



4th
Annual

Integrated Creative Arts Therapy Conference

March 29-30, 2019

STANDING WITH OUR NEIGHBORS

KEYNOTE SPEAKER

Sangeeta Swamy, PhD, MT-BC, LPC

Dr. Sangeeta Swamy (she/hers/they/them) is Assistant Professor and Director of Music Therapy at Valparaiso University. An award-winning violinist, she has worked as a music therapist and educator with children, teens and adults for over thirty years. As a queer, Indian-American, she specializes in socio-culturally responsive music therapy practice, supervision, pedagogy, and research, with an emphasis on intersectionality, mindfulness and transpersonal approaches. She has also lectured nationally and internationally and published in peer reviewed journals and books. Through her research with Indian adults, she developed *Culturally Centered Music and Imagery (CCMI)*, the first qualitative, music-centered technique for exploring the fluid and intersectional nature of ethnic identity.



Dr. Swamy will be presenting in the morning on Friday, March 29th, 2019.

CONFERENCE HOSTED AT

Shirley Ryan
Abilitylab[®]

SCHEDULE OF EVENTS

Friday, March 29th, 2019

8:00-8:45	Registration Shirley Ryan AbilityLab 355 E Erie St. Chicago, IL 60611
8:15-9:00	Welcome Breakfast Sponsored by Chicago Dance Therapy

9:00-11:00 (120 min)	Workshop Sessions (2 CEUs)
---------------------------------	-----------------------------------

Integrating a Community

Alison Barrington, PhD, MA, CB-MT, NMT, HCPC reg., GGSM, ARCM

This presentation will focus on integrating a community of workers and students within new school units for children with special needs. Alison will explore the practical implications for building constructive teambuilding within music therapy sessions. She will also consider the theories underpinning work that straddles developmental, humanistic and improvisational approaches.

- Provide guidance to staff to sustain and support the client's therapeutic progress.
- Use creativity and flexibility in meeting client's changing needs.
- Create environment and space conducive to client engagement.
- Create group cohesion and a feeling of group membership.
- Recognize developmental, humanistic, and improvisational approaches.

Pairing Dance/Movement Therapy with Kitwood's Person-Centered Care for a New Generation of Older Adults

Laura Allen, MA, LCPC, BC-DMT, GL-CMA

Representing an increasingly diverse set of lifestyles and experiences, the evolving generation of older adults compels all creative arts therapists to consider how we will regenerate our work to best serve them. Informed by dance/movement therapy and Kitwood's Person-Centered Care, participants will explore new possibilities for their work.

- Understand the six needs of people with dementia and twelve interaction types of Positive Person Work from Kitwood's Person-Centered Care theory.
- Compare essential constructs of dance/movement therapy and Person-Centered Care in the context of working with people who have dementia.
- Identify and discuss considerations for providing aging services for a new generation of older adults.
- Identify ways to support diversity and inclusivity in older adult care through application of these concepts.

Creatively Cultivating Communities of Practice: A Brainstorming Session

Alexandra Wilson, MT-BC

Asset-Based Community Development (ABCD) utilizes the gifts, local networks and resources within a neighborhood to move from what's wrong to what's strong. In this workshop, you will brainstorm with other creative arts therapists using words, music, drama, art and/or movement how you can help cultivate your own community.

- Define Asset-Based Community Development (ABCD) and identify essential principles of the approach.
- Express at least one way they can cultivate their own community in their work as Creative Arts Therapists.

11:15-12:45 (90 min)	Keynote Speaker: Dr. Sangeeta Swamy, PhD, MT-BC, LPC Cultivating Mind, Heart, and Spirit: Six Qualities of the Culturally Responsive Healer (1.5 CEUs)
12:45-1:45	Lunch

Please take this opportunity to tour the new Shirley Ryan AbilityLab, an innovative medical-research community. You may also lunch on your own in the community or in the Shirley Ryan AbilityLab cafeteria on the 12th floor.

