/Pediatrics:

- 1-3
- 4-7
- 8-10
- 10+

### 3. Setting:

- Child Care Center
- Private Practice
- Early Intervention Program
- Public School
- Family Child Care
- Other (please specify) \_\_\_\_\_
- Head Start
- Health Care
- Home Visiting

4. Is this your first time attending the Great Beginnings Conference?  Yes  No

### Special Accommodations

**If you require accommodations such as an ASL interpreter or materials in alternative formats, please notify us by Friday, October 2, 2009 at [services@perc.info](mailto:services@perc.info).**

## Target Audience:

- Administrators
- Counselors
- Early Interventionists
- Early Childhood Teachers/  
Special Educators
- Head Start Teachers
- Speech/Language Pathologists
- Occupational Therapists
- Parents/Caregivers
- Pediatric Health Providers/Nurses
- Physical Therapists
- Psychologists
- Researchers
- Social Workers

## Location

DCU Center (Worcester Centrum)  
50 Foster Street  
Worcester, MA 01608-1398  
(508) 755-6800  
www.dcucenter.com



## Directions

Take Route 290. From both East and West directions, take Exit 16. Follow signs to the DCU Center. For more specific instructions, visit the DCU Center website at [www.dcucenter.com/directions.php](http://www.dcucenter.com/directions.php)

## Parking

Parking is located at the Major Taylor Blvd. Municipal Garage at 30 Major Taylor Blvd. on the corner of Major Taylor Blvd. and MLK Jr. Blvd. (Exit 16 from Rte 290). NOTE: This is the ONLY parking garage for which the DCU Center will offer discount validation. Validated maximum daily rate (6am – 2am) is \$5.00. Pay stations are located in the garage lobby. Accessible parking spaces are located around the facility at designated areas. For more info call: 508-792-0314.

## Lodging

Lodging is available at the Hilton Garden Hotel at the conference rate of \$125.00 (plus tax). Includes free parking. To reserve a room, please call (508) 753-5700 and mention Great Beginnings or book your room online at: <http://hiltongardeninn.hilton.com/en/gj/groups/personalized/BEDWOGI-GREAT-20091106/index.jhtml>. The deadline for discounted reservations is Wednesday, 10/7/09.

## Information and Questions

Conference services provided by: PERCS

Email: [services@percs.info](mailto:services@percs.info)

Web: [www.percs.info](http://www.percs.info)

Call 508-478-2631 x208



## Program at a Glance:

- 7:30 - 8:30 am Continental Breakfast, Registration and Exhibits
- 8:30 - 8:45 am Welcome
- 8:45 - 10:00 am **Keynote Address**  
Dr. Samuel J. Meisels, Ed.D.  
"Assessment in Context: What Early Educators Need to Know"
- 10:00 - 10:15 am Break and Exhibits

## 10:15 AM - 12:15 PM: AM Workshop Session

- A1. Miller: "Sensory Processing Disorder Assessment: Evaluation of the Three Primary Patterns and Six Subtypes"
- A2. UMass\*: "When You Can't Say, 'JUST EAT IT!'...A Collaborative Approach to Assessment with Infant and Toddler Feeding Disorders"
- A3. Galloway: "Assessment of Motor Impairments for Infants at Risk: Beyond the Therapist, Beyond the Baby, Beyond Infancy"
- A4. Nevers: "Look, Listen and Learn! Strategies for Assessing the Communication Needs of Young Children "

12:15 - 1:15 pm Lunch will be served in the Grand Ballroom. Please visit our exhibitor tables

## 1:15 PM - 3:15 PM: PM Workshop Session

- B1. Miller: "Sensory Processing Disorder Intervention: An Eclectic Approach to Treatment Using the New STAR Model"
- B2. UMass\*: "When You Can't Say, 'JUST EAT IT!'...A Collaborative Approach to Treatment with Infant and Toddler Feeding Disorders"
- B3. Galloway: "Intervention of Motor Impairments for Infants at Risk: Beyond the Therapist, Beyond the Baby, Beyond Infancy"
- B4. Nevers: "Look, Listen and Learn! Strategies for Meeting the Communication Needs of Young Children"

