

2015 General & Special Education Conference

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

A Professional Continuing Education Event

March 4, 5, & 6, 2015

(Wednesday, Thursday & Friday)



Grand Hyatt
in downtown
Seattle

Grand Hyatt Conference Center and Hotel
Downtown Seattle, Washington

Western Washington
University College Credits

19.5 OSPI Clock Hours (CECHs)
Professional CE Hours Offered



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

Internationally Renowned Speakers
will present on a variety of topics including:

- Common Core State Standards
- Learning Disabilities
- Visual Thinking Strategies
- Social Skills
- Reading Comprehension & Word Awareness
- Co-Teaching
- Person Centered Career Planning
- Improving School Climate
- AAC Users
- School-Based Mental Health
- iTechnology
- Autism Spectrum Disorder
- Sensory Integration
- Challenging Behaviors
- Crisis Intervention & Recovery
- Equity in School Discipline
- Life Skills
- Math-Fractions & Equations
- Pediatric Motor Speech Disorders

...And More

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Rehab Seminars www.rehabseminars.org



(360) 379-6994 - phone

(360) 379-5271 - fax





Grand Hyatt
in downtown Seattle

LOCATION: This conference will be held at the world-class **Grand Hyatt Seattle** Conference Center located on the first floor of the hotel at 721 Pine Street, Seattle, WA 98101. Experience the exceptional downtown Seattle conference center hotel unlike any other in the Pacific Northwest featuring stylish meeting rooms and facilities in the heart of

downtown Seattle, Washington. Discover all the extraordinary things to do in Seattle after the conference sessions: walk through the wondrous Pike Place Market and watch fish mongers toss their catch in the air, shop at Nordstrom's flagship store (across the street from the hotel), visit the Seattle Aquarium, Museum of Flight, Experience Music Project, Pioneer Square, or work out in the luxuriously appointed fitness center and spa at the hotel. Visit the hotel website at www.grandseattle.hyatt.com for more information about this exciting location.

CONFIRMATION PACKETS: Registration confirmation will be emailed to you 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.

FROM THE AIRPORT: **Seatac Airport** is the international airport serving the Seattle, Washington area. Getting to the Grand Hyatt is now easier and greener than ever with the new Seattle **Link Light rail train**. The train will take you directly from SEA TAC airport to the **Westlake Light Rail station**, a block from the Grand Hyatt Hotel. Link trains run every 7.5, 10 or 15 minutes depending on the time of day. Service is available from 5 a.m. to 1 a.m. Monday through Saturday and from 6 a.m. to midnight on Sunday and holidays. Best of all, the cost is only \$2.75 each way. For other ground transportation options, go to the Ground Transportation Information Booth on the third floor of the Parking Garage. You can also dial 55 from any Traveler's Information Board at the base of the Baggage Claim escalators for ground transportation information. For more information on ground transportation options, go to the Grand Hyatt website and click on "our hotel" at the top of the page.

HOTEL ACCOMMODATIONS: A block of discounted rooms are reserved at the Grand Hyatt Seattle. Rates: King Bed \$159/night+tax; Two Beds \$159/night+tax (limited availability); Triple Occupancy \$184/night+tax; Quadruple Occupancy \$209/night+tax; Grand Club \$209/night+tax. Rooms are reserved for March 3-6, 2015. To book your hotel room online, go to: <https://resweb.passkey.com/go/RehabSeminars2015>. Discounted rooms are limited, so book early. **Make your reservation by February 13, 2015 to receive the discounted room rate;** reservations made after the cut-off date will be based on availability at the Hotel's prevailing rates. Grand Hyatt Seattle phone number: (206) 774-1234 (mention: Special Ed Conference 2015 to receive the group discounted rate).

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.

REGISTER ONLINE: Go to the conference website to register online at www.rehabseminars.org.

PURCHASE ORDERS: are accepted. Please fax completed purchase orders with registration forms to **Rehab Seminars at (360) 379-5271**.

CANCELLATION POLICY: Registration less a 20% processing fee is refundable if cancellation occurs before February 28, 2015. After February 28, 2015, fees are NON-REFUNDABLE. If a 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.

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



Concurrent Half-Day, Full-Day, and Two-Day Courses and Distinguished Faculty

Multiple course choices are available, each day. When registering for the conference, **indicate your course choices**. A seat will be reserved for you.

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 & 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 & 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 & 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)*

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



Katherine McKnight, PhD, is an author, educator and consultant. Her career in education began as a high school English teacher in the Chicago Public School system more than 25 years ago. She received her BA degree from George Washington University, her MEd from Northeastern Illinois University, and her PhD from the University of Illinois at Chicago. She currently serves as a Distinguished Professor of Research at National Louis University. She travels worldwide as a professional development consultant and is a sought-after speaker in the fields of adolescent literacy, inclusive classrooms, Common Core State Standards, interdisciplinary literacy, and integrating technology in the 21st century classroom. She is passionate about creating curricula that engage all students in the regular education classroom. She is completely committed to the development, sharing, and promotion of ideas and strategies that develop literacy skills in adolescent students so that they can grow to be active, creative adults. Dr. McKnight regularly publishes in professional journals and is the author of many books including: *Common Core Literacy for ELA, History/Social Studies, and the Humanities: Strategies to Deepen Content Knowledge (Grades 6-12)*; *The Common Sense Guide to the Common Core*; *The Elementary Teacher's Big Book of Graphic Organizers (Grades K-5)*; and *The Teacher's Big Book of Graphic Organizers (Grades 5-12)* -recipient of the 2013 Teachers' Choice Award. She co-authored *The Second City Guide to Improv in the Classroom*, *The English Teacher's Survival Guide*, *Methods of Teaching English in the Middle and Secondary Schools*, and *Teaching the Classics in the Inclusive Classroom*, among others. *Disclosure:* Financial- Dr. McKnight is employed by National Louis University, and receives speaker and consulting fees from Staff Development for Educators, and Chapters Group. She receives royalties from her books from Jossey-Bass Publishers. Nonfinancial -Dr. McKnight is a member of the Academic Advisory Board for ThinkCERCA.



Carole Kaulitz, MEd, CCC-SLP, is a Speech-Language Pathologist, Autism/Behavior Consultant, and Deaf/Hard of Hearing Education Specialist. Her work experience and expertise spans over 40 years and centers on working with individuals significantly impacted by co-occurring conditions and individuals with social cognitive differences across the life span with a focus on visual

thinking strategies and pro-social communication. Carole has extensive training in multiple methodologies related to autism and hearing loss, and has presented numerous workshops nation-wide. Carole is the proud recipient of the Washington Speech and Hearing Association, 2009 Clinical Achievement Award. Carole has co-authored two books, *Learning With a Visual Brain in an Auditory World*, AAPC, 2007, and *Visual Thinking Strategies for Individuals with Autism Spectrum Disorders: The Language of Pictures*, AAPC, 2009. Another book called *The Language of Behavior: A Way to Pro-Socially Think* is scheduled for publication in January, 2015. *Disclosure:* Financial-Carole receives consulting fees and speaker fees. She receives royalties from her publisher, Autism Asperger Publishing Company. Nonfinancial - There are no nonfinancial relationships to disclose.



Tina L. Heafner, PhD, professor in the Department of Middle, Secondary, and K-12 Education at the University of North Carolina at Charlotte where she directs the MEd and the Minor in Secondary Education. Dr. Heafner is the senior social studies methods instructor, supervises master's capstone research for the MEd, and works with doctoral students in the Urban Education PhD. She is also the director of the College of Education's Prospect for Success freshman engagement and retention program. Dr. Heafner's teaching and research focus on policy and curriculum issues in social studies, and on effective practices in social studies education (i.e. technology integration, online learning, content literacy development, motivation and self-regulation, and service learning). Dr. Heafner is a co-author and co-editor of seven books including recent titles: *Seeds of Inquiry: Using Short Texts in Social Studies to Enhance Students' Understanding of U.S. History and Targeted Vocabulary Instruction in Secondary Social Studies*. She has numerous published articles in peer reviewed journals such as *Teacher's College Record*, *Educational Researcher*, *Kappa Delta Phi*, *Theory and Research in Social Education*, *Journal of Technology and Teacher Education*, *Journal of Social Studies Education Research*, *Social Education*, *Middle Level Learner*, *Teacher Education and Practice*, *Journal of Digital Learning in Teacher Education* and *Social Studies Research and Practice*. *Disclosure:* Financial-Dr. Heafner is employed by the University of North Carolina. She receives royalties from her publisher, Social Studies School Services. Nonfinancial-There are no nonfinancial relationships to disclose.



