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2015 General & Special Education Conference, San Antonio

Improving Student Achievement through Innovation Pre-K through 12th Grade

A Professional Continuing Education Event

April 30, May 1, & 2, 2015

(Thursday, Friday & Saturday)

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Concurrent Full-Day Courses and Distinguished Faculty:

DAY 1: THURSDAY, APRIL 30, 2015 (8:00AM-4:00PM)

Full-day, Concurrent Courses

- 1. The Highly Engaged Classroom: Practical Strategies for Improving Student Motivation and Achievement**
By Richard Cash, EdD, nRich Educational Consulting, Inc.
- 2. The New Science of Learning: Brain Based Approaches to Literacy and Numeracy**
By Martha Burns, PhD, CCC-SLP, Northwestern University
- 3. Educators' Own Beliefs and Social-Emotional Well-being as Powerful Determinants of Students' Social, Emotional, and Academic Performance**
By Clayton R. Cook, PhD, University of Washington
- 4. BIG WORDS: Multisyllabic Word Reading Interventions in the Upper-Elementary Grades**
By Jessica R. Toste, PhD, University of Texas-Austin

DAY 2: FRIDAY, MAY 1, 2015 (8:00AM-4:00PM)

Full-day, Concurrent Courses

- 5. Self-Regulation: The Foundation for Learning Autonomy**
By Richard Cash, EdD, nRich Educational Consulting, Inc.
- 6. Auditory Processing Disorders and Attention Deficit Disorders: Interventions to Increase Academic Success**
By Martha Burns, PhD, CCC-SLP, Northwestern University
- 7. Addressing Students' Social, Emotional, and Behavioral Needs to Create the Foundation for Academic Success: Tier 1 within a Multi-Tiered System of Supports**
By Clayton R. Cook, PhD, University of Washington
- 8. Caring and Collaborative Classrooms: Fostering Working Alliance to Support Student Success**
By Jessica R. Toste, PhD, University of Texas-Austin

DAY 3: SATURDAY MAY 2, 2015 (8:00AM-4:00PM)

Full-day, Concurrent Courses

- 9. Differentiated Instruction and Brain-Compatible Learning for 21st Century Readiness**
By Richard Cash, EdD, nRich Educational Consulting, Inc.
- 10. Intensive Supports for At-Risk Students: Matching Students to the Appropriate Intervention**
By Clayton R. Cook, PhD, University of Washington
- 11. Moving On Up to Executive Function**
By Martha Burns, PhD, CCC-SLP, Northwestern University
- 12. Strategies for Students Struggling with Math**
By Sarah Powell, PhD, University of Texas-Austin



Richard M. Cash, EdD is an internationally renowned speaker and educator. He has worked in the field of education for over 25 years. Dr. Cash received his doctorate in Educational Leadership and a Master's Degree in Curriculum and Instruction from the University of St. Thomas in Minneapolis, MN. He works as a private consultant to many school districts around the U.S. and internationally. His areas of expertise are educational programming, rigorous and challenging curriculum development, differentiated instruction, 21st century skills, and brain compatible classrooms. Dr. Cash authored the book *Advancing Differentiation: Thinking and Learning for the 21st Century*, (2011). His newest book *Differentiation for Gifted Learners: Going Beyond the Basics* (co-author Diane Heacox), was awarded the Texas Association for the Gifted & Talent's Legacy Book® Award for outstanding Educators Book. *Disclosure: Financial-Dr. Cash is the owner of nRich Educational Consulting, Inc., an educational consulting company. He receives financial compensation from his consulting firm and he receives royalties from Free Spirit Publishing, the publisher of his books. He serves on various gifted education boards. Nonfinancial-Mr. Cash has no relevant nonfinancial relationships to disclose.*



Clayton Cook, PhD is an assistant professor at the University of Washington, School of Psychology Program and a licensed psychologist. His research interests primarily include response to intervention service delivery models and how these models can be used to prevent mental health problems and promote social, emotional, and academic wellbeing. Specifically, he is interested in school-based universal screening methods, interventions to prevent and address emotional and behavioral problems, and the translation of research to practice. He is the co-principal investigator for several grants and authored and co-authored multiple articles, book chapters and books including *Transforming School Psychology in the RTI Era: A Guide for Administrators and School Psychologists*, and the *Handbook of Behavioral Interventions in Schools*. *Disclosure: Financial-Dr. Cook is employed by the University of Washington and receives consulting fees from numerous school districts and the Psychological Software Solutions. He receives royalties for his books from LRP Publications. He*

is on the advisory board at Psychological Software Solutions (non-financial). There are no additional financial or non-financial relationships to disclose.



Martha Burns, PhD, CCC-SLP, has been a practicing clinician in the USA for 35 years. She serves on the Faculty of Northwestern University, Department of Communication Sciences and Disorders and served on the medical staff of Evanston-Northwestern Hospital for over thirty years. Dr. Burns has received honors from Northwestern University, Evanston Hospital Corporation, the American Speech Language Hearing Foundation and St. Xavier University. Dooby's Rating Service selected her book on Right Hemisphere Dysfunction as one of the best health sciences books of the year. In addition to that book, Dr. Burns is the author of a book on aphasia and the test, *Burns Brief Inventory of Communication and Cognition* published by The Psychological Corporation. Dr. Burns is currently serving as senior clinical specialist and Director of Professional Relations at Scientific Learning Corporation. Dr. Burns is an engaging, dynamic and well-organized presenter who offers cutting-edge information that is essential to everyone who seeks to improve the lives of students by improving their ability to learn, and to learn to read. Her special talent is her ability to take complex information and present it in a meaningful and practical way, easily understandable by educators, clinicians and parents. As well as speaking and presenting at many conferences and professional events in the USA, Dr. Burns regularly speaks in many other countries around the world. She has been a keynote speaker at LearnFast Australia's annual seminars and conferences since 2006. *Disclosure: Financial-Dr. Burns is employed by Northwestern University and the Scientific Learning Corporation. She receives royalties from Northern Speech Services for online courses. Nonfinancial-There are no nonfinancial relationships to disclose.*



Jessica R. Toste, PhD is an assistant professor in the Department of Special Education at The University of Texas at Austin and a fellow of the Reading Institute within The Meadows Center for Preventing Education Risk. She received her PhD in educational psychology from McGill University (Montreal) in 2011. Her research interests are re-

lated to students with learning disabilities and effective reading interventions, with a particular focus on psychosocial processes and classroom climate as determinants of school success. She has published articles and book chapters on resilience factors related to achievement and psychosocial functioning of youth at-risk. Dr. Toste was trained in reading intervention research as a postdoctoral fellow at Vanderbilt University (2011-2013) and as a Fulbright scholar/visiting researcher at the Florida Center for Reading Research (2008-2009). She was the recipient of the Canadian Education Association's 2012 Pat Clifford Award for Early Career Research in Education. She is also a licensed elementary school teacher in Quebec and has extensive experience as a reading specialist. *Disclosure: Financial-Dr. Toste is employed by the University of Texas-Austin. Nonfinancial-There are no nonfinancial relationships to disclose.*



Sarah R. Powell, PhD, an Assistant Professor in the Department of Special Education at the University of Texas at Austin. After teaching kindergarten, Sarah worked at Vanderbilt University as a project coordinator of grants related to word-problem solving and computation for elementary students. Dr. Powell's dissertation focused on providing instruction about the equal sign (=) to students with mathematics difficulty. Her dissertation won awards from the Division for Learning Disabilities of the Council for Exceptional Children and the Council for Learning Disabilities. Sarah also won the Early Career Publication Award from the Division for Research of the Council for Exceptional Children. Her research interests include developing and testing interventions for students with mathematics difficulties. She is especially interested in peer tutoring, word-problem solving, and the role of symbols for understanding mathematics. She has authored and co-authored books and book chapters and has articles published in the *Journal of Learning Disabilities*, *Journal of Educational Psychology*, and *Exceptional Children* to name a few. *Financial-Dr. Powell is employed by the University of Texas-Austin. She receives consulting fees for teaching and speaking. Nonfinancial-There are no nonfinancial relationships to disclose.*

For additional information about the speakers, go to www.rehabseminars.org

General Conference-Full-Day Course Options



COURSE #1 THURSDAY, APRIL 30, 2015 (8:00AM-4:00PM)

The Highly Engaged Classroom: Practical Strategies for Improving Student Motivation and Achievement
By Richard Cash, EdD, nRich Educational Consulting, Inc.