1:45-3:45 (120 min)	Workshop Sessions (2 CEUs)
--------------------------------	-----------------------------------

Creating Community: A Trauma Care in Creative Arts Therapies Workshop

Nicole Willcox, ATR-BC, LPC, LCAT

Workshop attendees will learn a model of how to educate the community on the benefits of including creative arts therapies in trauma care after a tragedy. Examples of art and music interventions will be detailed and breakout sessions will allow attendees to practice applying each strategy to their creative science.

- Compile a list of key community leaders that would facilitate response efforts after a tragedy.
- Identify the key components of education necessary for community members to understand the role of creative arts therapies in trauma response.
- Give examples of at least two trauma-informed care interventions within their own creative science.

Beyond "Standing:" Redefining Allyship through a CATs of Color Perspective

Brittnee N. Page, MA, CCLS, Andria Duncan, MA, ATR-P, Akash Bhatia, MT-BC, LPC

What does it mean to be an ally to historically marginalized communities? This workshop grew from the first CATs of Color meeting in Chicago, where local creative arts therapists of color discovered that they share similar cross-racial experiences in their CAT education and employment. The presenters aim to address the shortcomings of allyship in training programs and workplaces. Through discussion, art-making, and music-making, participants will leave with a better understanding of what clients, students, and therapists of color require from allies.


- Define allyship within clinical and educational settings.
- Identify an action to support creative arts therapy students of color in education programs.
- Identify an action to improve cross-racial therapeutic relationships.
- Identify an action to support creative arts therapy colleagues of color.

More than Mirroring: Dance/Movement Therapy to Support Self-Regulation in Youth

Melinda Mahler-Moran, MA, LMHC, LPCC, BC-DMT

This workshop will introduce participants to the integration of movement and self-regulation from a neuroscience perspective. Participants will be introduced to basic neuroscience, the body, mirroring as more than a tool for relationship building and dance/movement therapy with youth. To conclude participants will engage experimentally to demonstrate learning.

- Identify at least two reasons why engaging the body can assist the brain with emotional regulation.
- Experience at least three movement-based directives that can assist clients with increased body-awareness, emotional regulation and relationship building.
- Demonstrate introductory knowledge of mirroring from a neuroscience perspective and two uses for mirroring in practice.

4:00-5:30 (90 min)	<p>Special Guest Presenter: Peter Himmelman Discovering, Expressing, & Nurturing Your Innate Creativity to Help Others Do the Same (no CEUs available)</p> <p>Peter Himmelman is a Grammy and Emmy nominated singer-songwriter, visual artist, best-selling author, film composer, entrepreneur, and rock and roll performer. Time Magazine writes: <i>"Himmelman writes songs with the same urgency that compelled the Lost Generation to write novels."</i> In addition to his own, continuing creative work, he is the founder of Big Muse, a company, which helps organizations to leverage the power of their people's innate creativity. Clients include Boeing, 3M, McDonald's, Adobe, and Gap Inc. His most recent book, <i>Let Me Out (Unlock your creative mind and bring your ideas to life)</i> was released October, 2016. Peter also holds an Advanced Management Certificate from The Kellogg School of Business, at Northwestern, and a Certificate of Leadership development from the National Security Seminar from The United States Army War College.</p>	
-------------------------------	--	---

Saturday, March 30th, 2019

8:30-9:00	Registration
9:00-10:00 (60 min)	Lectures (1 CEU)

Identity Displacement as Material: In Contemporary Art and Art Therapy

Farah Alhaidar, MA Art Therapy & Counseling Student

A material exploration of the Kuwaiti 'abaya (veiling garment), as an identity extension. Research data is based on a solo exhibition and its programming, aiming to redefine access, agency, and power. Exploring the displacement of identity as a material in contemporary art and art therapy, activism is the bridge.

- Consider Identity and its intersectional extensions as a material for contemporary art and art therapy practices.
- Recognize placement within displacement, and multiplicity within identity.
- Redefine access, agency, and power through new perspectives of considering identity as a material in contemporary art and art therapy practices.
- Emphasize voices of practicing/culturally Muslim women from the Middle East, North Africa, and beyond.
- Find links between identity as material, contemporary art and art therapy practices, bridged by activism.