Dixie D. Massey, PhD, is a senior lecturer at the University of Washington where she directs the Reading Endorsement program, as well as teaches literacy and action research courses within the Curriculum & Instruction and Master's in Leadership programs. Dr. Massey's research interests include comprehension instruction, struggling readers, and reading within the disciplines. She is the author of several articles published in such journals as *The Reading Teacher*, *Literacy Research and Instruction*, *The Journal of Adolescent and Adult Literacy*, *The Journal of School Connections* and *The Journal of Literacy Research*. She is author and co-author of numerous chapters, and the curriculum series, *Comprehension Strategies for World History and U.S. History in the Social Studies* published by The Social Studies Company, as well as *Strategic Vocabulary Instruction in Social Studies*. *Disclosure:* Financial-Dr. Massey is employed by the University of Washington and the University of North Carolina at Greensboro. She receives royalties from her publisher, The Social Studies School Service. Nonfinancial -There are no nonfinancial relationships to disclose.



Jason Naranjo, PhD, is an Assistant Professor in Special Education at the University of Washington-Bothell. Dr. Naranjo's scholarship and teaching focus on school-to-community transition for youth with disabilities and teacher preparation in general and special education. Currently, Dr. Naranjo's research addresses the role that self-determination plays in the process of career and academic development. He has worked extensively in schools with both classroom teachers and school leaders to enhance special education service provision at the secondary level. Dr. Naranjo has established personnel preparation programs in both secondary special education and integrated general and special education. He has published in *Remedial and Special Education*, and *Career Development and Transition for Exceptional Individuals*. Dr. Naranjo serves as an editorial viewer for *Teaching Exceptional Children* and *Career Development and Transition for Exceptional Individuals*. *Disclosure:* Financial-Dr. Naranjo is employed by the University of Washington. Nonfinancial-There are no nonfinancial relationships to disclose.



Marsha Threlkeld, BA,

is employed by Washington Initiative for Supported Employment (WISE) and as a Subject Matter Expert to the US Department of Labor, Office of Disability Employment Policy. She has been a trainer for Person Centered Planning for 24 years, working with educators throughout Washington State and nationally. Marsha also works with schools to create community based learning opportunities, trains para-educators on natural supports, and presents on handheld technology and apps to support students to be more independent, communicative, and engaged. *Disclosure: Financial-Marsha Threlkeld receives consulting fees and speaker fees from the Washington Initiative for Supported Employment. Nonfinancial - Marsha is a member of the Association of Persons for Supported Employment.*



Vincent C. Alfonso, PhD,

is former Professor in the Graduate School of Education at Fordham University, New York City. He is now the Dean of the School of Education at Gonzaga University in Spokane, Washington. He is also past president of Division 16 of the American Psychological Association, and fellow of Divisions 16, 5, and 43 of the American Psychological Association. Dr. Alfonso was a certified school psychologist and licensed psychologist in New York State, where he provided psycho-educational services to children, adolescents, and young adults for more than 20 years. He is co-author of *Essentials of Cross-Battery Assessment, Third Edition*, co-editor of *Essentials of Specific Learning Disability Identification*, and co-editor of *Essentials of Planning, Selecting, and Tailoring Interventions for the Unique Learner* all published by Wiley. *Disclosure: Financial- Dr. Alfonso is employed by Gonzaga University and he receives royalties from his book publisher, John Wiley and Son, Inc. Nonfinancial - There are no nonfinancial relationships to disclose.*



David Derpak, MA,

has spent more than 30 years as an educator. He is currently a District Principal within the Vancouver School Board (Canada) in International Education and a past Principal at Killarney Secondary School. Killarney is the largest high school in Vancouver with over 2100 students and 167 staff. David has a firm belief based on experience and detailed research that "school climate" and "caring" will impact the

learning environment in any school. By combining innovative and creative ideas and actions, supporting staff and improving social responsibility within the student population, your schools can be transformed. Publications include articles in "Principal Leadership", "Educational Leadership", "Adminfo" (B.C. Publication), "Middle Ground" and "MYABC" (B.C. Middle School Publication). David was invited by the People's Republic of China to tour schools in 2012 and present on current educational practices as well as learn about Chinese education systems. David has presented at numerous schools in both Canada and the United States. His innovative schoolwork has been published in Canadian Living and most recently the *Globe and Mail* (National newspaper in Canada). In 2009 David was awarded the Principal of Music Award and in 2010 named as one of Canada's Outstanding Principals. In addition David was awarded an Eagle Feather for his work with Aboriginal students in Inner City Vancouver. *Disclosure: Financial-Dave is employed by the Vancouver School Board (Canada) and he receives consulting fees from Developmental Resources, Inc. Nonfinancial - There are no nonfinancial relationships to disclose.*



Chris Parker, MA,

is a vice-principal and in his sixteenth year as an educator. He has served as a teacher of both low-performing alternative education students as well as International Baccalaureate students and found great commonality in how to approach them. He has received provincial funding for research on differentiated instruction and its impact on standardized testing results. Chris currently serves the Vancouver School Board (Canada) at Kitsilano Secondary. *Disclosure: Financial-Chris is employed by the Vancouver School Board (Canada) and he receives consulting fees from Developmental Resources, Inc. Nonfinancial - There are no nonfinancial relationships to disclose.*



Bek Wiltbank, MOTR/L,

is a licensed Occupational Therapist specializing in pediatrics. She graduated with a Bachelor of Science degree in Psychology from Oregon State University and a Masters of Occupational Therapy from the University of Washington. Bek has worked in early intervention, school districts, and private practice. Her passion is helping children find their strengths and joy through therapeutic play, sensory integration techniques, craniosacral therapy, and parent and teacher coaching. Her

work in the school district has been focused on providing techniques and information for teachers to help all kids in their classrooms feel ready to learn and be successful. Bek has specific skills in teaming with teachers so they feel supported in teaching both kids with special needs and typically developing kids. Bek is the Executive Director at Mosaic Center for Therapy Services in Seattle. There she provides craniosacral services to children and teens, and directs a team of OT, PT and SLP providers. Outside of her work with Mosaic she provides consultation services to schools, and travels the country teaching continuing education classes for pediatric and education professionals. *Disclosure: Financial-Bek is employed by Mosaic Center for Therapy Services and she receives consulting fees for her therapy services and presentations. Nonfinancial - There are no nonfinancial relationships to disclose.*



Donna Cole Wilson, MS, CCC-SLP,

obtained her Masters Degree in Speech Language Pathology at the University of Washington and is a member of the American Speech-Language-Hearing Association. She has worked in a variety of clinical settings, including community based brain injury programs, outpatient and sub-acute rehabilitation, and community clinical programs. She is currently a speech-language pathologist at PROVAIL where she specializes in augmentative and alternative communication and serves both children and adults with a variety of disabilities. *Disclosure: Financial-Donna is employed by PROVAIL. Nonfinancial - There are no nonfinancial relationships to disclose.*



Marci Revelli, MS, CCC-SLP,

is a speech language pathologist who specializes in the area of Augmentative Alternative Communication. With over 20 years experience, Ms. Revelli has worked in private and public schools as well as in private practice in Seattle and in the Boston area. She currently runs the Augmentative Alternative Communication program at Seattle Children's Hospital and provides AAC assessment, training and treatment for children of all ages. Ms. Revelli also runs Augmentative Alternative Communication Services (AACS), a program that provides school training, consultation and in-home AAC training and treatment. She has presented locally and nationally with a special interest in the use of mobile technology, curriculum modifications and inclusion

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programming for children with AAC needs. *Disclosure: Financial-Marci is employed by Seattle Children's Hospital and is a sole proprietor of Augmentative Alternative Communication Services. Nonfinancial - There are no nonfinancial relationships to disclose.*



Brenda Chappell, MA, CCC-SLP, provides a whole-person approach to speech therapy services for individuals with disabilities. She is a member of the American Speech-Language Hearing Association and the International Society of Augmentative & Alternative Communication. Brenda specializes in program development and motivational strategies with a background in cerebral palsy research at Michigan State University. She is currently a speech-language pathologist at PROVAİL where she specializes in Augmentative & Alternative Communication. *Disclosure: Financial-Brenda is employed by PROVAİL. Nonfinancial - There are no nonfinancial relationships to disclose.*