DAY 1

Target Audience: General and Special Education Teachers K-12, Administration K-12, and Curriculum Developers

School Levels: Kindergarten through 12th Grade

Course Description: As we venture forward with the advances of state and national standards, it is evident that advanced levels of thinking are central to our students' readiness for post-secondary and careers of the 21st century. Our students' future is full of new and complex problems that will require more refined multifaceted solutions. Therefore, this session will show participants how to set up an engaging classroom that stimulates and encourages students to think and persist toward decision-making. During this full-day session, strategies and ideas for how to address the CCSS levels of thinking, and motivate students to higher levels of achievement will be presented.

Course #1 Objectives – participants will be able to:

- Describe the nature and nurture of the 21st century learner
- Explain the critical aspects of motivation and engagement
- Describe how to apply components of an engaging classroom environment
- Describe how to apply thinking and learning techniques essential to the 21st century
- Demonstrate how to assist learners in focusing attention
- Demonstrate questioning typologies that can extend and enrich learning

Course #1 Schedule Thursday, April 30, 2015 (8:00am-4:00pm)

8:00-9:30	Grounding in the 21st century learner	1:00-2:00	Questioning typology that engages and enriches learning
9:30-10:30	Understanding the nature of motivation and engagement	2:00-2:15	Break
10:30-10:45	Break	2:15-3:45	Strategies for thinking
10:45-12:00	Critical components of an engaging classroom environment	3:45-4:00	Wrap-up; complete program evaluations
12:00-1:00	Lunch-on your own		



COURSE #2 THURSDAY, APRIL 30, 2015 (8:00AM-4:00PM)

The New Science of Learning: Brain Based Approaches to Literacy and Numeracy
By Martha Burns, PhD, CCC-SLP, Northwestern University

DAY 1

Target Audience: Mathematics, Reading and Language Arts Teachers, Special Education Professionals, Reading Professionals, Curriculum Directors, Superintendents, Speech-Language Pathologists

School Levels: Pre-K through 12th Grade

Course Description: The study of the human brain is exploding with new information that can guide our best practices in teaching reading and math as well as intervening when students struggle to learn. This course will review, in understandable terms, what neuroscientists have learned in the last few years about how the brain learns and why some children find learning so difficult. From Algebra to Zoology, effective learning requires efficient pathways that maintain attention, process information rapidly and support retention. Participants will learn why it is rarely the teacher's fault when a student struggles—but more important, they will learn what they can do about it to maximize learning of all students.

Course #2 Objectives – participants will be able to:

- Identify the neurological processes that underlie literacy and research evidence on the most effective reading methodologies and interventions with reading disorders
- Identify the neurological processes that underlie the number sense and research evidence on best practices for teaching numeracy concepts in early grades
- Identify the neurological processes that underlie attention and utilize classroom or clinical techniques to maximize attentional skills
- Identify the neurological processes that underlie retention of classroom material
- Describe how to employ daily memory booster activities that enhance attention and memory skills
- Describe how to enhance curriculum with academic quickness drills to help turn "slow learners" into "quick learners"

Course #2 Schedule Thursday, April 30, 2015 (8:00am-4:00pm)

8:00-9:30	Overview of the new science of learning—understanding the brain processes behind attention, memory and processing speed	12:00-1:00	Lunch-on your own
9:30-10:00	Building attentional skills in the classroom and clinic	1:00 – 2:30	Wouldn't it be fun to have a classroom full of "quick learners"? What is processing speed and how do educators improve that capacity?
10:00-10:15	Break	2:30 – 2:45	Break
10:15-12:00	"He had it yesterday—where is it today?" Why memory fails and what teachers and clinicians can do about it	2:45-4:00	Improving processing speed-continued; Question and Answer; complete course evaluations



COURSE #3 THURSDAY, APRIL 30, 2015 (8:00AM-4:00PM)

Educators' Own Beliefs and Social-Emotional Well-being as Powerful Determinants of Students' Social, Emotional, and Academic Performance By Clayton R. Cook, PhD, University of Washington

DAY 1

Target Audience: Administrators, General Education Teachers, School Psychologists, Counselors, Behavior Specialists, Special Education Teachers, Resource Room Teachers, Social Workers, Case Managers, Principals, Instructional Assistants, Paraprofessionals, and other service providers who are interested in learning about effective, evidence-based practices for students with social, emotional and behavioral problems

School Levels: Pre-K through 21 years

Course Description: Beliefs determine how educators practice, and in turn, the practices that educators implement determine the extent to which students thrive in school. It is essential to establish supportive beliefs that lead to the adoption and implementation of evidence-based practices, particularly as it relates to supporting the social, emotional, and behavioral needs of students. Moreover, educators' own social-emotional well-being and stress levels have been shown to impact their effectiveness with students. This presentation will delve into the importance of educators' beliefs and social-emotional well-being as critical elements to building effective school systems. This presentation will provide specific activities educators can use to promote supportive belief systems and enhance their or others' well-being within schools to facilitate the uptake and use of effective practices that produce positive outcomes for students.

Course #3 Objectives – participants will be able to:

- Discuss the important role of educators' beliefs
- Describe how to conduct a belief survey to identify supportive and unsupportive beliefs
- Describe the importance of linking specific beliefs to important educational practices that drive student outcomes
- Explain the importance of informing beliefs via scientific research
- Explain why educators must give themselves permission to take care of themselves first in order to be most effective with students
- Discuss the ACHIEVER model to promote educator social-emotional well-being
- Explain how to integrate the evidence-based skills, habits, and routines that enable students to become resilient and to maximize their own social-emotional well-being

Course #3 Schedule Thursday, April 30, 2015

8:00-9:00	The important role of educators' beliefs	1:00-2:00	Educating from the inside out
9:00-10:00	Identifying supportive and unsupportive beliefs	2:00-2:45	Becoming a resilient educator: the achiever model to promote educator social-emotional well-being
10:00-10:15	Break		
10:15-11:00	Linking beliefs to important educational practices that drive student outcomes	2:45-3:00	Break
11:00-12:00	Scientifically-supported beliefs	3:00-4:00	Becoming a resilient educator: the achiever model (continued)
12:00-1:00	Lunch-on your own	4:00	Complete program evaluations



COURSE #4 THURSDAY, APRIL 30, 2015 (8:00AM-4:00PM)

BIG WORDS: Multisyllabic Word Reading Interventions in the Upper-Elementary Grades By Jessica R. Toste, PhD, University of Texas-Austin

DAY 1

Target Audience: General Education Teachers, Special Education Teachers, Reading Specialist, Resource Room Teachers and Speech-Language Pathologists

School Levels: 2nd through 8th Grade

Course Description: In an effort to prevent the number of students who later struggle with reading, much of our research efforts have emphasized intensive interventions that focus on beginning reading skills. Nevertheless, there remains a significant number of students who do not demonstrate reading proficiency in the later grades (NAEP, 2013). Older students who struggle with word-level reading skills (or decoding) can generally decode single-syllable words and recognize some high-frequency words. Their difficulties arise when faced with multisyllabic words—words with more than one syllable. The average number of syllables in the words that students read increases steadily throughout their school years, but many poor readers have no systematic approach for decoding these words. As such, it is critical that struggling readers continue to receive explicit instruction on how to decode multisyllabic words.