ArtWorks: Radical Inclusivity, Collective Care

Jackie Bousek, MAAT, ATR, LCPC, Cathy Moon, MA, ATR-BC, Freda Terry, Robert Muse Jr, Deiondra Perry, Veronica Hall, Anthony Woods, & Nancy Helman

Established in 2007, ArtWorks is a free community art studio aimed at cultivating a sense of connection across social and economic difference, and at making the arts widely accessible. This panel of participant-facilitators will address the history, structure, challenges, and benefits of this art-based model of collective care.

- Name at least three common characteristics of community art spaces in which a primary purpose is public health or social well-being.
- Identify three core values that underpin ArtWorks.
- Describe at least three practical considerations for establishing and maintaining arts-based community care practices.

Family System Therapy with Chinese Meridian Concept in Dance/Movement Modality

Linda Cao-Baker, LCPC, BC-DMT

This presentation will introduce a new approach that is based on the Chinese medicine theory of five elements and twelve meridians and that can be applied to the clinical practice of family system therapy with a dance/movement modality.

- Gain knowledge on the similarities and differences between US and China regarding body language system and family structure system.
- Understand conceptually how the Chinese meridian approach is applied in the theoretical framework of family system therapy.
- Learn concepts and methods of applying the Chinese meridian approach in observation, diagnosis, and analysis with patients and their family members
- Gain intervention techniques of the Chinese meridian approach in practice of family system therapy with individuals, dyadic relationships, and family settings.
- Master body movement techniques of shifting an internal or external chaos into a balanced and harmonious state.
- Learn skills of body movement in five elements and energy transformation in terms of developing own professional awareness in strength, weakness, potentials and direction to grow.

10:15-12:15 (120 min)	Workshop Sessions (2 CEUs)
----------------------------------	-----------------------------------

Finding Beauty in Neurodiversity

Alyssa Wilkins, MT-BC & Ava Marvin, MT-BC

Creative Arts Therapists have the unique opportunity to help clients of all abilities tap into the self and give an outlet to individuals who may struggle connecting with others. This presentation explores how we can use therapy to help neurodiverse individuals regulate, connect, and express themselves in a neurotypical world.

- Learn new strategies to provide a safe and contained therapeutic environment.
- Explore ways to interpret client response.
- Discover new strategies to use music creativity and flexibility in meeting client's changing needs.
- Create effective therapeutic interventions for neurodiverse populations.
- Explore new ways to advocate for the needs of neurodiverse individuals.

The Language of Inclusivity: How Our Words and Movements Influence the Care We Give

Megan Ross, PhD, LPC, R-DMT, GLCMA

This workshop is designed to educate attendees about the complexities of language and how words and movements impact the care that we offer. Language is a part of structuring our cognition, emotions, attitudes, culture, and actions. The power of words needs to be critically looked at so that we each get closer to offering the clinical care that we intend. Strategies to increase self-awareness regarding the language of inclusivity will be provided and explored.

- Recognize the impact language has on the delivery of care.
- Increase their self-awareness around the words and movements we use to express clinical language in two ways.
- Restructure their clinical language in accordance with the care they intend to offer.

Using Sociometry to Find Connection and Belonging

Brittany Lakin-Starr, PhD, CP, PAT

Sociometry is the study of relationships, choices and connections in a group. Sociometric techniques help groups explore similarities and differences, increase understanding and connection. In this experiential workshop, learn several sociometric structures, (e.g., step-in-circles, locograms, and spectrograms) and how they strengthen connection and inclusivity while celebrating what makes us unique.

- Recognize how sociometric techniques can be helpful in the group process for building group connection and inclusivity.
- Explain three different sociometric exercises to increase inclusivity in a group.

**12:15-1:30
(75 min)**

Lunch-n-Learn: Creative & Professional Growth (.5 CEU, lunch is provided)

Explore local training opportunities for students, mental health professionals and creative arts therapists seeking professional growth/certification as a practitioner of Expressive Arts Therapy and/or Drama Therapy. Discover workshops and experiences suitable to every skill level and all levels of experience in intermodal arts making and therapeutic arts. In addition, meet experienced expressive and creative arts therapy practitioners, who offer individual and group therapy through the arts. So whether you are seeking CEUs, a boost in creativity, or a hands on arts experience, this lunch and learn is for you.