Edythe Strand, PhD, CCC-SLP is a consultant in Speech Pathology, Department of Neurology at the Mayo Clinic, and a Professor in the Mayo College of Medicine. Her research has focused on developmental, acquired and progressive apraxia of speech, and issues related to intelligibility and comprehensibility in degenerative dysarthria. Her clinical interests include assessment and treatment of children and adults with neurologic communicative disorders. Dr. Strand's publications include many articles and book chapters related to motor speech disorders. She frequently gives lectures on the assessment and treatment of motor speech disorders in children and adults, management of communication disorders in degenerative neurologic disease, and neuroanatomy. She is the co-author of the books: *Management of Speech and Swallowing in Degenerative Disease; Clinical Management of Motor Speech Disorders in Children and Adults*; and is co-editor of the book, *Clinical Management of Motor Speech Disorders in Children*. She is an ASHA fellow. *Disclosure: Financial-Dr. Strand is employed by the Mayo Clinic College of Medicine and receives a salary from the Department of Neurology at the Mayo Clinic. She receives royalties from Pro-Ed and Thieme publishers for her books. Nonfinancial-Dr. Strand is on the advisory board of the Childhood Apraxia of Speech Association of North America.*



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 Psychological Software Solutions. He receives royalties for his books from LRP Publications. He is on the advisory board at Psychological Software Solutions (nonfinancial). There are no additional financial or nonfinancial relationships to disclose.*



Nancy Torgerson, OD, FCOVD, is a graduate of Pacific University's College of Optometry and is a Fellow and past President of the international College of Optometrists in Vision Development (COVD). She has been the chairman of the Washington State Board of Optometry and the Optometric Extension Program's National Chairman of Regional Clinical Seminars. She has received numerous awards for her work, including COVD's Presidents Award and Outstanding Young Woman in America Award. An adjunct professor at Pacific University College of Optometry and assistant professor at Western University College of Optometry Clinical in Pomona, CA, she is a frequent lecturer and consultant to educators, rehabilitation and therapy providers, sports teams and other eye care professionals. Dr. Nancy Torgerson's passion is to help those that struggle needlessly in school, work, sports and/or life because of visual difficulties. She works extensively with children and adults who have challenges in learning or vision information processing, special needs and/or brain injuries. *Disclosure: Financial-Dr. Torgerson is the owner*

of the Alderwood Vision Therapy Center in Lynnwood, WA. Nonfinancial - There are no nonfinancial relationships to disclose.



Susan L. Stokes, M.A., CCC-SLP, has specialized in the area of autism spectrum disorder as both a speech-language pathologist and autism consultant for over 30 years. Susan frequently provides trainings and support related to all aspects of Autism Spectrum Disorder to various groups and school districts across the country and Canada. Susan is the author of *Autism: Interventions and Strategies for Success*, a Wisconsin Department of Public Instruction publication including 6 articles regarding autism spectrum disorder available at: www.cesa7.k12.wi.us/sped/autism/index2.htm. Susan also provides individual coaching and consultant coaching and training for school and district teams based on a coaching model utilizing evidence-based practices to develop sustainability in meeting the overall programming needs of students with Autism Spectrum Disorder. *Disclosure: Financial- Susan receives consulting fees for her training and support services. Nonfinancial - There are no nonfinancial relationships to disclose.*



Jenny L. Clark, OTR/L, BCP has been helping children for over 23 years as a licensed pediatric occupational therapist. She has worked as a school-based occupational therapist, independent contractor for early intervention services, private practitioner at her own clinic (Jenny's Kids Inc.), speaker, consultant, author, and inventor. The author of the evidence-based curriculum material *Learn to Move, Move to Learn*, Jenny has traveled the world as a continuing education instructor. Jenny's dynamic teaching style is sprinkled with humor and engages people to "think outside the box," inspiring unlimited creative ideas. For more information about Jenny Clark, go to: www.SPDCconnection.com *Disclosure: Financial-Jenny receives royalties for her therapy books and products from School Specialty, Therapro and AAPC Publishing. Nonfinancial - There are no nonfinancial relationships to disclose.*

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



Annie Rueda-Brown, MEd, School Psychologist,

has been practicing school psychology for over 15 years. She received her Master of Education in School Psychology from the University of Washington in 1997. She is currently working as a school psychologist in the Edmonds School District #15 and is responsible for school psychology, elementary counseling and behavioral specialist duties. Ms Rueda-Brown is certified as a trainer of the PREPaRE program by the National Association of School Psychologists (NASP). *Disclosure: Financial-Annie is employed by the Edmonds School District. Nonfinancial - There are no nonfinancial relationships to disclose.*



Julie Busse, MEd, School Psychologist,

received her Master of Education in School Psychology from the University of Washington in 1996. She worked as an educational consultant, school psychologist and counselor for over 10 years. She is a member of the Edmonds School District #15 PREPaRE team and is certified as a trainer of the PREPaRE program by the National Association of School Psychologists (NASP). *Disclosure: Financial-Annie is employed by the Edmonds School District. Nonfinancial - There are no nonfinancial relationships to disclose.*



Nancy Rosenberg, PhD, BCBA-D,

is faculty in the Special Education department at the University of Washington where she currently directs the Applied Behavior Analysis Distance Education program. Dr. Rosenberg has particular interests in the areas of challenging behavior, Autism Spectrum Disorders, and applied behavior analysis. She has worked extensively with both schools and families in addressing challenging behaviors in children with disabilities and in employing best practices for educating students with Autism Spectrum Disorders. She directed a four-year study in the public schools addressing social skills and reading problems in children with Autism Spectrum Disorders and has conducted research on video modeling and say-do correspondence. She has published articles in journals such as *Young Exceptional Children, Education and Treatment of Children, and Education and Treatment of Children with Autism and other Developmental Disabilities*. Dr. Rosenberg is also the

parent of a 21-year-old young man with Autism Spectrum Disorders. *Disclosure: Financial-Dr. Rosenberg is employed by the University of Washington. She receives consulting fees for her training and support services. Nonfinancial - There are no nonfinancial relationships to disclose.*



Virginia C. Stimpson, PhD,

(Gini) is a nationally recognized mathematics educator who has served as a co-PI on NSF-funded and Eisenhower-funded professional development and research-focused grants during and following her 35 years as a high school math and physics teacher. From 2004-2007 she was the evaluator on the NSF-funded grant *Lenses on Learning: Understanding Mathematics Instruction at the Secondary Level*. She also served as the evaluator of the NSF Grant *Facilitating Lenses on Learning: Developing Leadership to Support Excellent Teaching in Elementary Mathematics*. She was a member of the Advisory Board for the development of the DMI seminars that focus on algebra, PFC and RAO, and has facilitated DMI seminars and prepared more than 400 teacher leaders to use those materials with their colleagues through both the University of Washington and Mount Holyoke College. Dr. Stimpson currently works through the Mathematics Education Project in the University of Washington College of Education and Teachers Development Group. In addition to work with the Studio model, Dr. Stimpson has been exploring what teachers need to learn in order to be prepared to address the Common Core State Practices. The Common Core State Practice work has varied from offering a three-day course for K-6 principals to working with K-6 teachers of mathematics within multiple school districts and 6-12 mathematics teachers in other districts. It is this later work that informs her courses that will be offered at this Conference. *Disclosure: Financial- Dr. Stimpson receives consulting fees from the University of Washington, Mathematics Education Project and the Teachers Development Group. Nonfinancial - There are no nonfinancial relationships to disclose.*



Vicki Nishioka, PhD,

has extensive experience with research and professional development in the area of school discipline, alternatives to suspension/expulsion, Positive Behavior Interventions and Support (PBIS), equity, and special education. She authored and coauthored refereed articles, book chapters,

and research reports particularly in the area of school aggression. This includes two IES reports, *Suspension and Expulsion Patterns in Oregon Leadership Network Schools* (under review) and *Student-Reported Overt and Relational Aggression and Victimization in Grades 3-8*. She also co-authored a chapter, *Skills for Success: A Systems Approach to Delinquency Prevention and School Success*, that was distributed at the National Leadership Summit on School-Justice Partnerships: Keeping Kids In School and Out of Courts. She has also organized and conducted webinars on school climate, bullying, and equity. In her current position, she serves as the Oregon state coordinator and provides technical assistance for the Northwest Comprehensive Center and REL Northwest programs at Education Northwest. Before joining Education Northwest, Dr. Nishioka was an assistant professor at the University of Oregon Institute on Violence and Destructive Behavior, and taught undergraduate and graduate courses in classroom and behavior management. She also provided consultation and support to schools in a number of capacities, including using school discipline data to inform school improvement decisions. Vicki holds a Ph.D. in education. *Disclosure: Financial- Dr. Nishioka is employed by Education Northwest. Nonfinancial - There are no nonfinancial relationships to disclose.*



CONFERENCE COURSE OPTIONS

WEDNESDAY



8:00am - 4:00pm All Day Course



COURSE #1 WEDNESDAY - MARCH 4, 2015 8:00am-4:00pm

The Common Sense Guide to the Common Core State Standards

By Katherine McKnight, PhD, National Louis University, Chicago

DAY 1

Target Audience: General Education Teachers, Special Education Teachers, Principals/Administrators, ELL Teachers, Math Teachers

Target Age Range: K through 12 th Grade

Course Description: Based on Dr. McKnight's book, *The Common Sense Guide to the Common Core State Standards*, learn about effective tools and strategies for a smooth transition to the new standards. This one-day training session will clarify participants' understanding of the Common Core State Standards. They will discover how to align these standards

with real-world teaching and learning activities in order to improve student achievement. Participants will also learn about Common Core State Standards-based formative assessments. In this one-day session you will learn how other schools have successfully made the transition and how they did it.