This course presents research on the effectiveness of word reading interventions in the upper-elementary. Specifically, participants will be introduced to methods and materials that can support instruction in the following areas: sound work, building and decomposing words, morphology, word reading fluency, and enhanced text reading. In addition, we will discuss teaching strategies that can enhance student motivation and engagement to support learning success.

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Course #4 Objectives – participants will be able to:

- Demonstrate how to communicate effectively about research-based practices in word reading instruction
- Explain how to analyze student assessment data to make informed instructional decisions
- Describe the key ingredients of effective multisyllabic word reading instruction
- Demonstrate how to implement sound work instruction
- Demonstrate how to facilitate multiple approaches to support students' ease and automaticity in reading, assembling, and manipulating word parts
- Describe practices related to building students' morphological knowledge
- Explain how to draw from multiple resources that support word reading fluency practice
- Demonstrate how to critically assess their practices in reading instruction to use new approaches, enhance students' reading practices, and increase student motivation/engagement

Course #4 Schedule Thursday, April 30, 2015 (8:00am-4:00pm)

8:00-9:00	Struggling readers and early reading instruction	12:00-1:00	Lunch-on your own
9:00-10:00	Reading BIG WORDS; how word reading skills change overtime; review case studies, samples of student work, and assessment data	1:00-2:00	Morphology; fluency with word parts and integrating word meaning
10:00-10:15	Break	2:00-2:45	Word Reading Fluency; enhancing accuracy/rate; how to make it fun
10:15-11:00	Methods for multisyllabic word reading instruction- key ingredients; applied practice; sound work; building automaticity in recognition of vowel patterns	2:45-3:00	Break
11:00-12:00	Word play; building and decomposing words	3:00-4:00	Extending instruction; enhancing text reading; improving motivation and engagement for struggling readers; complete program evaluations





COURSE #5 FRIDAY, MAY 1, 2015 (8:00AM-4:00PM)
Self-Regulation: The Foundation for Learning Autonomy
 By Richard Cash, EdD, nRich Educational Consulting, Inc.

DAY 2

Target Audience: General and Special Education Teachers- K-12, Administrators and Principals K-12

School Levels: Kindergarten through 12th grade

Course Description: Many people believe that students who are successful in school possess greater degrees of intelligence and ability, while those who are not successful possess less intelligence and ability. However, significant research on school and life performance suggests that what matters more than intelligence and ability is a set of qualities such as persistence, self-control, curiosity, self-confidence and true grit (determination). These qualities, generally referred to as self-regulation, have a substantial effect on how motivated, engaged and focused the learner is toward achieving meaningful goals. Students from disenfranchised backgrounds, those who struggle, or students who "lack the desire to learn" may not be aware of or use effective self-regulating strategies. This session will explain the foundations of self-regulation and how it is developed. A menu of useful and practical strategies that should be taught, reinforced and applied daily will be shared. Being proficient at self-regulation can have a substantial effect on closing the achievement gap, and can assist our students in being post-secondary and career ready.

Course #5 Objectives – participants will be able to:

- Describe the theory of self-regulation and mindset
- Describe how mindset can affect self-regulation
- Demonstrate strategies that increase student self-regulation
- Demonstrate strategies that can change student mindset
- Describe how to assist learners in developing greater self-regulation toward autonomy
- Explain specific steps in developing autonomous learners

Course #5 Schedule Friday, May 1, 2015

8:00–10:30	Grounding in the theory of self-regulation and mindset	1:00–2:00	Steps to self-regulation
10:30–10:45	Break	2:00–2:15	Break
10:45–12:00	Critical components of teaching and learning toward self-regulation	2:15–3:45	Strategies for classroom application
12:00–1:00	Lunch-on your own	3:45–4:00	Wrap-up; complete course evaluation



COURSE #6 FRIDAY, MAY 1, 2015 (8:00AM-4:00PM)
Auditory Processing Disorders and Attention Deficit Disorders: Interventions to Increase Academic Success
 By Martha Burns, PhD, CCC-SLP, Northwestern University

DAY 2

Target Audience: Classroom Teachers, Special Education Professionals, Resource Room Teachers, Speech-Language Pathologists, School Psychologists, Mental Health Professionals and related staff

School Levels: Kindergarten through 12th grade

Course Description: With the new DSM-V, questions exist regarding differential diagnosis of ADD and APD. How do these conditions present in the classroom, at home, and in the community? What is the effect of these diagnoses on academic achievement? Finally, and most important, what can we do besides medication to help students with these diagnoses to achieve? This course will address these questions and provide practical evidence-based approaches for assuring that these diagnoses do not have a major impact on student achievement or adult vocational success.

Course #6 Objectives – participants will be able to:

- Differentiate academic and social/emotional manifestations of ADD versus APD
- Explain how to apply neuroscience research on the basis of auditory processing components of language development to assessment of language-based learning disabilities
- Explain how to apply neuroscience research on the basis of auditory processing components of literacy to assessment of language-based reading disorders
- Describe how to recognize and understand the differences among medications used to treat ADD -their chemical signature, potential side effects and presumed benefits
- Describe how to employ teaching techniques that help children with APD compensate in the classroom
- Explain how to employ teaching techniques that improve the ability of a child with ADD or ADHD to attend and enhance listening skills in children with APD

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Course #6 Schedule Friday, May 1, 2015 (8:00am-4:00pm)

8:00-9:30	Overview DSM-V diagnostic criteria as well as new neuroscience connectome research differentiating attentional from processing disorders	10:15-12:00	Behavioral approaches to intervention of attentional and processing problems – from clinic and classroom to the home
9:30-10:00	Attentional medications—what are they designed to do? How do they work and what side effects may teachers and clinicians note in behaviors?	12:00-1:00	Lunch-on your own
10:00-10:15	Break	1:00 – 2:00	Behavioral approaches to intervention- continued
		2:00 – 4:00	Technological advances in treatment of attention and processing disorders—from CogMed to TLP. Is all the hype supported by research? Question and answers; complete course evaluation



COURSE #7 FRIDAY, MAY 1, 2015 (8:00AM-4:00PM)

Addressing Students’ Social, Emotional, and Behavioral Needs to Create the Foundation for Academic Success: Tier 1 within a Multi-Tiered System of Supports By Clayton R. Cook, PhD, University of Washington

DAY 2

Target Audience: Administrators, General Education Teachers, School Psychologists, Counselors, Behavior Specialists, Special Education Teachers, Resource Room Teachers, Social Workers, Case Managers, Principals, Instructional Assistants, Paraprofessionals, and other service providers who are interested in learning about effective, evidence-based practices for students with social, emotional and behavioral problems

School Levels: Pre-K through 12th Grade

Course Description: A student’s social, emotional, and behavioral (SEB) skills are fundamentally connected to academic performance and have been shown to be the strongest predictor of future academic achievement. In this way, SEB functioning serves as either a facilitator or barrier to students’ academic engagement and performance. The purpose of this presentation will be to discuss the scientific research that informs how school leaders can implement a foundation of SEB supports that promote students’ academic success. Special attention will be given to the establishment of a universal level of supports that prevents problems and promotes overall wellbeing and life success.