**1:30-3:00
(90 min)**

The Arts of Neurodiversity: A Panel Discussion (1.5 CEUs)

Moderator: Jeffrey Wolfe, MM, MT-BC



Matt Bodett received his MFA from Boise State University in 2011, and taught printmaking there until he moved to Chicago in 2013. Since moving to Chicago he has played an active role in disability advocacy and utilizing artwork to open dialogue around mental health. As a visual artist, poet, and performance artist Matt has had opportunities to share his work at many venues throughout the Chicago including Steppenwolf Theater, Victory Gardens, The Poetry Foundation, Intuit: the Center for Intuitive and Outsider Art, Evanston Art Center, Gallery 400, and many other locations. This year Matt will be performing at the Freud Museum in London and will be a Fellow at the MacDowell Colony. Matt also teaches at Northeastern University and is on the advisory board for the Institute for Therapy Through the Arts based in Evanston, IL.

Kevin D'Ambrosio's life has prepared him to be one of the most dynamic and powerful motivational speakers today. With a degree from University of Massachusetts - Amherst in Mass Communication, Kevin landed in Chicago teaching and/or studying at world reknown facilities such as Piven Theatre, iOChicago, and The Second City Training Center. Quickly earning a reputation as a local storytelling favorite, Kevin skillfully merged his writing and performing talents with his teaching experience to deliver impactful messages about self-worth and perseverance. He draws from his own personal journeys and involvement in the Special Olympics to inspire audiences, from grade schools and parent groups to colleges and corporations, bringing his message that failure is easy to overcome when you approach it with the right state of mind.



Artist/art teacher, **Len Upin**, taught art for 23 ½ years at William Fremd H. S., but an unexpected stroke at 47 ended his full-time teaching early. At least, he was able to go back to the studio. He worked with creative printmaking, ceramic, and drawing pieces. He concentrates on large, humorous, or dramatic ink pen, scribble-like portraits. His loose, "playful" marks eventually make photorealistic images and give him great satisfaction.

Through art therapy, following a car accident, **Genevieve Nutley** emerges as a visual artist finding her voice through art and profound healing.



**3:15-5:15
(120min)**

Workshop Sessions (2 CEUs)

Person of the Creative Arts Therapist

Akash Bhatia, MT-BC, LPC

Participants will learn about the Person-of-the-Therapist model, which encourages a critical self-exploration to benefit a therapist's clinical practice. The presenter will outline an example of his own self-of-the-therapist work and facilitate participants to engage in similar self-exploration in a workshop.

- Understand the relevance, steps, and clinical significance of the Person-of-the-Therapist model.
- Identify significant values and cultural experiences in participant's upbringing.
- Integrate self-knowledge into a signature theme.
- Investigate how participant's signature theme influences clinical practice and therapeutic relationships.

Creating a Ritual for Change: Collaboration with Empathy and Compassion

Jessica Young MA, LCPC, BC-DMT, GL-CMA & Kris Larsen, MA, LCPC, BC-DMT, GL-CMA

This workshop incorporates Zen practices to establish empathy for self and other. One's relationship to suffering will be explored and witnessed through a group movement experience. Small groups will collaborate through movement to create and share with the larger group a ritual for change, culminating in a release of suffering.

- Discuss and identify the role of empathy and compassion in their therapeutic relationships as informed by their cultural backgrounds.
- Understand the role of ritual around cultivating change with their clients.
- Engage in and identify the use of the collaborative process within ritual practice.

Multicultural Poetry and Performance

Kate Hoffower, RDT, LCPC

Join Kate for a workshop exploring the use of poetry and performance with individuals and groups. Participants will create and perform individual poems as well as a group poem exploring identity, diversity and strengths. All registrants will receive a culturally diverse "poetry packet".