Course Objectives – participants will be able to:

- Adequately describe the common core standards
- Analyze and determine how the common core standards will impact assessment and evaluation
- Discuss the implication of the common core standards and their impact on instruction
- Determine and discuss the role of close reading and text complexity in curriculum and instruction
- Identify and examine the role of evidence based argumentation for college and career readiness
- Examine the role of the mathematical practices on the common core
- Discuss how to balance curriculum and assessment to create powerful learning experiences for our students in the common core era

Course #1 Schedule Wednesday, March 4, 2015

8:00 - 9:00	Overview of Common Core State Standards and Implications for Assessment on the Classroom and School Level	1:00-2:00	What is the Role of Evidence Based Argumentation in the New Standards?
9:00-10:00	How will CCSS Assessments look Differently than those from the Previous Generation of Standards?	2:00-2:45	Mathematical Practices and What these Mean for the Common Core Classroom
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Close Examination of the ELA and Literacy Standards	3:00-4:00	How do we Balance Curriculum and Assessment to Create Powerful Learning Experiences for our Students in the Common Core Era?
11:00-12:00	The Role of Close Reading and Text Complexity in the Reading Standards		
12:00-1:00	LUNCH - On Your Own	4:00	Complete Program Evaluations



8:00am - 12:00pm Morning Course



COURSE #2 WEDNESDAY - MARCH 4, 2015 8:00am - 12:00pm

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

DAY 1

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Reading Specialists, School Psychologists, School Counselors, Behavior Specialists, Speech-Language Pathologists, Autism Specialists, Principals, Administrators, Case Manager, Social Workers, Instructional Assistants and Para-professionals, and Private Tutors

Target Age Range: Pre-K through 12th Grade

Course Description: This half-day course will cover information about how individuals who have an Autism Spectrum Disorder (ASD) and/or Hearing Loss think to learn. Participants will be exposed to information about how students who have ASD or Hearing Loss rely on visual processing for learning, and the one learning characteristic that they have in common is a visual meta-linguistic way of thinking. The presenter will explain how learning with a "visual brain" affects the ability of an individual who is on

the Autism Spectrum or who has a hearing loss to be able to learn specific academic skills, to learn to behave and to be socially appropriate. This workshop will also explain how thinking and behavior are related through the language of behavior. So, as an individual learns about the language of behavior, the individual develops more knowledge that not only improves behavior but changes the way he or she is able to think. Specific visual thinking strategies, visual supports, and their application will be explored.

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Course Objectives – participants will be able to:

- Explain how visual thinking affects the ability of students with ASD or Hearing Loss to learn specific academic skills, to learn to behave and to be socially appropriate
- Describe how to use at least two language based, visual thinking strategies to change behavior
- Explain how to use effective visual thinking supports and strategies across all content areas in your own classrooms or therapy settings based on the language/educational/behavioral needs of your students in various academic and non-academic settings

Course #2 Schedule Wednesday, March 4, 2015

8:00-9:00	Overview of Learning/Learning to Behave	10:15-11:00	Continuation of Examples of Visual Thinking Strategies
9:00-10:00	Examples of Visual Thinking Strategies	11:00-12:00	Practice with Visual Thinking Strategies
10:00-10:15	Break	12:00-1:00	Complete program evaluation; LUNCH - On Your Own

 **1:00pm - 4:00pm Afternoon Course**



COURSE #3 WEDNESDAY - MARCH 4, 2015 - 1:00pm-4:00pm
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

DAY 1

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Reading Specialists, School Psychologists, School Counselors, Behavior Specialists, Speech-Language Pathologists, Autism Specialists, Principals, Administrators, Case Manager, Social Workers, Instructional Assistants and Para-professionals, and Private Tutors

Target Age Range: Pre-K through 12th Grade

Course Description: Despite programs and school wide initiatives to stop bullying, the number of those who are bullied has been steadily increasing. It is currently estimated by some scholars that as many as 75% of all school children report that they have been bullied or have bullied others. There is current research to support that individuals with Autism Spectrum Disorder (ASD) are among those at the greatest risk for bullying. This workshop will explore conceptual thinking behind bullying and how participants can assist individuals with ASD in changing their thinking language pro-socially to deal effectively with bullies and build pro-social relationships.

The presenter will focus on two important issues that emerge with regard to the persistence of bullying: 1) Adults must be able to recognize anti-social behavior in order to stop bullying; and, 2) Adults must be able to set limits so as to stop the bullying once they recognize behavior as bullying. In other words, adults must know what bullying is and, therefore, not engage in bullying as well as set limits so bullying does not occur. The presenter will deal with both of these issues as they relate to individuals with ASD: recognizing bullying and setting limits to stop bullying.

Course Objectives – participants will be able to:

- Explain how understanding the learning process can result in more pro-social thinking in order to prevent bullying
- Describe how changing anti-social thoughts to pro-social thoughts can assist individuals with ASD to build pro-social relationships
- Identify at least 3 different visual thinking/language strategies for assigning meaning used to intervene and change thinking when bullying is suspected

Course #3 Schedule Wednesday, March 4, 2015

1:00-2:00	Overview of the Learning Process	3:00-4:00	Using Visual Thinking/Language Strategies for Changing Thinking when Bullying is Suspected
2:00-2:45	Recognizing Bullying and Setting Limits	4:00	Questions and Answers; Complete Program Evaluations
2:45-3:00	Break		





COURSE #4 WEDNESDAY - MARCH 4, 2015 - 8:00am-4:00pm

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

DAY 1

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Reading Specialists, Speech-Language Pathologists, Private Tutors and Paraprofessionals

Target Age Range: 4th to 10th Grade

Course Description: In this course, participants will engage in tools and techniques for getting students to not just memorize content vocabulary but to really understand words. Using a five step instructional routine model, we will show educators how to implement concept-based, concept-driven vocabulary instruction. Outlining a method employing five simple and easily replicable instruction routines—comparing and contrasting, mapping and visualizing, grouping and organizing, defining and associating, and reviewing and playing—we will explain and model how to teach vocabulary not as isolated terms but as an integral part of daily curriculum. By routinizing vocabulary instruction, we will describe how word learning becomes a sensory-based, schema building exercise which jumpstarts inquiry, facilitates reading and improves content understanding.

We will visually present strategies and techniques for scaffolding content vocabulary instruction that builds students' academic knowledge through routines focused on addressing gaps in vocabulary learning. We will demonstrate word-learning techniques such as pattern identification, metaphor, simile, analogy, association, visualization, organizational thinking, active and kinesthetic word building, and word play. We draw upon cognitive science to explain how word learning can be a multi-sensory experience. The instructional routines we introduce are designed to occur at specific points in the learning process to make word learning more meaningful, effective, and routine. Each instructional routine serves a specific cognitive function in the learning process. We will show how students build word awareness and concept understanding through frequent and targeted vocabulary interventions.