Course #7 Objectives – participants will be able to:

- Describe the foundational ingredients to promoting students social, emotional, and academic success
- Describe how to begin to prepare to implement an integrated system of supports to prevent
- Describe how to implement Intentional practices to establish, maintain, and restore positive relationships
- Describe how to develop a plan to implement Proactive Classroom Management Practices
- Explain how to organize a team to begin implementing or make refinements to School-wide Positive Behavioral Interventions and Supports
- Explain the importance of adopting Social Emotional Learning (SEL) and Growth Mindset Curricula to promote student well-being
- Describe why a progressive system of responding to problem behavior is a necessary ingredient to effective schooling

Course #7 Schedule Friday, May 1, 2015 (8:00am-4:00pm)

8:00-9:00	Foundational ingredients to promoting students social, emotional, and academic success	1:00-2:00	Ingredient #3 - School-wide positive behavioral interventions and supports
9:00-10:00	Preparing to implement an integrated system of supports	2:00-2:45	Ingredient #4 – Adoption of Social Emotional Learning (SEL) and Growth Mindset Curricula
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Ingredient #1 – Intentional practices to establish, maintain, and restore positive relationships	3:00-4:00	Ingredient #5 – Progressive system of responding to problem behavior
11:00-12:00	Ingredient #2 - Proactive classroom management practices	4:00	Complete program evaluations
12:00-1:00	Lunch-on your own		



COURSE #8 FRIDAY, MAY 1, 2015 (8:00AM-4:00PM)

Caring and Collaborative Classrooms: Fostering Working Alliance to Support Student Success
 By Jessica R. Toste, PhD, University of Texas-Austin

DAY 2

Target Audience: General and Special Education Teachers, Resource Room Teachers

School Levels: Pre-K through 12th Grade

Course Description: School and classroom environments play a central role in children’s development, and interactions within these contexts are critical to our understanding of student success. Positive-teacher student relationships have been found to be associated with students’ social and emotional well-being, behavior, academic performance, and their sense of belonging. However, it can sometimes be challenging to develop a bond, or a sense of trust and connectedness, with students. When relationship is defined exclusively as an emotional connection, we may be overlooking the potential difficulties that teachers and students have in forming these connections. This can be particularly true for students who experience learning and/or behavior problems. The classroom working alliance provides a framework for understanding the emotional and collaborative components of positive teacher-student relationships, which serve to enhance learning and school success.

The focus of this course is twofold. First, theory and research related to teacher-student relationships and school success will be shared. Next, we will apply this knowledge to the assessment and improvement of teacher-student alliance through discussion, situational problems, and case study analysis. Following the workshop, participants will be able to implement these approaches to foster alliance and build positive connections with the students their classrooms.

Course #8 Objectives – participants will be able to:

- Demonstrate the ability to communicate an understanding of the protective role of the teacher-student relationship for students with disabilities
- Describe the framework that the classroom working alliance provides for understanding the teacher-student relationship
- Describe classroom behaviors and interactions that foster alliance-building
- Demonstrate how to analyze responses on the Classroom Working Alliance Inventory (CWA) and make informed decisions about how to improve relationship with a student
- Describe how to critically assess classroom practices and how they align with the CWA
- Demonstrate how to implement alliance-building practices

Course #8 Schedule Friday, May 1, 2015 (8:00am-4:00pm)

8:00-9:00	Introduction to the role of relationships and connectedness in classrooms; school outcomes and student learning	12:00-1:00	Lunch-on your own
9:00-10:00	Teacher-student relationships; students with special needs; broadening our perspective of relationships in classrooms	1:00-2:00	Alliance applied using case study examples and group discussion
10:00-10:15	Break	2:00-2:45	Understanding the CWA; differing perceptions based on situational narratives
10:15-11:00	Working alliance in the classroom; introduction to the Classroom Working Alliance Inventory (CWA) and how we operationalize alliance	2:45-3:00	Break
11:00-12:00	Alliance “in action”; fostering alliance with students	3:00-4:00	Alliance-building practices; classroom examples
		4:00	Complete program evaluations





COURSE #9 SATURDAY, MAY 2, 2015 (8:00AM-4:00PM)

Differentiated Instruction and Brain-Compatible Learning for 21st Century Readiness

By Richard Cash, EdD, nRich Educational Consulting, Inc.

DAY 3

Target Audience: Teachers K-12, Administrators and Principals K-12

School Levels: Kindergarten through 12th grade

Course Description: Recent research from neuroscience suggests that the children of the 21st century have significantly different learning needs from any other period in our human history. Additionally, the educational and career pathways of the 21st century will be the more diverse and unique than ever before. With this information in mind, teachers must secure the instructional tools to motivate, engage and teach this new breed of learner. We must also develop and deliver curriculum that has benefit to students who will be performing jobs and creating products that don't yet exist. This session will share the most current understandings from the world of neuroscience, brain research and development, and offer doable differentiation strategies that can affectively meet the needs of the 21st century learner in today's classroom.

Course #9 Objectives – participants will be able to:

- Describe how the brain learns
- Explain how learning is affected by social, environmental and biological systems
- Describe the need for sophisticated levels of differentiation in the 21st century
- Demonstrate the ability to apply brain-compatible learning strategies
- Demonstrate the able to apply strategies of differentiate for the 21st century learner
- Describe essential components of effective differentiation
- List the specific steps in creating brain-compatible learning experiences

Course #9 Schedule Saturday, May 1, 2015 (8:00am-4:00pm)

8:00–9:30	Grounding in differentiation for the 21st Century	1:00–2:00	Strategies for a brain compatible learning environment
9:30–10:30	Learning and the levels of the brain	2:00–2:15	Break
10:30–10:45	Break	2:15–3:45	Strategies for a brain compatible learning environment, (continued)
10:45–12:00	Learning and the levels of the brain (continued)	3:45–4:00	Wrap-up; complete course evaluation
12:00–1:00	Lunch-on your own		



COURSE #10 SATURDAY, MAY 2, 2015 (8:00AM-4:00PM)

Intensive Supports for At-Risk Students: Matching Students to the Appropriate Intervention

By Clayton R. Cook, PhD, University of Washington

DAY 3

Target Audience: Administrators, General Education Teachers, School Psychologists, Counselors, Behavior Specialists, Special Education Teachers, Resource Room Teachers, Social Workers, Case Managers, Principals, Instructional Assistants, Paraprofessionals, and other service providers who are interested in learning about effective, evidence-based practices for students with social, emotional and behavioral problems

School Levels: Pre-K through 12th Grade

Course Description: Most school systems struggle to address the needs of socially, emotionally, and/or behaviorally at-risk students. Indeed, research has show that a small proportion of students account for the vast majority of disruption in schools. The purpose of this presentation will be to discuss a specific process for matching identified at-risk students to appropriate, evidence-based interventions and monitoring their progress in response to the interventions. Specific interventions, progress monitoring and 'how-to' scripts will be provided.

