

BREAKING THROUGH WALLS: BREAKTHROUGHS IN TWICE EXCEPTIONAL EDUCATION

March 7, 2015@The Copper Union

KEYNOTE SPEAKERS

Joey Travolta

Actor, Producer, Director, Screenwriter and Founder, Inclusion Films

Joseph "Joey" Travolta is an American actor, producer, director and screenwriter. After studying special education as an undergraduate, Joey began his acting career in 1979. He has appeared on stage and television and in feature films. He also has many credits as a screenwriter and producer and has directed several feature films and television series during his long and successful career.

Joey has also gained national acclaim for his mission of helping students develop self-esteem, confidence, and creativity through acting and digital film-making. He founded Inclusion Films, which involve individuals with special needs in the process of making films. The first of these, *Sweet Sixteen*, was made in 2008. In late 2009, Travolta hired filmmaker Tyler Norman to write and direct Inclusion's second film, "Spud". Travolta's students crewed the film, which premiered in 2010 and took numerous festival awards. Shortly thereafter, the third film "Accidents" was completed. He has also collaborated with a non-profit organization called HEAL, based in Ponte Vedra Beach, Florida, to form another film camp in association with Inclusion Films and Jacksonville-based Filmlab Productions, called the HEAL Film Camp with Joey Travolta.

Scott Barry Kaufman, Ph.D.

Author, *Ungifted: Intelligence Redefined*

Scott Barry Kaufman is scientific director of the Imagination Institute in the Positive Psychology Center at the University of Pennsylvania. Kaufman investigates the measurement and development of intelligence, creativity, and personality (see scientific papers). He is author of *Ungifted: Intelligence Redefined* and a forthcoming book on the science of creativity, co-authored with Carolyn Gregoire (Penguin, 2015). Kaufman is also host of The Psychology Podcast, co-founder of The Creativity Post, and author of the column Beautiful Minds for Scientific American (see articles). Kaufman completed his doctorate in cognitive psychology from Yale University in 2009 and received his masters degree in experimental psychology from Cambridge University in 2005, where he was a Gates Cambridge Scholar. In the spring of 2015, he will be teaching Positive Psychology at the University of Pennsylvania.

PARTIAL LIST OF BREAKOUT SESSION SPEAKERS

ANNE MARIE ALBANO, Ph.D.

Associate Professor, Columbia University, Child/Adolescent Psychiatry; Director, Columbia University Clinic for Anxiety and Related Disorders (CUCARD)

Dr. Albano is a recognized international expert in the treatment of anxiety and mood disorders in children and adolescents. In addition to clinical leadership, Dr. Albano is past president of the Society for Clinical Child and Adolescent Psychology of the American Psychological Association and of the Association for Behavioral and Cognitive Therapies. She is Associate Editor of the Journal of Consulting and Clinical Psychology and a past Editor of the journal Cognitive and Behavioral Practice. Dr. Albano is a Founding Fellow of the Academy of Cognitive Therapy and a Beck Institute Scholar. She has been a principal investigator on two of the largest clinical studies funded by the National Institutes of Mental Health, examining treatments for children and adolescents with anxiety and depression: Child/Adolescent Anxiety Multimodal Treatment Study (CAMS) and Treatments for Adolescents with Depression Study (TADS). Dr. Albano is a frequent invited lecturer around the United States and also abroad.

LOIS BALDWIN, ED.D.

President and Co-Founder, AEGUS (Association for the Education of Gifted Underachieving Students)

Lois was a supervisor and Principal of Special Education for the Board of Cooperative Educational Services of Southern Westchester in White Plains, New York. She directed, supervised, and provided comprehensive educational and support services for students in grades 1-12 who have average or above average/gifted intelligence and are learning disabled and/or emotionally disturbed. In addition, she supervised a wide variety of special education services, coordinated staff development for the Special Services Center, and coordinated mainstream efforts with public school administrators and staff. Lois received her doctorate in gifted, special education, and educational administration from Teachers College at Columbia University. Lois is the current president and one of the founders of AEGUS. She is a member of NAGC, AGATE, CEC, and ASCD. She currently consults nationally.

SUSAN BAUM, PH.D.