3:15 - 3:30 pm Evaluation, Sign-Out & Certificates

\*UMass Pediatric Feeding Clinic Team: Kate Bailey APRN, BC, Jody Bousquet, MA, CCC-SLP, Filomena Connor, MS, OTR/L, and Vanessa Laffert, M.Ed. RN/LDN

**Participants may register for complementing A and B sessions or may register for AM and PM sessions for different content areas.**

*The Great Beginnings Conference brings experts and professionals together to discuss research and explore implications for appropriate practice, policy and services for children, birth to six years old, and their families.*

*Criterion Child Enrichment, Inc. & the Department of Communication Disorders, University of Massachusetts Amherst, are proud to co-host the Great Beginnings Conference as a resource for the advancement of experienced early childhood and allied pediatric health professionals.*

# Keynote Address : 8:45 -10:00 AM



## “Assessment in Context: What Early Educators Need to Know”

Pressure to demonstrate the effectiveness of early education programs, curricula, and other interventions is fueling mistaken assumptions about how young children learn and how to evaluate their growth and development most effectively. Using the Ounce Scale as an example, this presentation will focus on the importance of developing context-rich, responsive assessments for very young children and their families in order to meet their complex learning needs and to create meaningful ways of demonstrating the effectiveness of interventions in the early years.

Learning outcomes – by the end of the Keynote Address, participants will be able to:

- Understand the role of contextual factors in assessments in early childhood.
- Become aware of the rationale for using observational assessment with infants and toddlers.
- Be exposed to an observational assessment for the use in the first three years of life.

## AM Workshops : 10:15 AM - 12:15 PM

### A1. Sensory Processing Disorder Assessment: Evaluation of the Three Primary Patterns and Six Subtypes

*Lucy Jane Miller, Ph.D., OTR*

EI Competencies: 2.2, 2.3

Sensory Processing Disorder (SPD) has been assessed since the mid 1960's when Dr. A. Jean Ayres first wrote about the syndrome. Current empirical research implies three primary patterns of SPD: Sensory Modulation Disorder, Sensory-based Motor Disorder, and Sensory Discrimination Disorder. Each primary pattern includes several subtypes. This presentation will focus on red flags and behavioral issues for each primary pattern and subtype. Video-taped examples of assessments and evaluation will include standardized scales, clinical observations, and parent-report scales to ascertain the early signs of SPD, emphasizing children ages birth to three. An overview of recent evidence-based research related to assessments is also included.

Learning Outcomes – by the end of the training, participants will be able to:

1. Identify the three primary patterns and six subtypes of Sensory Processing Disorder.
2. Describe and differentiate the three types of Sensory Modulation Disorder and list three symptoms of each.
3. Explain the difference between screenings and assessments of SPD and be able to name at least one of each.

### A2. When You Can't Say, "JUST EAT IT!"...A Collaborative Approach to Assessment with Infant and Toddler Feeding Disorders Model:

*Kate Bailey APRN, BC, Jody Bousquet, MA, CCC-SLP, Filomena Connor, MS, OTR/L, and Vanessa Laffert, M.Ed. RN/LDN*

EI Competencies: 6.8, 7.3

Feeding problems are one of the most stressful issues that new parents face, especially when compounded by other medical or developmental concerns. This presentation will focus on the team approach to identifying feeding problems in infants and young children, evaluating overall nutrition and growth in conjunction with the feeding problems, and discussing their impact on the infant or child's nutrition in order to improve or ensure adequate nutrition and growth. Information regarding making decisions about the need for enteral feedings will be included. Collaboration among feeding specialists, parents, health care providers, and community resources will result in optimization of a child's growth and development.