Course #10 Objectives – participants will be able to:

- Describe what places particular students at-risk for how to match at-risk students to particular interventions.
- Discuss the importance of matching students to particular interventions
- Describe the AIM2 Method of Implementing
- Describe how to implement Tier 2 interventions for students with motivational deficits (i.e., won't do problems)
- Describe how to implement Tier 2 interventions for students with emotionally-driven problems
- Describe how to implement function-based Tier 2 interventions to address the underlying reason why students engage in problem behavior

Course #10 Schedule Saturday, May 2, 2015 (8:00am-4:00pm)

8:00–9:00	Emotional and behavioral problems that place students at-risk for school failure	1:00–2:00	Tier 2 interventions for students with motivational deficits (i.e., won't do problems)
9:00–10:00	Proactively detecting at-risk students in order to intervene	2:00–2:45	Tier 2 interventions for students with emotionally-driven problems
10:00–10:15	Break		
10:15–11:00	The AIM2 Method: Assess, Implement, Monitor, & Meet	2:45–3:00	Break
11:00–12:00	Progress monitoring student performance	3:00–4:00	Function-based Tier 2 interventions
12:00–1:00	Lunch-on your own	4:00	Complete program evaluations



COURSE #11 SATURDAY, MAY 2, 2015 (8:00AM-4:00PM)

Moving On Up to Executive Function

By Martha Burns, PhD, CCC-SLP, Northwestern University

DAY 3

Target Audience: Counselors, Social Workers, Speech-Language Pathologists, Occupational Therapists, Resource Room Teachers, Classroom Teachers, Special Education Teachers and related professionals

School Levels: Pre-K through 12th Grade

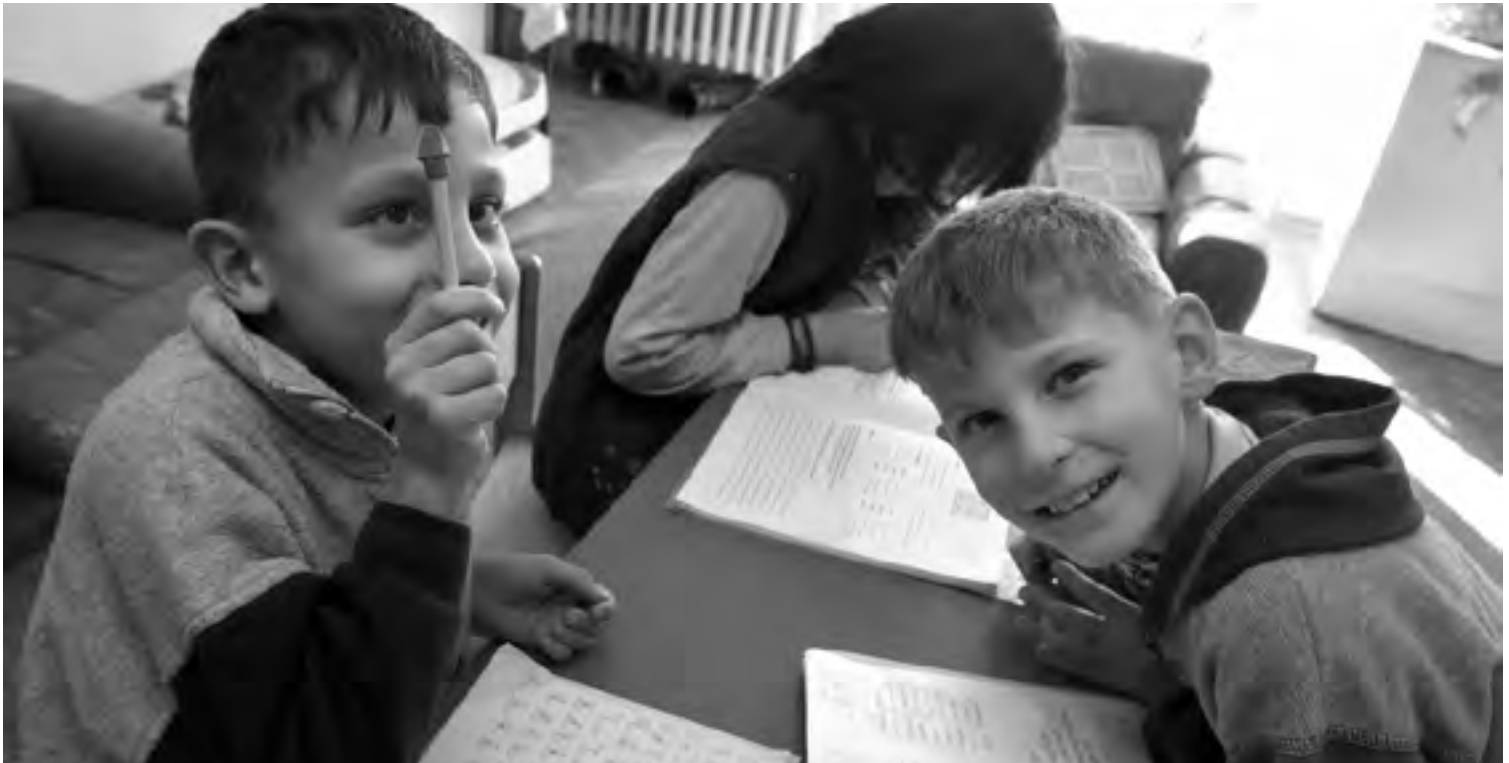
Course Description: This course provides an overview of higher cognitive functions and how they impact academic success. Discussion will focus on executive functions of cognitive control, motor planning, working memory and Theory of Mind with specific attention to how these are affected in children with ADHD, autism spectrum disorders, and traumatic brain injuries. The focus will be on Best Practices for teachers and evidence-based clinical approaches for clinicians.

Course #11 Objectives – participants will be able to:

- Demonstrate understanding of human frontal lobe attention, motor planning and motor monitoring functions
- Demonstrate understanding of right hemisphere to Frontal Lobe connections for endogenous and exogenous attention as well as Theory of Mind
- Describe how developmental limitations to specific neural networks result in language, perceptual and cognitive dysfunction
- Identify specific neuro-developmental executive function disorders
- Describe how to recognize the frontal lobe issues associated with typical adolescent learning and behavior
- Explain how to select and prioritize educational best practices and evidence based interventions for modification of executive function limitations

Course #11 Schedule Saturday, May 2, 2015 (8:00am-4:00pm)

8:00 –9:30	Overview of recent neuroscience research on cognitive (executive) control, response inhibition, working memory, theory of mind and how academic motivation and executive function overlap	1:00 – 2:00	Building executive function skills in preschool children; building and reinforcing executive function skills in elementary school-age children; building and reinforcing executive function skills in middle school
9:30-10:00	Executive dysfunction associated with traumatic brain injury, ADHD, and ASD's	2:00-2:15	Break
10:00-10:15	Break	2:15-3:45	Building executive function skills in secondary level classrooms and after-school activities; executive function risks on adjudication and substance abuse; helping parents empower cognitive control in the home
10:15-12:00	Executive dysfunction associated with traumatic brain injury, ADHD, and ASD's (continued)	3:45-4:00	Question and answer; complete course evaluation
12:00-1:00	Lunch-on your own		





COURSE #12 SATURDAY, MAY 2, 2015 (8:00AM-4:00PM)

Strategies for Students Struggling with Math

By Sarah Powell, PhD, University of Texas-Austin

DAY 3

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Math Teachers and Math Coaches

School Levels: Kindergarten through 8th Grade

Course Description: In this session, participants learn about the two most researched evidence-based strategies for teaching mathematics to students with mathematics difficulty: explicit instruction and the concrete-representational-abstract (CRA) sequence. Participants practice these two evidence-based strategies on mathematics problems related to counting, math facts, place value, computation (addition, subtraction, multiplication, division), time, money, rational numbers, geometry, and algebra. Participants will also learn about additive and multiplicative schema for solving word problems.