Professor Emeritus, The College of New Rochelle; Co-director, International Center for Talent Development; Director, National Institute for 2E Research and Development at Bridges Academy

Susan Baum is an international consultant and published expert in a multitude of books, chapters, and articles in the areas of twice-exceptional students, primary-aged gifted students, social and emotional factors affecting gifted students, and multiple intelligences. She served on the Board of Directors of the National Association for Gifted Children and is past president and co-founder of the Association for the Education of Gifted Underachieving Students. She is recipient of the Weinfeld Group's Lifetime Achievement Award for her work in educating the twice-exceptional child.

ELISSA BROWN, PH.D.**Director, Hunter College Center for Gifted Education**

Elissa Brown advises students and teaches all the graduate education courses for the Advanced Certificate Program in Gifted Education at Hunter College. Before joining Hunter, she served as the Director of Teacher Education at the North Carolina Department of Public Instruction and the N.C. State Director of Gifted Education. From 2002-2007, she was the Director of the Center for Gifted Education at the College of William & Mary, where she directed an international research center and taught graduate courses. She has worked as an adjunct faculty member for several universities, including Duke University and Rutgers University. She served as a USEd grant manager, a gifted program coordinator, a principal of a selective high school, and a teacher of the gifted. Dr. Brown earned her MA Ed. in Special Education from Western Carolina University and her PhD. in Educational Policy, Planning and Leadership, with a specialization in gifted education, from the College of William & Mary.

DEBORAH E. COOPER, ESQ.**Vice President and General Counsel, The Cooke Center For Learning and Development**

Debbie Cooper received bachelor and law degrees from Harvard University, after which she served for two years as a judicial law clerk in the federal district court in Manhattan. She spent thirteen years in private practice, specializing in commercial litigation, primarily at the New York law firm of Willkie Farr & Gallagher, where she became a partner in 1987. In 2002, impassioned by her family's struggle to find appropriate schooling for her own son, Sam, Ms. Cooper joined Cooke as its first General Counsel. She is a member of the Center's senior leadership team, with responsibility for all of Cooke's legal affairs, including advising the Center and its board of directors on legal and governmental policy issues and overseeing the annual impartial hearing proceedings of the school's 270 students seeking tuition funding from the New York City Department of Education. She is also active in the city's special education advocacy community at large, participating in the ARISE Coalition and the Education Law Task Force.

PRUDENCE HEISLER, OTR/L**Co-Founder, Special Projects in Occupational Therapy (SPOTS)**

Prudence Heisler has almost 30 years experience and is specialized in the evaluation and treatment of children with sensory processing disorders. She has extensive counseling experience in mental health programs for mothers and children who have suffered from trauma. She brings this sensitivity to her work with the children at SPOTS. In addition to her work as a clinician, evaluator and educator at SPOTS, which she co-founded, she provides consultation services to many schools in New York City.

JAMIE HOWARD, PH.D.**Director, Stress and Resilience Program and Child Psychologist
Anxiety and Mood Disorders Center at the Child Mind Institute**

Prior to joining the Child Mind Institute to lead its Stress and Resilience Program, Jamie Howard served as a clinical research associate with the National Center for PTSD and a clinical fellow with the Center for Returning Veterans, VA Boston Healthcare System. As a clinical researcher, she worked to develop and test programs designed to help newly returning veterans and their family members. Dr. Howard has provided developmental consultation to staff at a preschool for at-risk children; served as a crisis counselor in the aftermath of the World Trade Center attacks; and provided assessment and therapy to children during her doctoral training at Children's Memorial Hospital in Chicago. Dr. Howard earned her doctorate in clinical psychology from Northwestern University Feinberg School of Medicine and completed her predoctoral internship at the Boston Consortium in Clinical Psychology, affiliated with Harvard Medical School and Boston University School of Medicine. She earned a master's degree in human development and psychology from the Harvard Graduate School of Education and a bachelor's degree from Cornell University.

