

# 31<sup>st</sup>

## ANNUAL CONFERENCE



# Massachusetts Early Intervention Consortium

Best Western Royal Plaza Hotel ~ Marlborough, MA

### *Supported by*

Arc of the South Shore  
BEACON Services  
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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**

# 31<sup>st</sup> 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](http://www.maeic.org)**

For more information regarding the annual conference, please visit

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

or **contact PERCS** at **[services@percs.info](mailto:services@percs.info)** 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	<b>KEYNOTE ADDRESS: Barry M. Prizant, Ph.D., CCC-SLP</b>
10:30 – 10:45	Break/Exhibits
10:45 – 4:00	<b>Intensive 4 Hour Workshops</b>
10:45 – 12:45	Workshop <b>A</b> Sessions
12:45 – 2:00	Lunch/Exhibits
2:00 – 4:00	Workshop <b>B</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 with 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: 3.1; 3.5**

**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: 2.5; 3.6; 6.3**

**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: 6.1; 6.6**

**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	<b>Full-Day Workshops W2 and W3</b>
8:30	–	12:45	<b>Intensive 4 Hour Workshops W4 and W5</b>
8:30	–	10:30	Workshop <b>C</b> Sessions
10:30	–	10:45	Break/Exhibits
10:45	–	4:00	<b>Intensive 4 Hour Workshops TU1/W1, W6, W7 and W8</b>
10:45	–	12:45	Workshop <b>D</b> Sessions
12:45	–	2:00	Lunch/Exhibits
2:00	–	4:00	Workshop <b>E</b> 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: 6.1; 6.2; 6.4; 6.5; 6.6; 6.9**

**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: 3.6; 3.8**

### **\*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 - 6.1; 6.6**

### **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: 2.8; 7.4**

### **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: 3.2; 5.1**

### **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: 3.4; 3.8 (Limited to 20 participants)**



**View the brochure online at [www.percs.info](http://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**

**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](http://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
<b>Standard</b>	\$220	\$140	\$285	\$180
<b>MEIC Member</b>	\$175	\$110	\$225	\$140
<b>Parent</b>	\$110	\$65	\$145	\$80
<b>Student</b>	\$130	\$80	\$165	\$100

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

**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

**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



345 Fortune Boulevard  
Milford, MA 01757



[www.maeic.org](http://www.maeic.org)

# 31<sup>st</sup> 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.