- Structure a drama therapy session from check-in to processing which includes the use of poetry and performance to explore individual and group strengths.
- Gain insight into their own individual strengths related to the roles of Poet, Performer, Individual and Group Member.

Discovery Series:**Friday, March 29th****9:00-11:00** **Establishing a Therapeutic Playspace (2 CEUs)**

Whitney Sullivan, LCSW, RDT/BCT, is a clinical social worker and drama therapist in private practice in Bloomington, IN. She has more than ten years of experience working in a variety of clinical settings including child welfare, psychiatric care, community mental health and outpatient counseling with individuals, families and groups across the lifespan. Whitney holds a Masters of Social Work degree from Indiana University and is a Registered Drama Therapist/Board Certified Trainer through the North American Drama Therapy Association. Whitney's clinical orientation is rooted in client-centered, drama therapy, family systems, psychodynamic, strength-based and trauma-centered frameworks. She has advanced clinical training in Developmental Transformations and specializes in the treatment of mood disorders, life transitions, relationship issues, trauma and PTSD. Whitney is a past member of the North American Drama Therapy Association's Executive Committee in the role of Secretary and is currently involved with NADTA's Archive and Registry Committees. She is also a member of the Drama Therapy of Indiana Taskforce.



This workshop will provide a brief history and overview of current approaches in the field of Drama Therapy. We will then focus in on one approach called Developmental Transformations (DvT). Founded by David R. Johnson and Susan Sandel, DvT is a spontaneous role-playing method that has been applied in both clinical and community settings.:

- Have an increased awareness of the history and current approaches in the field of drama therapy.
- Be able to define: embodiment, encounter and playspace as foundations of DvT.
- Have an opportunity to practice entering and exiting the playspace through an experiential activity.

1:45-3:45 **Utilizing the Artistic Brain for Mental and Physical Wellbeing (2 CEUs)**

Ryan Hansen, MA, LPC, ATR-P, received his Master of Arts in Counseling Psychology: Art Therapy degree from Adler University after completing his Bachelor of Arts in Psychology and Studio Art from Knox College. After completing his graduate degree, Ryan returned to Adler University as an Adjunct Professor in the Art Therapy Department and as a Community Member in the Adler University Institutional Review Board. In addition to his duties at Adler, Ryan works as a clinical therapist at 360 Youth Services in Naperville, Illinois. He works with youth/adolescents, utilizing evidence-based art therapy and counseling approaches to facilitate growth in socio-emotional skills across different domains of functioning. Ryan's interests include the functional relationship between art and neuroscience, art psychotherapy, clinical research, research ethics, and affective

neuroscience.

Harnessing the artistic process in the therapeutic encounter enriches the neuroactivity and physiological response of the traditional psychotherapy model. This workshop will present the neurological basis for the use of art in therapy and define the principles of the art therapy from a physiological, emotional, and social perspective. Participants will receive practical, applicable content to apply arts based methods to their clinical practice.

- Understand and define the principles of art therapy.
- Understand of the neurological basis for art therapy and its associated processing.
- Practical application of art-based material and the utilization of art as means of patient recovery.

Saturday, March 30th

9:00-10:00

Communicating with Clients Who Have Communication Difficulties: What a Creative Arts Therapist Should Know (1 CEU)

Elissa Conlon, MS, CCC-SLP, joined the Shirley Ryan AbilityLab (SRAL) team as a Speech-Language Pathologist (SLP) in 2010. At SRAL, Elissa has held multiple roles. She spent her first six years working with patients with a wide range of neurological diagnoses on the Neurorehabilitation Unit. Elissa also worked in the SRAL Technology Center and joined the Center for Aphasia Research and Treatment as a Research SLP in 2015. In 2017, Elissa completed trainer certification in Supported Conversation for Adults with Aphasia© (SCA) at the Aphasia Institute of Toronto. Since that time Elissa has provided communication strategy training to patients, family members, clinical and nursing staff, and students. Elissa's areas of clinical interest include aphasia, communication partner education, cognitive/communication disorders, and dysphagia.