Course #12 Objectives – participants will be able to:

- Describe the merits of explicit mathematics instruction
- Describe the concrete-representational-abstract sequence
- Demonstrate how to use manipulatives to demonstrate early numeracy concepts
- Explain several different strategies for computation
- Demonstrate how to use manipulatives to explain rational number concepts
- Explain how algebraic understanding can be embedded in the K-12 curriculum

Course #12 Schedule Saturday, May 2, 2015 (8:00am-4:00pm)

8:00-9:00	Introduction to explicit instruction and CRA	12:00-1:00	Lunch-on your own
9:00-10:00	Teaching early numeracy concepts	1:00-2:00	Teaching rational numbers
10:00-10:15	Break	2:00-2:45	Teaching geometry
10:15-11:00	Teaching math facts	2:45-3:00	Break
11:00-12:00	Teaching computation	3:00-4:00	Teaching algebra; complete program evaluations

CONFERENCE TARGET AUDIENCE: Professionals working with special needs students or students with learning differences in public and private schools, private practices, hospitals, outpatient clinics, home health, and other educational settings. Concurrent courses are offered, allowing you to better meet your professional needs. Courses offered at the conference are specifically designed for: Special & General Education Teachers, Resource Room Teachers, Speech-Language Pathologists, Assistive Technology Specialists, Occupational Therapists/Physical Therapists, Autism Specialists, School Psychologists, Social Workers, Counselors, Administrators, Special Education Directors, and Principals, Para-professionals, Assistants and other professionals who work with students with learning differences.

PROGRAM DESCRIPTION: The purpose of this conference is to provide up-to-date research and treatment strategies on a wide variety of special education issues. This conference provides numerous opportunities for professionals to acquire new information and ideas to work collaboratively to meet the needs of students with special needs. Therapists and educators will enhance their knowledge of best practice in instructional strategies. Participants will have the opportunity to hear nationally and internationally recognized speakers on a variety of topics. Educators can attend selected concurrent courses to best meet their professional needs.

ACCREDITATION

Continuing Education – Contact Hours:

ALL PARTICIPANTS: Certificates of Course Completion will be provided to participants upon completion of course requirements, enabling you to register your credit with the appropriate licensing boards or associations. You may apply for other accreditation using the procedure established by the specific organization. This program can be applied toward license renewal in most states. Check with your state's licensing board or association to determine how to receive credit for this conference, if approval is not listed below. APPLICATIONS FOR CONTINUING EDUCATION HOURS WILL NOT BE ACCEPTED AFTER THE CLOSE OF THE CONFERENCE. This conference qualifies for 6.5 continuing education contact hours per day (19.5 contact hours for this 3-day event). Save the conference program and certificate of course completion and contact your own board or organization for specific requirements. If your licensing board requires additional documentation from Rehab Seminars (provider) contact the CE Administrator at (360) 379-6994.

College Academic Credit Offered

Check the conference website for college credit opportunities for this event.

Texas Education Agency: Rehab Seminars is an approved Continuing Education Provider for the State of Texas (CPE# 902136)



Rehab Seminars 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.

Speech-Language Pathologists: This three-day conference is offered for 19.5 contact hours or 1.95 ASHA CEUs (Various Levels; Professional Area), or 6.5 contact hours per day/course or .65 ASHA CEUs.

California Speech-Language Pathology and Audiology Board: The California Speech-Language Pathology and Audiology and Hearing Aid Dispensers Board has approved Rehab Seminars to provide continuing professional development (PDP #308).



Occupational Therapists: Rehab Seminars is an American Occupational Therapy Association Approved Provider (#6274). The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA.



Social Workers, Marriage and Family Therapists and Mental Health Counselors: his program has been approved by NASW Washington State Chapter for 19.5 contact hours (6.5 contact hours per day) for licensed Social Workers, Marriage and Family Therapists and Mental Health Counselors. Provider number is #1975-286.

BBS California Board of Behavioral Sciences: California Board of Behavioral Sciences: Rehab Seminars is an approved CE Provider (PCE 5498) for LMFT, LCSW, LEP, and LPCC licensure requirements in California.



National Association of School Psychologists: Rehab Seminars is approved by the National Association of School Psychologists to offer professional development for school psychologists (approved provider #1099). Rehab Seminars maintains responsibility for the program. Full day courses are 6.5 contact hours per day or 6.5 CPD.



National Board for Certified Counselors: Rehab Seminars is an NBCC-Approved Continuing Education Provider (ACEP™) and may offer NBCC-approved clock hours for courses that meet NBCC requirements. Courses for which NBCC-approved clock hours will be awarded are courses #: 3, 6, 7, 10 & 11. The ACEP is solely responsible for all aspects of the program.



Physical Therapy Board of California: Rehab Seminars is recognized by the Physical Therapy Board of California (PTBC) as an approved agency to offer continuing competency courses for physical therapists.

Criteria of Course Completion for Documenting CE Hours: All attendees must sign in at the general registration booth at the conference each morning and after lunch, each day. Attendees must participate in the conference and submit a completed course evaluation form. For participants seeking continuing education contact hours, you must complete the appropriate participant forms provided at the conference. Staff will be available at general registration to assist you in locating the appropriate CE registration booth at the conference. Additional State CE Approval: Rehab Seminars has submitted applications to various state boards for recognition as an approved CE agency. Check the conference website for approvals.

CONFIRMATION PACKETS: A confirmation packet including your link to download handouts, paid receipt, maps of the area, written directions, transportation, nearby hotels and a restaurant list will be **emailed** to all participants upon receipt of your registration form and tuition payment. If you do not receive your confirmation packet within 3 business days of registering, please call Rehab Seminars at 360-379-6994 to confirm that your registration was received and processed.


PROGRAM CHANGES: Rehab Seminars reserves the right to make necessary changes in speakers or schedules. Any speaker or scheduling changes will be posted on our website at www.rehabseminars.org and attendees registered for the course in which a change has occurred will be notified by email, phone or US mail.

TAX DEDUCTIBILITY: Expenses of training, tuition, travel, lodging and meals to maintain or improve your professional skills may be tax deductible. Consult your tax advisor.

TUITION FUNDING: Possible school funding sources include various government grants, Parent-Teacher Organizations, and school improvement funds, to name a few. Consult with your employer for state and federal funds available for tuition reimbursement. For tips to gain support to attend the conference from your employer, and to download a sample letter of support, visit our website at www.rehabseminars.org.

PURCHASE ORDERS are accepted. Please fax completed purchase orders with registration forms to Rehab Seminars at (360) 379-5271. Purchase orders will not be billed until after the conference.

CANCELLATION POLICY: Registration less a 20% processing fee is refundable if cancellation occurs before April 24, 2015. After April 24, 2015, fees are NON-REFUNDABLE. If this course is cancelled for any reason, including labor strikes or acts of God, liability is limited to a full refund of registration fees.

REGISTRATION SPECIFICS: Make checks payable to Rehab Seminars. If you require special arrangements at this conference, please call (360) 379-6994 at least 30 days prior to the conference. 

GROUP DISCOUNTS: *Registrations must be mailed, faxed or called in together to receive the discounted rate.* There is a \$30 per person discount for groups of 5 or more. Subtract the discount from the tuition fee. Groups may not be formed after individual registrations are received or called in. Group discounts are only given to groups attending 2 or 3 days of the conference. Group discounts are not given to single day registrations. Registrations cannot be shared.

LOCATION: This conference will be held at the world-class *Hyatt Regency San Antonio Riverwalk* located at **123 Losoya Street, San Antonio, Texas 78205**. This spectacular location on the River Walk overlooks the historic Alamo mission. San Antonio is a vacation spot with charm that is distinct from any other American city with Southwestern architecture and a lush landscape rarely seen in such an arid environment due to the San Antonio River that runs through the downtown area. Visit the Alamo, sample Tex-Mex cuisine, and enjoy the unique shops and entertainment sites as you stroll your way through the city on the River Walk.