Course Objectives – participants will be able to:

- Describe the purpose of each instructional routine and how to replicate the word learning process with students
- Describe the vocabulary expectations within the Common Core standards
- Demonstrate the use of interactive word learning strategies to build students' academic vocabulary
- Demonstrate the use of the five-step instructional routine model to promote meaningful word learning
- Explain how to integrate 21st Century technology tools for teaching word learning
- Demonstrate how to anchor vocabulary acquisition and use at the college and career readiness level
- Demonstrate understanding of academic language, word relationships, and nuances in word meanings
- Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

Course #4 Schedule Wednesday, March 4, 2015

8:00-9:00	Words and Texts: How do we teach vocabulary?	12:00-1:00	LUNCH- On Your Own
9:00-10:00	Words and Memory: Why is targeted vocabulary instruction needed? How do we make word learning a routine, sensory process?	1:00-2:00	Instructional Routine 3: Comparing and Contrasting
10:00-10:15	Break	2:00-2:45	Instructional Routine 4: Defining and Associating
10:15-11:00	Instructional Routine 1: Grouping and Organizing	2:45-3:00	Break
11:00-12:00	Instructional Routine 2: Mapping and Visualizing	3:00-4:00	Instructional Routine 5: Reviewing and Playing with Words Questions and Answers; Complete Program Evaluations



COURSE #5 WEDNESDAY - MARCH 4, 2015 8:00am-12:00pm

Co-Teaching: Strategies for Fostering Professional Collaboration and Inclusion
By Jason Naranjo, PhD, University of Washington

DAY 1

Target Audience: General Education Teachers, Special Education Teachers, Principals, Administrators, Case Managers, ELL Teachers, Instructional Assistants and Paraprofessionals

Target Age Range: 4th Grade through Age 21 years

Course Description: This course provides participants with knowledge and skills related to co-teaching and collaboration in general and special education. Participants in this course will develop informed dispositions toward the diverse capabilities of all learners with exceptionalities as well

as an appreciation for flexibility and collaboration in providing instruction for students with diverse needs in inclusive environments. The educational implications of culture and diversity are taught throughout the course.

Course Objectives – participants will be able to:

- Identify and describe strategies for coordinating learning programs across school settings
- Identify best practices for cultivating and maintaining positive professional relationships
- Identify and describe effective strategies for collaboration and communication with school personnel to include and accommodate individuals with disabilities in various settings

Course #5 Schedule Wednesday, March 4, 2015

8:00-9:00	Introduction and Conceptual Framework	11:00-12:00	Effective Strategies for Collaboration and Communication with School Personnel to Include and Accommodate Individuals with Disabilities into Various Settings, Complete Program Evaluation
9:00-10:00	Strategies for Coordinating Learning Programs Across School Settings		
10:00-10:15	Break		
10:15-11:00	Best Practices for Cultivating and Maintaining Positive Professional Relationships	12:00-1:00	LUNCH - On Your Own

 **1:00pm - 4:00pm Afternoon Course**



COURSE #6 WEDNESDAY, MARCH 4, 2015 1:00pm-4:00pm
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

DAY 1

Target Audience: Special Education Teachers, Resource Room Teachers, Instructional Assistants and Paraprofessionals, Autism Specialists, High School Transition Teachers, Behavior Technicians and School Counselors

Target Age Range: 8th Grade through Age 21 years

Course Description: Person Centered Planning is an effective way to work with students, families, and their teams to discover preferences, skills, and interests that inform the IEP process. Learn how to facilitate plans for students. Gain knowledge to engage families, deal with fears, and build consensus. You will have the opportunity to learn and practice in this session.

Course Objectives – participants will be able to:

- Describe the six basic elements of a person centered plan
- Adequately explain four plan elements which connect the person centered plan to the IEP process
- Identify the four steps to team building in order to facilitate a person centered planning process

Course #6 Schedule Wednesday, March 4, 2015

1:00-2:00	Basic Components of Planning	3:00-4:00	Planning Methodology Practice
2:00-2:45	Connecting Planning to the IEP Process	4:00	Complete Program Evaluations
2:45-3:00	Break		

 **8:00am - 12:00pm Morning Course**



COURSE #7 WEDNESDAY, MARCH 4, 2015 - 8:00am-12:00pm
Learning Disabilities: Analyzing Strengths and Weaknesses
 By Vincent C. Alfonso, PhD, Gonzaga University

DAY 1

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Reading Specialists, School Psychologists, Speech-Language Pathologists, Math Teachers and Coaches and Private Tutors

Target Age Range: Pre-K through 10th Grade

Course Description: This course will include a discussion of alternative research-based approaches to specific learning disability (SLD) identification and highlight the conceptual similarities among them. The alternative research-based approach developed by Flanagan and her colleagues, known as the dual discrepancy/consistency pattern of strengths and weaknesses (DD/C PSW) approach, will be presented. In addition, the new Pattern of Strengths and Weaknesses Analyzer (PSW-A v1.0) software program will be demonstrated.

Course Objectives – participants will be able to:

- Describe the similarities and differences among pattern of strengths and weaknesses models of specific learning disability identification
- Identify the steps in using the pattern of strengths and weaknesses analyzer (PSW-A)
- Identify methods of gaining knowledge about linking assessment findings to intervention

Course #7 Schedule Wednesday, March 4, 2015

8:00-9:00	Introduction and Alternative Research-based Approaches to Specific Learning Disability Identification	10:15-11:00	Introduction to Pattern of Strengths and Weaknesses Analyzer
9:00-10:00	Description of Dual/Discrepancy/Consistency Pattern of Strengths and Weaknesses	11:00-12:00	Demonstration of Pattern of Strengths and Weaknesses Analyzer, Complete Program Evaluation
10:00-10:15	Break	12:00-1:00	LUNCH - On Your Own



COURSE #8 WEDNESDAY, MARCH 4, 2015 1:00pm-4:00pm

Learning Disabilities: Tailoring Interventions

By Vincent C. Alfonso, PhD, Gonzaga University

DAY 1

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Reading Specialists, School Psychologists, Speech-Language Pathologists, Math Teachers and Coaches and Private Tutors

Target Age Range: Pre-K through 10th Grade

Course Description: Actual data will be entered into the Pattern of Strengths and Weaknesses Analyzer to determine if a student's pattern of academic and cognitive strengths and weaknesses is consistent with the specific learning disability construct. Based on students' unique pattern of cognitive and academic strengths and weaknesses, examples will be given

regarding how to tailor intervention to minimize the effects of cognitive weaknesses or deficits on academic skill development via remediation, accommodation, compensation, and/or curricular and instructional modifications. Reading, writing, and mathematics interventions will be highlighted.

Course Objectives – participants will be able to:

- Demonstrate an Understanding of Students' Pattern of Strengths and Weaknesses
- Explain How to Tailor Interventions to Minimize the Effects of Weaknesses
- Demonstrate an Understanding of Reading, Writing and Math Interventions

Course #8 Schedule Wednesday, March 4, 2015

1:00-2:00	Review of Pattern of Strengths and Weaknesses Analyzer	3:00-4:00	Review of Reading, Writing, and Math Interventions
2:00-2:45	Tailoring Interventions to Cognitive and Academic Weaknesses	4:00	Questions & Answers;
2:45-3:00	Break		Complete Program Evaluations



COURSE #9 WEDNESDAY, MARCH 4, 2015 - 8:00am-4:00pm

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

DAY 1

Target Audience: Principals, Assistant Principals, School Administrators, School Counselors, School Psychologists, Behavior Specialists, General Education Teachers, Special Education Teachers, Social Workers, After-School Program Coordinators and At-Risk Coordinators

Target Age Range: 6th through 12th Grade

Course Description: How can school administrators and staff incorporate the firmness and caring in the "Tough Love" approach with do's and don'ts we have learned from "Zero Tolerance" policies? This course will present best-practice tactics that have been implemented successfully to create a positive and respectful climate in a large inner-city high school. Insights learned in the school-transformation process will be presented to help professional educators in many types of schools to make improvements in their own learning environments. This presentation will be filled with "how-to" strategies and real-life examples of successful implementation. It will examine active and systemic supervision with a unique twist called

"platooning." Derpak and Parker will share a toolbox of ideas that you and your team can implement to create a safe environment that promotes positive actions and uses compassion to repel negative behavior such as bullying. This course will explain the data-driven approach that Derpak and Parker have employed to decrease tardiness and truancy, and other key school climate indicators like suspensions and vandalism. Attendees of this course will leave with a bundle of "nuts-and-bolts" strategies that can be quickly implemented to help educators become instruments of positive change and to create a learning-focused environment.