Learning Outcomes – by the end of the training, participants will be able to:

1. Identify medical conditions and risk factors associated with feeding problems.
2. Explain the value of the team approach to the evaluation of feeding problems.
3. State the criteria that indicate when enteral nutrition is needed.
4. Describe the components of a nutritional assessment for an infant/toddler with feeding difficulties.
5. Identify several ways feeding difficulties inhibit an infant/toddler's nutrition.

### A3. Assessment of Motor Impairments for Infants at Risk: Beyond the Therapist, Beyond the Baby, Beyond Infancy

*James C. Galloway, PT, Ph.D.*

EI Competencies: 2.8

Combining the literature from developmental psychology and pediatric rehabilitation research have been my foundations for the planning of assessment for infants born at risk for life-long motor impairments. In this presentation, I will lead a discussion of recent research focused on the exploration and learning ability of infants, both typically developing and those with special needs. From this, we will discuss the implications for planning creative, "reality based", infant-focus, family/teacher centered assessment – the key to which is a focus on the interactions between factors from within the infant as well as the interaction between the infant and his/her social and physical environments.

Learning Outcomes – by the end of the training, participants will be able to:

1. Discuss the interaction of factors within an infant that lead to movement and motor development.
2. Discuss the interaction of factors within the infant and those of the physical and social environment.
3. Describe the limitations of "disembodied development" for planning assessments for infants with motor impairments.

### A4. Look, Listen and Learn! Strategies for Assessing the Communication Needs of Young Children

*Maureen Nevers, MS, CCC-SLP ATP*

EI Competencies: 2.6, 2.8

This presentation will discuss how best to determine the most effective interactive communication system for the child. A comprehensive AAC assessment must focus on the characteristics of the child as well as his environment by considering the child's communications needs, strengths and abilities, as well as any barriers that may impact communication potential.

Learning Outcomes –by the end of the training, participants will be able to:

1. Describe how to use observation to assess the child's communicative abilities.
2. Determine how to identify environmental barriers to successful communication.
3. Develop a comprehensive communication plan.

**Meaningful  
Connections:**

No Assessment Left Behind – Ensuring  
Effective Linkage of Assessment  
and Intervention



This workshop will  
be videotaped

# Keynote Speaker: Samuel J. Meisels, Ed. D.



Dr. Meisels is president of Erikson Institute, a graduate school in child development located in Chicago. He came to Erikson in January 2002 after 21 years at the University of Michigan, where he is now professor and research scientist emeritus. Before joining the faculty at Michigan, he was a professor in the Department of Child Study at Tufts University and director of the Eliot-Pearson Children's School at Tufts. A former preschool, kindergarten, and first-grade teacher, he has also worked as a senior advisor in early childhood development for the Developmental Evaluation Clinic of Boston's Children's Hospital. He holds a doctorate from the Harvard Graduate School of Education.

One of the nation's leading authorities on the assessment of young children, Dr. Meisels has published nearly 200 articles, books and monographs and is co-author of the Work Sampling System, the Early Screening Inventory Revised, and the Handbook of Early Childhood Intervention. His research focuses on the development of alternative assessment strategies for young children; the impact of standardized tests; and developmental screening in early childhood. Recently, he completed work on the development of The Ounce Scale, an observational assessment for birth to three-year-olds and their families and is currently conducting a study of its validity among Early Head Start children and providers.

Dr. Meisels is past-president of the Board of Directors of ZERO TO THREE: The National Center for Infants, Toddlers and Families, and is an advisor to the national Head Start Bureau. He was a member of the National Academy of Science's Committee on Early Childhood Pedagogy, and has served as a senior investigator for the national Early Childhood Longitudinal Study and the Center of the Improvement of Early Reading Achievement.