HOTEL ACCOMMODATIONS: A block of discounted rooms have been reserved for conference attendees at the **Hyatt Regency San Antonio Riverwalk**. Rates: Single and Double Occupancy \$189/night+tax; Triple Occupancy-\$214/night+tax; Quad Occupancy \$239/night+tax. Call central reservations at 1-888-421-1442 and refer to the group "Rehab Seminars-2015 General & Special Education Conference" to receive the discounted room rate. Book online and receive the discount by visiting the reservation link at: <https://resweb.passkey.com/go/rehabseminars>. Discounted rooms are limited so book early. Reservation cut off date for discounted rooms is 4/8/2015. Reservation requests received after the cut-off date will be based on availability at the hotel's prevailing rates.

CONFERENCE ATTIRE: Business casual dress is appropriate. Be sure to bring a sweater or jacket, since meeting rooms are usually cool.

Hyatt Regency San Antonio Riverwalk



Proven Interventions to Increase Student Achievement Pre-K through 12th Grade

March 4, 5, and 6, 2015 (Wednesday, Thursday & Friday)

at the Grand Hyatt Conference Center in Downtown Seattle, WA

Thirty-one courses designed for General Education Teachers, Special Education Teachers, Administrators and Support Professionals

DAY 1: WEDNESDAY MARCH 4, 2015

1. **The Common Sense Guide to the Common Core State Standards** by Katherine McKnight, PhD, National Louis University, Chicago (8:00am-4:00pm)
2. **Learning to Behave: Visual Thinking Strategies for Middle School, High School and Post High School Individuals with Autism Spectrum Disorder or Deaf and Hard of Hearing** by Carole Kaulitz, MEd, CCC-SLP, Autism/DHH Consultant (8:00am-12:00pm)
3. **Pro-Social Thinking: Using Visual Thinking/ Language Strategies to Help Individuals with Autism Spectrum Disorder Avoid Bullying** by Carole Kaulitz, MEd, CCC-SLP, Autism/DHH Consultant (1:00pm-4:00pm)
4. **Using Five Instructional Routines to Support Comprehension and Word Awareness** by Tina L. Heafner, PhD, University of North Carolina at Charlotte and Dixie M. Massey, PhD, University of Washington (8:00am-4:00pm)
5. **Co-Teaching: Strategies for Fostering Professional Collaboration and Inclusion** by Jason Naranjo, PhD, University of Washington (8:00am-12:00pm)
6. **Person Centered Career Planning: How to Facilitate Plans and Connect them to the IEP and Post School Employment Goals** by Marsha Threlkeld, BA, Washington Initiative for Supported Employment (1:00pm-4:00pm)
7. **Learning Disabilities: Analyzing Strengths and Weaknesses** by Vincent C. Alfonso, PhD, Gonzaga University (8:00am-12:00pm)
8. **Learning Disabilities: Tailoring Interventions** by Vincent C. Alfonso, PhD, Gonzaga University (1:00pm-4:00pm)
9. **Transforming School Climate Through Caring** by Dave Derpak, MA, District Principal, Vancouver, British Columbia School Board and Christopher Parker, MA, Vice-Principal, Vancouver, British Columbia School Board (8:00am-4:00pm)
10. **Problem Behaviors and Anxiety in the Classroom: Strategies to Facilitate Learning** by Bek Wiltbank, MOTR/L, Mosaic Center for Therapy Services (8:00am-12:00pm)
11. **Effective Strategies to Empower Communication for AAC Users** by Donna Cole Wilson, MS, CCC-SLP, PROVAIL, Marci Revelli, MS, CCC-SLP, Seattle Children's Hospital and Brenda Chappell, MA, CCC-SLP, PROVAIL (1:00pm-4:00pm)

DAY 2: THURSDAY MARCH 5, 2015

12. **Clinical Thinking in Assessment and Treatment of Pediatric Motor Speech Disorders** by Edythe Strand, PhD, CCC-SLP, Mayo College of Medicine (8:00am-4:00pm)
13. **Formative Assessment and Common Core State Standards: New Expectations, New Tools** by Katherine McKnight, PhD, National Louis University, Chicago (8:00am-4:00pm)
14. **Understanding Students' with Mental Health Problems and Delivering School-Based Mental Health Services** by Clayton Cook, PhD, University of Washington (8:00am-4:00pm)
15. **Using Short Texts to Engage and Support Readers in Disciplinary Content** by Dixie M. Massey, PhD, University of Washington and Tina L. Heafner, PhD, University of North Carolina at Charlotte (8:00am-12:00pm)
16. **When A Student Struggles: Visual Factors That Significantly Impact Learning** by Nancy Torgerson, OD, FCOVD, Alderwood Vision Therapy Center (1:00pm-4:00pm)
17. **Using iTechnology (iPads, iPods) to Meet the Learning and Behavioral Needs for Students with Autism Spectrum Disorder** by Susan Stokes, MA, CCC-SLP, Educational Autism Consultant and Trainer (8:00am-12:00pm)
18. **Extreme Make-over School Edition! Practical Strategies for Modifying the Educational Environment to Increase Understanding and Decrease Challenging Behaviors for Students with Autism Spectrum Disorder** by Susan Stokes, MA, CCC-SLP, Educational Autism Consultant and Trainer (1:00pm-4:00pm)
19. **Sensory Strategies for School Success: Simulations, Accommodations and Modifications** by Jenny L. Clark, OTR/L, BCP, Jenny's Kids, Inc. (8:00am-4:00pm) **Day one of this two-day course**
20. **PREPaRE: Crisis Intervention and Recovery- The Roles of School Based Mental Health Professional** by Annie Rueda-Brown, MEd, School Psychologist, Edmonds School District and Julie Busse, MEd, School Psychologist, Edmonds School District (8:00am-4:00pm) **Day one of this two-day course (seats limited to 40)**

DAY 3: FRIDAY MARCH 6, 2015

21. **An Ounce of Prevention: Strategies to Prevent Challenging Behaviors in Children with Disabilities** by Nancy Rosenberg, PhD, University of Washington (8:00am-12:00pm)
22. **"You can't do that, but here's what you CAN do-" Using Replacement Behaviors to Reduce Challenging Behaviors in Students with Disabilities** by Nancy Rosenberg, PhD, University of Washington (1:00pm-4:00pm)
23. **Common Core, Student Inquiry and Learning for 21st Century Teachers, Grades 3-12** by Katherine McKnight, PhD, National Louis University, Chicago (8:00am-12:00pm)
24. **Bloom was Right: Aligning Technology Integrated Lessons with Bloom's Taxonomy, Grades 3-12** by Katherine McKnight, PhD, National Louis University, Chicago (1:00pm-4:00pm)
25. **Unpacking the Common Core State Standards K-5 Number and Operations: Fractions Progression by Developing a Conceptual Understanding of Operations with Fractions** by Virginia C. Stimpson, PhD, University of Washington (8:00am-12:00pm)
26. **Developing Strategies for Helping Students Identify and Resolve Common Errors and Misconceptions Related to Expressions and Equations** by Virginia C. Stimpson, PhD, University of Washington (1:00pm-4:00pm)
27. **Sensory Strategies for School Success: Implementing Sensorimotor Interventions for Learning** by Jenny L. Clark, OTR/L, BCP, Jenny's Kids, Inc. (8:00am-4:00pm) **Day two of this two-day course**
28. **Unraveling the Mystery of Social Interaction Skills for Students with Autism Spectrum Disorder: Practical Uses of Technology for Assessment and Intervention** by Susan Stokes, MA, CCC-SLP, Educational Autism Consultant and Trainer (8:00am-12:00pm)
29. **It's All About Independent Functioning! Using Technology to Develop Critical Life Skills for Students with Autism Spectrum Disorder** by Susan Stokes, MA, CCC-SLP, Educational Autism Consultant and Trainer (1:00pm-4:00pm)
30. **Equity in School Discipline: Strategies for Preventing Suspensions and Keeping Students in School** by Vicki Nishioka, PhD, Education Northwest (8:00am-4:00pm)
31. **PREPaRE: Crisis Intervention and Recovery-The Roles of School Based Mental Health Professional** by Annie Rueda-Brown, MEd, School Psychologist, Edmonds School District and Julie Busse, MEd, School Psychologist, Edmonds School District (8:00am-4:00pm) **Day two of this two-day course (seats limited to 40)**