MATTHEW D. LERNER, PH.D.**Assistant Professor, Clinical Psychology, Stony Brook University**

Matthew D. Lerner, Ph.D., is an Assistant Professor of Psychology, Psychiatry, and Pediatrics in the Department of Psychology at Stony Brook University, where he directs the Social Competence and Treatment Lab. He is the founding Director and current Research Director of the Spotlight Program at the Northeast Arc in Massachusetts, a year-round program for social competence and confidence development, serving more than 200 youth annually. Dr. Lerner's research focuses on understanding emergence and "real world" implications of social problems in children and adolescents (especially those with ADHD and Autism Spectrum Disorders [ASD]), as well as development, evaluation, and dissemination of novel, evidence-based approaches for ameliorating those problems. He has published more than 30 peer-reviewed articles and book chapters, and serves on the Editorial Boards of the Journal of Autism and Developmental Disorders and Behavior Therapy, and as Co-Chair of the Autism Spectrum & Developmental Disabilities Special Interest Group at the Association for Behavioral and Cognitive Therapies. Dr. Lerner has received grants and awards from organizations including the Medical Foundation, the American Psychological Association, the Association for Psychological Science, and the Society of Clinical Child and Adolescent Psychology. Most recently, he received the Young Investigator Award from the International Society for Autism Research, and was a Finalist for the Director's Early Independence Award at the National Institutes of Health.

Ali Mattu, PH.D.**Senior Clinical Psychologist, Columbia University Clinic for Anxiety and Related Disorders (CUCARD)**

Ali Mattu, Ph.D. specializes in the treatment of children, adolescents, and adults with anxiety disorders and body-focused repetitive behaviors such as trichotillomania (hair-pulling disorder) and excoriation (skin-picking disorder) at CUCARD, where he also serves as coordinator of the Launching Emerging Adults Program. Dr. Mattu is currently a member of the American Psychological Association's Policy and Planning Board, is on the Executive Board of the Society of Clinical Child and Adolescent Psychology, and is part of the Translational Issues in Psychological Science's Editorial Board. Previously, Dr. Mattu served on the Board of Directors of the American Psychological Association, was the Chair of the American Psychological Association of Graduate Students, was a member of the American Psychological Association Good Governance Project task force, was appointed to the New York State Psychological Association's Executive Committee, and worked on multiple Society for the Teaching of Psychology task forces. Passionate about destigmatizing mental health and translating psychological science into practical application, Dr. Mattu has appeared in several popular press websites, he is the founder of an award-winning blog, the producer of a weekly podcast show, and a regular presenter at conventions celebrating the popular arts.

PAULA MCCREEDY, OTR/L**Co-Founder, Special Projects in Occupational Therapy (SPOTS)**

In addition to providing occupational therapy to local preschools, charter schools, independent schools and developmental centers, Paula McCreedy provides comprehensive and specific evaluations and therapy at SPOTS, which she co-founded. Paula retired from New York University (NYU) after 26 years of teaching in the Occupational Therapy Department. She continues to enjoy teaching occupational therapy at Columbia University, and by providing advanced education for occupational-therapy-field-work students from ten other university programs at both the Manhattan and Brooklyn SPOTS locations. For more than 30 years, Paula has been researching, publishing and speaking nationally and internationally about difficulties and solutions to living with sensory processing challenges from the perspective of the child, parents, therapists and educators.

DEBBIE MERINGOLO, MA, MS**Associate Director, Infant/Toddler Team and Co-Director, RELATE at Children's Evaluation and Rehabilitation Center (CERC) Albert Einstein College of Medicine**

Debbie Meringolo is a special educator and developmental specialist who has provided diagnostic evaluations and treatment for children with language and social difficulties and has participated in a variety of research programs at CERC for over twenty years. Debbie obtained her BA from Queens College, her MA from Columbia University, Teacher's College, and her MS from Yeshiva University. She also holds a NYS certificate as a School District Administrator, from Brooklyn College. Prior to her career at CERC twenty years ago, she worked for the New York City Department of Education as a special education teacher, teacher trainer and special education school supervisor. In addition to her work at the clinic, she co-directs *Altogether Social* and is a member of the **Social Thinking™ Speakers Collaborative**. It is in this capacity that she provides mentorship, coaching and ongoing professional development to The Quad Preparatory School.