Course Objectives – participants will be able to:

- Identify 5 types of data you can examine to establish measures of school climate
- List 5 strategies to maximize time and action to improve attendance and overall conduct
- Provide 3 examples of how to apply real-life actions to influence school climate to achieve educational excellence
- Adequately describe the "platooning" approach to effective supervision
- Describe the 10 steps required for balancing a caring approach with zero-tolerance policies
- Adequately describe 3 strategies designed to decrease school suspensions by 30% or more

Course #9 Schedule Wednesday, March 4, 2015

8:00-9:00	Multi Media Presentation On School Climate; Media Clips	1:00-2:00	Group Work and Sharing Ideas from your Schools
9:00-10:00	Examine Data around Climate and Changes and Trends; Types of Supervision	2:00-2:45	Greater In-depth Discussion around Research, School Climate and the Impact on Learning
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Study Results; "How to" Strategies to Alter the Climate of a School	3:00-4:00	Group Presentations and Break-out Sessions; Specific Needs of Schools; Ideas for How to Specifically Decrease Vandalism Rates, Improve Attendance and Moral;
11:00-12:00	Share Real Life Stories and Details Around Making a Difference in a School		Questions and Answers
12:00-1:00	LUNCH - On Your Own	4:00	Complete Program Evaluations



COURSE #10 WEDNESDAY, MARCH 4, 2015 8:00am-12:00pm
Problem Behaviors and Anxiety in the Classroom: Strategies to Facilitate Learning
By Bek Wiltbank, MOTR/L, Mosaic Center for Therapy Services

DAY 1

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Reading Specialists, School Psychologists, Occupational Therapists, Speech-Language Pathologists, Principals, Administrators, Case Managers, Social Workers, School Counselors, Instructional Assistants and Paraprofessionals, Autism Specialists and Private Tutors

Target Age Range: K through 6th Grade

Course Description: The incidence of anxiety in our society is at an all time high, and children are no exception. Our classrooms are full of children whose behaviors are becoming more and more difficult to manage. This challenge makes it difficult to not only manage the classroom, but also help kids reach their academic milestones. Even more, the joy of learning

and nurturing of curiosity can be lost in the day-to-day stresses at school. In this course we will discuss the causes of anxiety, the resulting problem behaviors, and how one can set up a classroom to facilitate learning. The discussion will include classroom sensory and movement strategies, which are key to facilitating learning and attention for children.

Course Objectives – participants will be able to:

- List the key causes of childhood anxiety
- Delineate how anxiety can create problem behaviors, which in turn interrupt learning
- Explain how sensory strategies and movement techniques facilitate learning
- Describe two or more classroom strategies they can use to facilitate whole brain learning

Course #10 Schedule Wednesday, March 4, 2015

8:00-9:00	Key Causes of Childhood Anxiety, and Associated Diagnoses	11:00-12:00	More Classroom Strategies You Can Use to Facilitate Whole Brain Learning
9:00-10:00	How Anxiety Can Create Problem Behaviors	12:00	Complete Program Evaluation; Resources for Further Learning
10:00-10:15	Break	12:00-1:00	Lunch - On Your Own
10:15-11:00	Sensory Strategies and Movement Techniques to Facilitate Learning		



COURSE #11 WEDNESDAY, MARCH 4, 2015 1:00pm-4:00pm
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

DAY 1

Target Audience: Special Education Teachers, Resource Room Teachers, Speech-Language Pathologists, Instructional Assistants and Paraprofessionals, Assistive Technology Specialists, Behavior Specialists, Autism Specialists, and parents of children with severe communication impairments

Target Age Range: K through 21 Years of Age

Course Description: The field of Augmentative Alternative Communication (AAC) is broad and ever changing. It includes a wide range of strategies from pictures to devices and methods from switches to scanning. Collaboration is an essential component of successful AAC use. This presentation begins with assessment by looking at common AAC systems. Each system is described and diagnostic criteria provided to assess if the system is

working for the student. Empowering language is the key to AAC system use. Success oriented activities will be shared to encourage communication interaction across the school day. Effective strategies to improve and empower communication will be explored in depth in order to implement immediately.

Course Objectives – participants will be able to:

- Identify if an AAC system is working for a student and when it is time to try something different
- Explain how to identify kids who need AAC
- Identify core and fringe vocabulary for at least 2 activities in the school day that can generalize to home environments
- Demonstrate three strategies to use immediately to improve and empower communication in the classroom

Course #11 Schedule Wednesday, March 4, 2015

1:00-2:00	Evaluating the Effectiveness of AAC Systems	3:00-4:00	Empowerment Strategies to Improve Communication in the Classroom; Questions & Answers
2:00-2:45	How to Identify Students who Need AAC; Core and Fringe Vocabulary	4:00	Complete Program Evaluations
2:45-3:00	Break		



COURSE #12 THURSDAY, MARCH 5, 2015 8:00am-4:00pm
Clinical Thinking in Assessment and Treatment of Pediatric Motor Speech Disorders
By Edythe Strand, PhD, CCC-SLP, Mayo College of Medicine

Target Audience: Speech-Language Pathologists and Assistants

Target Age Range: Birth to 10th Grade

Course Description: This one-day course is focused on both assessment and treatment of pediatric motor speech disorders, including childhood apraxia of speech and dysarthria. Case based discussions are used to practice clinical thinking regarding assessment and treatment. Issues related to interpretation of assessment data are discussed relative to

differential diagnosis and treatment planning. Treatment approaches for apraxia and dysarthria are discussed, with attendees participating in clinical thinking activities with respect to choice of treatment approach, how to choose stimuli, and how to implement the principles of motor learning. Video examples are used for demonstration and discussion.

Course Objectives – participants will be able to:

- Demonstrate how to interpret children’s responses on structural/functional exams and motor speech exams to come to a differential diagnosis regarding motor planning deficits, versus phonological deficits versus dysarthria
- Demonstrate knowledge of principles of motor learning and how to implement them in clinical decisions regarding treatment planning and treatment “doing”
- Demonstrate knowledge of specific approaches and techniques appropriate for treating childhood apraxia of speech

- Describe dynamic assessment and how it helps provide estimates of severity and prognosis
- List the three major types of therapy for children with childhood apraxia of speech
- Demonstrate techniques associated with dynamic temporal and tactile cueing (DTTC)
- Discuss differences in therapy for childhood apraxia of speech versus dysarthria

Course #12 Schedule Thursday, March 5, 2015

8:00 – 10:00	Frameworks for Clinical Thinking; Definitions and Behavioral Markers; Issues Related to Clinical Thinking in Assessment	1:00-2:45	Clinical Decision Making in Treatment Planning; Principles of Motor Learning; Treatment Techniques
10:15-10:30	Break	2:45-3:00	Break
10:30-12:00	Assessment Tasks; Interpretation of Assessment Data and Treatment Planning	3:00 -4:00	Treatment Issues; Questions; Discussion
12:00 – 1:00	LUNCH -On Your Own	4:00	Complete Program Evaluations



COURSE #13 THURSDAY, MARCH 5, 2015 8:00am-4:00pm
Formative Assessment & Common Core State Standards: New Expectations, New Tools
By Katherine McKnight, PhD, National Louis University, Chicago

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Reading Specialists, Principals, Administrators, Instructional Assistants and Paraprofessionals, ELL Teachers, Math Teachers, and Private Tutors

Target Age Range: K through 12th Grade

Course Description: Traditional report cards and grading are not the only ways to chart student progress. Gain a deeper understanding of formative assessment and its powerful role in helping you meet the

expectations of the Common Core State Standards. Explore the essential components of formative assessment and how they feed into your planning and instruction.

Course Objectives – participants will be able to:

- Describe what the Common Core assessments mean to instruction across all content areas
- Describe formative assessment strategies designed to meet the shifts in the Common Core State Standards
- Identify the building blocks of formative assessment
- Explain the connection between informed instruction and assessment

- Explain how to effectively integrate formative assessments, aligned to the Core, into your day-to-day practice
- Describe how to apply a differentiation mindset to assessment so every student succeeds
- Develop a formative assessment plan that will help all of your students achieve success

Course #13 Schedule Thursday, March 5, 2015

8:00-9:00	Foundation of Formative Assessment	1:00-2:00	Integrating Formative Assessment with Classroom Instruction
9:00-10:00	Formative Assessment Strategies that are Synergetic with Common Core	2:00-2:45	Using Descriptive and Timely Feedback in the Classroom
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Identify the Building Blocks of Formative Assessment	3:00-4:00	Develop a Formative Assessment Plan to Meet the Needs of your Students
11:00-12:00	Using Informed Instruction to Improve Student Learning		
12:00-1:00	LUNCH - On Your Own	4:00	Complete Program Evaluations



COURSE #14 THURSDAY, MARCH 5, 2015 8:00am-4:00pm

Understanding Students' with Mental Health Problems and Delivering School-Based Mental Health Services

By Clayton Cook, PhD, University of Washington

DAY 2

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Reading Specialists, School Psychologists, School Counselors, Physical Therapists, Occupational Therapists, Speech-Language Pathologists, Principals, Administrators, Case Managers, Social Workers, Instructional Assistants, Paraprofessionals, Behavior Specialists and Autism Specialists

Target Age Range: K through 21 Years of Age

Course Description: Schools represent the primary setting in which students receive mental health services, but often those services are fragmented and not based on evidence of effectiveness. This course will discuss the importance of integrating mental health services into school-based service delivery. Specifically, this course will present how

mental health problems interfere with academic, social, and emotional functioning, as well as the therapeutic supports educators and school-based mental health providers can implement to prevent, remediate, and treat students' mental health.