www.rehabseminars.org
(360) 379-6994

2015 General & Special Education Conference Registration Form - San Antonio

April 30, May 1, and 2, 2015

Hyatt Regency Hotel-Riverwalk - San Antonio, Texas

PRE-REGISTRATION FEE: One Day \$225 Two Days \$395 Three Days \$485

Please provide a registration form for each person attending.

Visit our website at: www.rehabseminars.org to register on-line or Mail Registration Forms to:

Rehab Seminars 500 Goss Road, Port Townsend, WA 98368. PURCHASE ORDERS are accepted.

Tuition fees paid by purchase order will be billed after the conference. Or, please Fax Registration Forms To: (360) 379-5271

Name:

first

middle

last

Street Address:

City

State

Zip

Home Phone:

Cell Phone:

Work Phone:

Position:

Licence#

(required for CA BBC only)

Fax:

Email:

(required for confirmation)

Payment Type: Check Visa MasterCard Purchase Order # _____

Credit Card Number:

Signature:

Expiration Date:

CVC Code:

(3-digit number on back of card)

Street Address:

City

State

Zip

(where credit card statement is mailed)

Professional Profile:

- Speech-Language Pathologist Teacher Occupational Therapist Principal / Admin. School Psychologist/ Counselor/ SW
 Special Education Teacher Resource Room Teacher Paraprofessional Other: _____

Check Concurrent Courses You Wish To Attend These courses take place concurrently. You must choose one course each day. Your course choice will be listed on your confirmation notification via email and on your name tag at the conference. Your course choices will be confirmed via email. Courses are NOT repeated. Check course availability on the conference website at www.rehabseminars.org.

CHOOSE ONE COURSE EACH DAY

Day One Thursday, April 30, 2015

- Course #1 The Highly Engaged Classroom: Practical Strategies for Improving Student Motivation and Achievement**
By Richard Cash, EdD
- Course #2 The New Science of Learning: Brain Based Approaches to Literacy and Numeracy** By Martha Burns, PhD, CCC-SLP
- Course #3 Educators' Own Beliefs and Social-Emotional Well-being as Powerful Determinants of Students' Social, Emotional, and Academic Performance**
By Clayton R. Cook, PhD
- Course #4 BIG WORDS: Multisyllabic Word Reading Interventions in the Upper-Elementary Grades** By Jessica R. Toste, PhD

Day Two Friday, May 1, 2015

- Course #5 Self-Regulation: The Foundation for Learning Autonomy**
By Richard Cash, EdD
- Course #6 Auditory Processing Disorders and Attention Deficit Disorders: Interventions to Increase Academic Success** By Martha Burns, PhD, CCC-SLP
- Course #7 Addressing Students' Social, Emotional, and Behavioral Needs to Create the Foundation for Academic Success: Tier 1 within a Multi-Tiered System of Supports**
By Clayton R. Cook, PhD
- Course #8 Caring and Collaborative Classrooms: Fostering Working Alliance to Support Student Success** By Jessica R. Toste, PhD

Day Three Saturday May 2, 2015

- Course #9 Differentiated Instruction and Brain-Compatible Learning for 21st Century Readiness**
By Richard Cash, EdD
- Course #10 Intensive Supports for At-Risk Students: Matching Students to the Appropriate Intervention**
By Clayton R. Cook, PhD
- Course #11 Moving On Up to Executive Function** Martha Burns, PhD, CCC-SLP
- Course #12 Strategies for Students Struggling with Math**
By Sarah Powell, PhD

Please provide me with a Certificate of Course Completion: Please send by email (free) Please send certificate via USPS (add \$5)

FEE SUMMARY:

Check One:

- | | | |
|--|--|-----------------------------------|
| <input type="checkbox"/> One Day Registration Fee..... | <input type="checkbox"/> \$225.00..... | <input type="checkbox"/> \$245.00 |
| <input type="checkbox"/> Two Day Registration Fee..... | <input type="checkbox"/> \$395.00..... | <input type="checkbox"/> \$420.00 |
| <input type="checkbox"/> Three Day Registration Fee..... | <input type="checkbox"/> \$485.00..... | <input type="checkbox"/> \$499.00 |

Group Discount 5 or more in your group \$30.00 off each registration

To receive your group discount, registration forms must be sent in together.

Group discount does not apply to one day registrations.

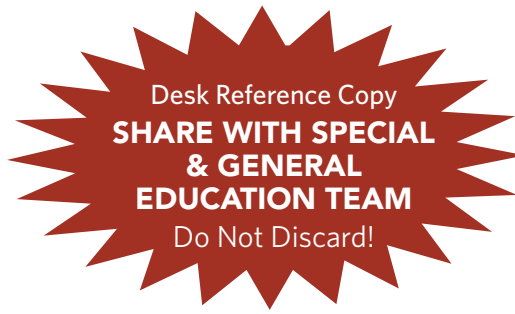
TOTAL FEE PAID _____

Registrations will be accepted on a first-come, first-served basis. Registration less a 20% processing fee is refundable if cancellation occurs before April 24, 2015. After April 24, 2015, fees are NON-REFUNDABLE. If this course is cancelled for any reason, including labor strikes, or acts of God, liability is limited to a full refund of registration fees.



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Seats are limited - Register Early!

2015 GENERAL & SPECIAL EDUCATION CONFERENCE - SAN ANTONIO

Circulate to:

- ___ General Education Teachers, K-12, Special Education Teachers, Resource Room Teachers and Autism Specialists
- ___ Math, Science and Social Studies Teachers
- ___ Speech-Language Pathologists, Occupational Therapists and Physical Therapists
- ___ School Psychologists, School Counselors, Social Workers and Mental Health Professionals
- ___ Superintendents, Principals, Special Ed Directors, and Curriculum Specialists
- ___ Paraprofessionals, Assistants, and Parents

2015 General & Special Education Conference - San Antonio April 30, May 1 and 2, 2015 register online at www.rehabseminars.org

General Conference Schedule

- 7:00 to 8:00 Sign-in at general registration desk - Coffee & tea served. CE credit registration booths open for registration
- 8:00 Concurrent courses begin
- 10:00 - 10:15 Break
- 10:15 - 12:00 Concurrent courses continue
- 12:00 - 1:00 Lunch - On Your Own
- 1:00 - 2:30 Sign-in: Concurrent courses continue
- 2:30 - 2:45 Afternoon Break
- 2:45 - 4:00 Concurrent courses continue
- 4:00 Complete and turn in your evaluation form

General Conference Schedule

Four concurrent courses will take place in separate rooms, each day. Courses are limited in size. Indicate your selections on the registration form. See detailed course information at right.

(Note: This is a general course schedule; 15 minute morning and afternoon break times may vary. See individual course schedules.)