MAGGIE MOROFF, J.D., M.S.**Special Education Policy Coordinator, Advocates for Children of New York Coordinator, ARISE Coalition**

Maggie Moroff is the Special Education Policy Coordinator at Advocates for Children of New York, a not-for-profit organization that works on behalf of children at risk for school-based discrimination and/or academic failure, and the Coordinator of the ARISE Coalition, a group of organizations and individuals who have come together to push for systemic reform to improve day-to-day experiences and long-term outcomes for students with disabilities in the New York City public schools. Prior to her current efforts, Maggie worked in schools, government agencies, and legal services organizations on education and justice related issues. Maggie holds a B.A. from Connecticut College, a J.D. from New York University's School of Law, and an M.S. from Bank Street College of Education.

LAUREN MOSKOWICZ, PH.D.**Assistant Professor of Psychology, St. John's University**

Lauren Moskowicz received her B.S. from Cornell University and her M.A. and Ph.D. in Clinical Psychology from Stony Brook University. She completed her internship at NYU Child Study Center and Bellevue Hospital and her postdoctoral fellowship at NYU Child Study Center. Her research focuses on behavioral assessment and intervention for children with autism spectrum disorders and other developmental disabilities (DD) in naturalistic contexts, intervention for parents of children with ASD and DD, and cognitive-behavioral therapy with children and adolescents.

MELISSA NISHAWALA, M.D.**Assistant Professor of Child and Adolescent Psychiatry; NYU School of Medicine Medical Director, Autism Spectrum Disorders Clinical and Research Program Clinical Director, Eating Disorders Service**

Melissa Nishawala is a nationally-recognized authority in the assessment and treatment of eating disorders and autism spectrum disorders. She also specializes in the diagnosis of psychiatric disorders and psychopharmacology. She earned her medical degree at Northwestern University. She completed her residency in general psychiatry at the University of Minnesota, and completed her child and adolescent fellowship at MCP-Hahnemann University.

RENA F. SUBOTNIK, Ph.D.**Director, Center for Gifted Education Policy, American Psychological Association**

Rena Subotnik is the Director of the Center for Gifted Education Policy at the American Psychological Association. She is author of *Genius Revisited: High IQ Children Grown Up*, and co-editor of *Beyond Terman: Contemporary Longitudinal Studies of Giftedness and Talent*, *Remarkable Women: Perspectives on Female Talent Development*, and the second edition of the *International Handbook of Research on Giftedness and Talent*. The Mission of the Center for Gifted Education Policy is to generate public awareness, advocacy, clinical applications, and cutting-edge research ideas that will enhance the achievement and performance of children and adolescents with special gifts and talents in all domains

NANCY TARSHIS, M.A., MS CCC-SLP**Director, Speech and Language Services at Children's Evaluation and Rehabilitation Center (CERC) Albert Einstein College of Medicine**

Nancy Tarshis holds a MA in Education and MS in Speech/Language Pathology both from Teachers College. She has supervised Speech and Language Services at the Children's Evaluation and Rehabilitation Center (CERC) at Einstein College of Medicine since 1996. Currently, she supervises ten speech pathologists, lectures to medical residents and psychology interns, participates in research projects, serves as adjunct clinical instructor at several New York area graduate schools and continues to maintain a clinical practice. She has extensive experience with a variety of treatment methodologies including Social Thinking. In addition to her diagnostic and treatment work at the clinic, she co-directs *Altogether Social* and is a member of the **Social Thinking™ Speakers Collaborative**. It is in this capacity that she provides ongoing mentoring, coaching and professional development to The Quad Preparatory School

RICHARD WEINFELD, M.A.

Founder and Director of Weinfeld Education Group, LLC (WEG)

Rich Weinfeld is the Director and Founder of Weinfeld Education Group, LLC (WEG) a group of 50 educational consultants, psychologists, and a variety of other providers of related student services, dedicated to helping all students reach their potential. Rich's 30-year career with Montgomery County Maryland Public Schools (MCPS) as educator, special educator and administration including directing a program for gifted children with disabilities. Rich put his experience to good use by co-authoring 6 books and many articles on a variety of special needs topics, teaching a course on Gifted Students with Disabilities at Johns Hopkins, providing training for a wide variety of professionals and parent groups and hosting an internet radio program about "hot topics" in education. WEG hosts an annual conference on the education of students with special needs, called "Diamonds in the Rough." WEG services have been based in the Washington, DC and Baltimore metropolitan areas, as well as in the Los Angeles area.