Course Objectives – participants will be able to:

- Explain the main mental health problems students experience
- Describe how mental health problems interfere with students' academic success
- Describe how mental health problems interfere with students' social and emotional functioning
- Develop a plan to implement a continuum of school-based mental health supports to prevent mental health problems
- Develop a plan to implement a continuum of school-based mental health supports to remediate and treat mental health problems
- Discuss the key elements to integrating mental health services into school-based service delivery

Course #14 Schedule Thursday, March 5, 2015

8:00-9:00	Defining Mental Health –Positive and Negative Aspects	1:00-2:00	Continuum of Mental Health Supports – Prevention for ALL students
9:00-10:00	Mental Health as the Foundation for Academic and Life Success	2:00-2:45	Continuum of Mental Health Supports – Remediation for SOME students
10:00-10:15	Break	2:45-3:00	Break
10:15-12:00	Why School-based Mental Health	3:00-4:00	Continuum of Mental Health Supports – Intensive Treatment for a FEW students
12:00-1:00	LUNCH - On Your Own	4:00	Complete Program Evaluations



COURSE #15 THURSDAY, MARCH 5, 2015 8:00am-12:00pm

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

DAY 2

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

Target Age Range: 4th through 10th Grade

Course Description: In this course, we describe how to use short texts for multiple purposes. The Common Core State Standards encourage the use of short texts for close reading. However, short texts are also useful for additional reasons. In this session, we explore a rationale for using short texts. The main focus of the session is to explore how to use short texts when teaching all students at a variety of grades. We will

work through several example short texts specific to social studies and science. Through these experiences, we hope to model how to scaffold comprehension, how to support disciplinary knowledge, and how to use short texts as springboards into longer texts. Finally, we will discuss our process for writing short texts, with the intent of providing teachers with future models for their own writing.

Course Objectives – participants will be able to:

- Describe a rationale for using short texts that includes, how short texts align with the CCSS, how to use short texts to support all readers and particularly struggling readers, and how short texts can be used scaffold disciplinary knowledge
- Read and demonstrate understanding of multiple short text examples
- Demonstrate knowledge of questioning frames that are useful for accompanying short texts to support student comprehension and disciplinary knowledge
- Demonstrate how to write and/or create your own short texts from sources

Course #15 Schedule Thursday, March 5, 2015

8:00-9:00:	Rationale for Using Short Texts	10:00-10:15	Break
9:00-10:00:	Using Short Texts in General Reading Settings; Using Questioning Frameworks to Support Comprehension of Short Texts	10:15-11:00:	Using Short Texts in Science and Social Studies
		11:00-12:00:	Creating Your Own Short Texts
		12:00-1:00	LUNCH - On Your Own



COURSE #16 THURSDAY, MARCH 5, 2015 1:00pm-4:00pm
When A Student Struggles: Visual Factors That Significantly Impact Learning
By Nancy Torgerson, OD, FCOVD, Alderwood Vision Therapy Center

DAY 2

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Reading Specialists, School Psychologists, School Counselors, Physical Therapists, Occupational Therapists, Speech-Language Pathologists, Principals, Administrators, Case Managers, Social Workers, Instructional Assistants and Paraprofessionals, ELL Teachers, Autism Specialists, Behavior Specialists, Math Teachers and Coaches, Private Tutors and Vision Specialists

Target Age Range: K through 21 Years of Age

Course Description: Have you seen students that: are bright, but struggle when reading and learning? get fidgety when doing close work? fatigue quickly when reading? frequently lose their place or have to reread materials in order to understand what they have read? reverse words, numbers or letters after age seven? have difficulty copying from the board or a book? learn a new word or math fact and the next time they see it, they start all over? Visual problems often interfere with reading and learning.

Students with visual challenges typically do not tell anyone about their vision problems because they think the way they see is how everyone sees. Learn what 20/20 never tells you. Come to this fun, eyes and hands on, experiential workshop to learn about visual factors that significantly impact learning. Learn to identify behaviors that may indicate different types of visual deficits, what assessments and intervention are available and functional visual supports to help learning be more effective.

Course Objectives – participants will be able to:

- List characteristics of how visual skills and visual information processing work together in the neuro-typical child
- Describe differences in visual skills and visual information processing in children with learning challenges, and how these differences impact understanding and learning
- Identify child behaviors that may indicate different types of visual deficits and individual differences
- Identify visual assessments and intervention systems for students with learning difficulties
- List practical applications that make functional visual supports more effective

Course #16 Schedule Thursday, March 5, 2015

1:00-2:00	What 20/20 Never Tells Us: Visual Skills That Impact Reading, Learning And Daily Living Skills: Central/Peripheral Integration, Oculomotor Skills (Eye Movement Skills-Fixation, Pursuits, Saccades), Accommodation (Focusing Skills- Simultaneous Focus at Far, Sustaining Focus at Far, Simultaneous Focus at Near, Sustaining Focus at Near, Alternating Focus from Distance to Near and Near to Distance), Binocularity (Eye Teaming Ability)	Fine Visual-Motor Skills, Visual Information Processing (Visual Discrimination, Visual Figure Ground, Visual Closure, Visual Imagery, Visual Memory, Form Constancy...), Visual Integration Skill, Visual Attention
		2:45-3:00 Break
		3:00-4:00 Behaviors & Visual Deficits; Visual Assessments and Intervention Systems for Students with Learning Difficulties
2:00-2:45	Visual Skills that Impact Reading, Learning and Daily Living Skills: (see next column)	4:00 Complete Program Evaluations



COURSE #17 THURSDAY, MARCH 5, 2015 8:00am-12:00pm
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

DAY 2

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, School Psychologists, Occupational Therapists, Speech-Language Pathologists, Social Workers, Instructional Assistants and Paraprofessionals, Behavior Specialists, School Counselors providing support to ASD students, Assistive Technology Specialists, and Autism Specialists

Target Age Range: Pre-K through 21 Years of Age

Course Description: This course will give participants a wealth of information and resources for using iPads, iPods, and iPhones to meet the learning and behavioral needs of students with Autism Spectrum Disorder, and most importantly, to increase their independent functioning. Hardware, accessories, and access tips and tools for making iTechnology systems user friendly for both students and adults will be shared and explored.

Numerous, practical, evidence-based practices will be shared, and participants will leave this session with many strategies for incorporating previously identified evidence-based practice “low tech” visual supports into iTechnology systems, to teach a broad range of skills and needs for students with Autism Spectrum Disorder.

Course Objectives – participants will be able to:

- Describe hardware, accessories, access tips and tools for iTechnology
- Identify evidence-based practices that can be incorporated into iTechnology to meet the unique learning needs of students with autism spectrum disorder
- List various iTechnology apps that support previously identified “low tech” strategies
- Demonstrate the use of the evidence-based practice of video-modeling for students with autism spectrum disorder through iTechnology

Course #17 Schedule Thursday, March 5, 2015

8:00-9:00	Hardware, Accessories, Access Tips and Tools for iTechnology	10:00-10:15	Break
9:00-9:30	Evidence-based Practices that Can Be Incorporated into iTechnology to Meet the Unique Learning Needs of Students with Autism Spectrum Disorder	10:15-11:00	iTechnology Apps (continued)
9:30 - 10:00	iTechnology Apps that Support Previously Identified "Low Tech" Strategies such as Visual Schedules; Visual Directions; Self-Regulation / Relaxation and Social Narratives	11:00-12:00	Use of the Evidence-based Practice of Video-Modeling for Students with Autism Spectrum Disorder Through iTechnology; Complete Program Evaluation
		12:00-1:00	LUNCH - On Your Own

 **1:00pm - 4:00pm Afternoon Course**



COURSE #18 THURSDAY, MARCH 5, 2015 1:00pm-4:00pm
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

DAY 2

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, School Psychologists, Occupational Therapists, Speech-Language Pathologists, Social Workers, Instructional Assistants and Paraprofessionals, Behavior Specialists, School Counselors providing support to ASD students, Assistive Technology Specialists, and Autism Specialists

Target Age Range: Pre-K through 21 Years of Age

Course Description: School environments can be confusing, overwhelming, and fearful for students with Autism Spectrum Disorder. This fast-paced session will show numerous, practical, easy to implement strategies for immediate use to modify the educational environment to increase student understanding of environmental expectations, and task expectations within various school environments. Use of these strategies


has shown to decrease the occurrence of challenging behaviors in students with autism spectrum disorder, by increasing their comprehension and understanding of various school environments. Positive student behavioral change will be fostered through environmental accommodations and modifications by implementing the instructional strategies shared in this session.