## PM Workshops : 1:15 PM - 3:15 PM

### B1. Sensory Processing Disorder Intervention: An Eclectic Approach to Treatment Using the New STAR Model

*Lucy Jane Miller, Ph.D., OTR*

EI Competencies: 1.5, 6.9

Intervention for children with Sensory Processing Disorder is often limited to clinic-based sensory integration therapy and suggested home programs. Newer treatment models are eclectic, including sensory integration methods but also using relationship-based therapy, cognitive behavioral strategies, parent education and reframing. Family priorities are emphasized. Presented here is the new STAR Model, a short-term (2.5 to 3.5 months) intensive (3 to 5 day/week) clinic-based approach combined with "breaks" to emphasize obtaining appropriate input in natural settings. Preliminary research suggests that, with this approach, specific brain processes become more normal. An overview of recent related empirical research is included.

Learning Outcomes – by the end of the training, participants will be able to:

1. Identify at least four key principles of modern intervention for Sensory Processing Disorder.
2. Describe at least three unique strategies that are useful in natural settings for intervention of each primary SPD pattern: Sensory Modulation Disorder, Sensory-based Motor Disorder, and Sensory Discrimination Disorder.
3. Cite at least one empirical study that shows physiologic evidence that SPD is a valid syndrome or that the intervention for SPD is effective, based on a randomized controlled trial.

### B2. When You Can't Say, "JUST EAT IT!"...A Collaborative Approach to Intervention with Infant and Toddler Feeding Disorders

*Kate Bailey APRN, BC, Jody Bousquet, MA, CCC-SLP, Filomena Connor, MS, OTR/L, and Vanessa Laffert, M.Ed. RN/LDN*

EI Competencies: 6.8, 7.4

Feeding problems are among the most stressful issues that new parents face, especially when compounded by other medical or developmental concerns. This presentation will focus on the team approach to treating feeding problems in infants and young children, including addressing overall nutrition and growth in conjunction with feeding problems, and discussing their impact on the infant or child's nutrition in order to improve or ensure adequate growth. Information about the delivery and support of enteral feedings will be included. Various therapeutic techniques that facilitate feeding skill development will be examined. Collaboration among feeding specialists, parents, health care providers, and community resources will result in optimization of a child's growth and development.

Learning Outcomes – by the end of the training, participants will be able to:

1. Explain the value of the team approach to the treatment of feeding problems.
2. Differentiate among feeding tubes and delivery options for enteral nutrition.
3. Describe when and how to use various treatment interventions (including selecting adaptive equipment) for feeding problems.
4. Summarize the Modified Barium Swallow study and state when it is an appropriate test for an infant/child.

### B3. Intervention of Motor Impairments for Infants at Risk: Beyond the Therapist, Beyond the Baby, Beyond Infancy

*James C. Galloway, PT, Ph.D.*

EI Competencies: 6.2, 6.7

Combining the literature from developmental psychology and pediatric rehabilitation research have been my foundations for the planning of intervention for infants born at risk for life-long motor impairments. In this presentation, I will lead a discussion of recent research focused on the exploration and learning ability of infants, both typically developing and those with special needs. From this, we will discuss the implications for planning creative, "reality based", infant-focus, family/teacher centered intervention – the key to which is a focus on the interactions between factors from within the infant as well as the interaction between the infant and his/her social and physical environments.

Learning Outcomes – by the end of the training, participants will be able to:

1. Describe the limitations of "disembodied development" for interventions with infants with motor impairments.
2. Plan a 15 minute activity based on systems theory principles which maximizes the child's active interactions with his/her physical/social environment.
3. Generate a list of activities to maximize a child's exploration.

### B4. Look, Listen and Learn! Strategies for Meeting the Communication Needs of Young Children

*Maureen Nevers, MS, CCC-SLP ATP*

EI Competencies: 6.11

This presentation will focus on specific techniques and accompanying tools that can be used to meet identified communication needs. We will examine the features of successful intervention strategies, including vocabulary selection, choosing appropriate contexts, and partner's roles. A range of examples will be presented and discussion and questions are welcomed as part of the learning process.

Learning Outcomes – by the end of the training, participants will be able to:

1. Give examples of the range of tools that are available to support communication: no-tech, low-tech, mid-tech and high-tech.
2. Describe the principles associated with successful implementation of communication tools: vocabulary selection techniques, partner's role and choosing appropriate contexts.