Edie M. Babbitt, PhD, CCC-SLP, BC-ANCDS, has worked as a Research Speech-Language Pathologist at the Shirley Ryan AbilityLab's (SRALab) Center for Aphasia Research & Treatment since 2000. She is a research assistant professor at Northwestern University's Feinberg School of Medicine, Department of Physical Medicine and Rehabilitation. She also manages SRALab's Intensive Aphasia Program. Her clinical and research interests include intensive aphasia treatment, neuroimaging, and computer-based treatments. In 2010, she received training to train others in Supported Conversation for Adults with Aphasia© (SCA) from the Aphasia Institute of Toronto. She instructs family members, volunteers, allied health clinical staff, residents, and students in the use of SCA techniques.

Creative arts therapists may work with clients who have a neurologically-based communication disorder. A client's communication disorder may interfere with the therapeutic process. We describe different communication disorders affecting speaking, understanding, reading and writing. We discuss and provide hands-on practice with strategies for supporting the communication of these clients.

- List types of communication difficulties associated with different neurological disorders such as Alzheimer's disease, Parkinson's disease and stroke-related aphasia.
- Demonstrate strategies that support the communication of individuals with neurologically-based communication disorders.
- Discuss scenarios in which these strategies improved communication between therapists and clients.

10:15-12:15

Therapy That Moves You: Using Dance to Support Diverse Abilities (2 CEUs)

Erica Hornthal, MA, LCPC, BC-DMT, CEO of Chicago Dance Therapy, is a licensed clinical counselor and board-certified dance/movement therapist. Erica is passionate about educating individuals on the power of movement for mental health as well as how to harness the mind-body connection inherent to everyone in order to reach his/her greatest potential. Erica's work has been written up in Reader's Digest, The Chicago Sun-Times, PARADE, and NBC News Better and featured on CBS 2, Fox 32, and WGN.



In spite of the stigma that comes with the word "dance," dance/movement therapy is very much focused on a person's movement abilities. Using movement, the core component of dance, an individual is able to support their emotional and behavioral health as they rehab physically and cognitively. This seminar provides an overview of how diverse populations from older adults living with Parkinson's to individuals of all ages who have endured traumatic brain injuries, spinal-cord injuries, or even cancer-related impairments can benefit from a body-centered approach to psychotherapy. It is not about moving the body, but about moving from the places inside of us to discover who we are and how we can move forward. Participants will have an opportunity to experience body-centered interventions in order to experience what it might be like for a patient or client and how the body can be used to express and uncover what is too deep for words.

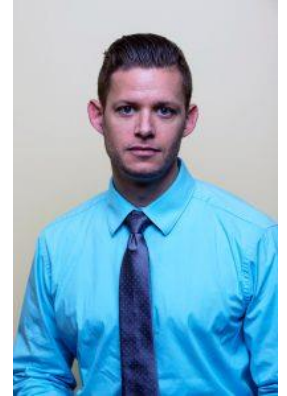
- Gain an understanding of how movement is connected to mental health.
- Define dance/movement therapy in terms that relate to their field and clientele.
- Engage in a movement experience.

3:15-5:15

Musical Bridges to Memory: Research on Music Intervention and Dementia (2 CEUs)

Borna Bonakdarpour, MD, FAAN, received his medical degree from Tehran University of Medical Sciences. His doctoral research on music based therapy in stroke-induced language impairment received international attention, and brought him to Northwestern University for his research fellowship in language rehabilitation and neuroimaging of language processing. Dr. Bonakdarpour has authored more than 40 publications, including original scientific papers, reviews, and book chapters. He is the medical director of Silverado Highland Park, a member of the board of directors at Institute for Therapy through the Arts, and an accomplished pianist.

Jeffrey Wolfe, MM, MT-BC, is the Director of Community Programs and Financial Operations, and a board-certified music therapist at Institute for Therapy through the Arts. He is a co-founder, administrator, and previous director of Kids Town Child Development Center. Mr. Wolfe completed his Bachelor of Arts in Percussion Performance from the University of Akron, and his Master of Music in Music Therapy with an emphasis in counseling at Ohio University. He is a fellow of the Academy of Neurologic Music Therapy (NMT-Fellow). He is the Program Administrator for Musical Bridges to Memory™ a research program that focuses on testing live music-based intervention to improve the quality of life in individuals with dementia and their relationship with their caregiver. He is a frequent lecturer, and coauthored the *Music Therapy Social Skills Assessment and Documentation Manual (MTSSA)*.



Peggy Wise is the founder and retired executive director of the Suzuki-Orff School of Music in Chicago, now renamed ChiME (Chicago Center for Music Education). In 1981, Ms. Wise was invited to bring the Suzuki-Orff program into Chicago from its origin at the Music Institute of Chicago to fill a void in the music education of inner city children. Ms. Wise co-authored *Ready, Set, READ!*, a teaching manual for note-reading and musicianship skills in 1975, and in 1986 wrote accompanying workbooks for children, *Tap, Clap, and Sing! Books 1 and 2*. Ms. Wise holds a B.A. in Elementary Education from Lawrence University in Appleton, Wisconsin and received her Orff-Schulwerk certification at the DePaul School of Music in Chicago, IL. She has been a guest clinician at workshops and institutes throughout the United States, Canada, Australia and Central America and has addressed the Suzuki Teachers' Conference, the National Guild of Community Schools, the Illinois PTA, the Chicago Association for the Education of Young Children, and Chicago Public School teachers.

The Musical Bridges to Memory research program promotes connection between residents, their families, caregivers and friends. There is increasing need for nonpharmaceutical interventions to improve quality of life and manage neuropsychiatric symptoms in people with moderate-to-severe dementia. The presenters will discuss the background and overview of the 12-week music program design, assessment and methodology of the research design, staff training, results of the program, and future plans for expansion. Additionally, audience members will experience video examples of the program. In contrast to previous music programs, Musical Bridges to Memory provides dyadic resident with dementia-caregiver involvement, perceptive (i.e., receptive music) and expressive (e.g., play percussion) participation and caregiver training to elicit better communication and improve participants' quality of life.

- Understand the scope of the Musical Bridges to Memory research program.
- Review current music research for individuals with dementia.
- Experience a live example of a music intervention program involving professional musicians, Orff educators, and board-certified music therapists.
- Identify clinical assessments for individuals with dementia.
- Identify differences between music therapy and music intervention.

REGISTRATION		
	Date	Cost
Standard Registration	February 28-March 24	1-day pass: \$105 / 2-day pass: \$180
Early Bird Registration	January 15-February 27	30% discount (Code: Canary30CAT)
Student Registration	January 15-March 24	42% discount (Code: EDUCAT42)
Shirley Ryan AbilityLab Staff Registration	January 15-March 24	50% discount
Presenter Registration	January 10-February 1	1-day: Honorarium / 2-day: \$70
Late/Door Registration	March 25-March 30	1-day pass: \$126 / 2-day pass: \$215
CEUs		+\$25.00
Registration Cancellation	January 15-March 25	50% refund minus the transaction fees

Registration must be completed online at www.itachicago.org/conference/. Registration cancellation must occur before March 25 in order to receive a 50% refund to be provided minus transaction fees. No refund will be provided after March 25, 2019.

A student interested in volunteering for the conference should contact conference@itachicago.org for additional information.

Continuing Education Units

Presenters and attendees can receive up to **12.5 continuing education units (CEUs)** by attending any or all of the conference presentations. The CEUs are sponsored by the Institute for Therapy through the Arts and approved by the Illinois Department of Financial and Professional Regulation to provide CEs for LCPC, LPC, LCSW, LSW, and Psychologists in the state of Illinois. In order to receive your certificate please be sure to sign in at the registration desk, and return your completed evaluation for all programs attended. CEUs will not be processed without the signature of the attendee on the sign in form and a completed program evaluation form. Board Certified Music Therapists may claim 12.5 credits as a non-approved educational course. Please refer to the CBMT Recertification Manual for required documentation for non-approved CMTEs