Course Objectives – participants will be able to:

- Identify the elements in the school environment based on individual learner needs
- Describe how to engineer the physical environment by providing physical and visual structure to increase comprehension and understanding for students with autism spectrum disorder
- Define visual strategies to increase student understanding of task expectations within various school environments

Course #18 Schedule Thursday, March 5, 2015

1:00-1:30	School Environments & Individual Learner Needs	3:00-4:00	Visual Strategies to Increase Student Understanding of Task Expectations
1:30-2:45	Engineering the Physical for Students with ASD	4:00	Complete Program Evaluations
2:45-3:00	Break		

 **8:00am - 4:00pm All Day**

DAY ONE OF THIS TWO-DAY COURSE



COURSE #19 THURSDAY, MARCH 5, 2015 8:00am-4:00pm
Sensory Strategies for School Success: Simulations, Accommodations & Modifications
 By Jenny L. Clark, OTR/L, BCP, Jenny's Kids, Inc. (8:00am-4:00pm)

DAY 2

Target Audience: Special Education Teachers, General Education Teachers, Resource Room Teachers, Reading Specialists, School Psychologists, School Counselors, Physical Therapists, Occupational Therapists, Speech-Language Pathologists, Principals, Administrators, Case Managers, Social Workers, Instructional Assistants and Paraprofessionals, Assistive Technology Specialists, Behavior Specialists, Autism Specialists and Private Tutors

Target Age Range: Age 3 years through 6th Grade

Course Description: Join Jenny L. Clark, OTR/L, BCP, author of the evidenced-based curriculum, *Learn to Move, Move to Learn* for this exciting and informative 2-day seminar filled with creative and useful sensorimotor interventions that can be easily implemented in the classroom, clinic, or at home to help children with success in childhood occupations. In this 2-day seminar, learn to identify and develop therapeutic plans that address the six subtypes of sensory processing disorder: 1) sensory modulation disorder for attention and behavior; 2) sensory-based motor disorder for motor coordination and dysgraphia; and, 3) sensory discrimination disorder for learning. Participants will acquire a repertoire of skills and remedial activities along with practical adaptations to address challenges that impede a child's scholastic achievement. Sensory processing disorder will be examined in detail,

outlining characteristics of each sensory system, signs and symptoms of dysfunction, accommodations and modifications for the classroom, quick fix strategies for home, and mini labs to experience sensory simulations. Participants will glean information about how to implement Jenny Clark's 'Learn to Move' curriculum in preschool and elementary school settings as well as clinic settings. Attendees will discover how to design sensorimotor theme-based lesson plans that can be implemented immediately. Jenny's unique play-based treatment approach for children incorporates sensorimotor theme activities that facilitate development to enhance learning. Additional therapeutic programs will be introduced accompanied by small and large group experiential fun! Video examples, case studies, and current research to support therapeutic interventions will enrich participants' learning.

[continued on page 18](#)

Course Objectives – participants will be able to:

- Differentiate between six subtypes of sensory processing disorder and their impact on childhood occupations
- Adequately describe evidence based research on sensory processing disorders
- Provide 4 examples of how to develop therapeutic adaptations or modifications that will enhance learning
- Describe the neurological components of sensory systems
- Adequately demonstrate 3 sensory simulation activities
- Describe 4 appropriate handwriting accommodations

Course #19 Schedule Thursday, March 5, 2015

8:00-10:00	Sensory Processing Disorder (SPD): Sensory Modulation Disorder (SOR, SUR SS), Sensory-based Motor Disorder (postural disorder & motor planning), and Sensory Discrimination Disorder. Evidence-based Research that Supports SPD Practices	12:00-1:00	Lunch
10:00-10:15	Break	1:00-2:00	Sensory Systems; Vestibular, Proprioception, Tactile, and their Signs and Symptoms of Dysfunction; Sensory Simulation Mini Labs
10:15-12:00	Therapeutic Strategies that Address Attention, Sensory-Related Behavior, Motor Coordination, Dyspraxia, and Learning Related Challenges for Children with Developmental Coordination Disorder, Learning Disabilities, ADHD and other Differences	2:00-2:45	Visual, Auditory, Olfactory, and Taste, and their Signs and Symptoms of Dysfunction; Sensory Simulation Mini Labs
		2:45-3:00	Break
		3:00-4:00	Practical Accommodations in the Classroom to Facilitate Academic Success with Emphasis on Handwriting; Activities to Support Learning



8:00am - 4:00pm All Day

DAY ONE OF THIS TWO-DAY COURSE



COURSE #20 THURSDAY, MARCH 5, 2015 8:00am-4:00pm
PREPaRE: Crisis Intervention and Recovery- The Roles of School Based Mental Health Professional
 By Annie Rueda-Brown, MEd, and Julie Busse, MEd, School Psychologists, Edmonds School District

DAY 2

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, School Psychologists, School Counselors, Principals, Administrators, Case Managers, Social Workers, and Behavior Specialists

Target Age Range: K through 21 Years of Age

Course Description: This 2-day workshop provides school-based mental health professionals, other school crisis intervention team members, and teachers with the knowledge necessary to meet the mental health needs of students and staff following a school-associated crisis event. With updated research and crisis intervention strategies, this workshop teaches participants how to prevent and prepare for psychological trauma, helps to reaffirm both the physical health of members of the school community and

students' perception that they are safe and secure, evaluates the degree of psychological trauma, respond to the psychological needs of members of the school community, and examines the effectiveness of school crisis intervention and recover efforts. This workshop is an excellent course for all mental health professionals and staff members in your district who provide mental health crisis intervention services.

Course Objectives – participants will be able to:

- Identify three variables that determine the number of individuals likely to be traumatized by a given crisis
- List several factors that support the connection between school crisis intervention and the multidisciplinary National Incident Management System
- Identify the school crisis interventions specified by the PREPaRE acronym
- Identify how school crisis intervention fits into the multidisciplinary school crisis response
- State the triage variables that predict psychological trauma
- Describe several factors that improve reported attitudes toward, and readiness to provide school crisis intervention

Course #20 Schedule Thursday, March 5, 2015

8:00-9:00	PREPaRE framework (pre-test)	12:00-1:00	LUNCH - On Your Own
9:00-10:00	Basic Assumptions about Crisis Events	1:00-2:00	Reaffirm Health and Safety
10:00-10:15	Break	2:00-2:45	Evaluate Psychological Trauma
10:15-11:00	The PREPaRE Model	2:45-3:00	Break
11:00-12:00	Prevent and Prepare for Psychological Trauma	3:00-4:00	Conducting Psychological Triage



8:00am - 12:00pm Morning Course



COURSE #21 FRIDAY, MARCH 6, 2015 8:00am-12:00pm

An Ounce of Prevention: Strategies to Prevent Challenging Behaviors in Children with Disabilities

By Nancy Rosenberg, PhD, University of Washington

DAY 3

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, School Psychologists, School Counselors, Occupational Therapists, Speech-Language Pathologists, Principals, Administrators, Instructional Assistants, Paraprofessionals, Behavior Specialists, and Autism Specialists

Target Age Range: 3 Years of Age through 6th Grade

Course Description: A fundamental underlying principle in a Positive Behavior Support approach to challenging behaviors is that we are always better off preventing challenging behaviors in the first place, rather than figuring out how to react to them after they have happened. This workshop

will discuss a variety of strategies to help prevent challenging behaviors. While the focus will be on children with disabilities, the strategies used are also often utilized successfully with typically developing children.

Course Objectives – participants will be able to:

- Identify the key ideas of Positive Behavior Support and what the function of a behavior is
- Identify different strategies for preventing behavior during academic tasks and other demand situations
- Identify different strategies for preventing problems when students want things they cannot have
- Identify different strategies to use for problems during transitions

Course #21 Schedule Friday, March 6, 2015

8:00-9:00	Introduction to Positive Behavior Support	11:00-12:00	Strategies to Prevent Problems During Transitions; Complete Program Evaluation
9:00-10:00	Strategies to Prevent Problems During Academic Tasks	12:00-1:00	LUNCH - On Your Own
10:00-10:15	Break		
10:15-11:00	Addressing Compliance Issues/Strategies to Prevent Problems When Students Want Something They Cannot Have		



1:00pm - 4:00pm Afternoon Course



COURSE #22 FRIDAY, MARCH 6, 2015 1:00pm-4:00pm

"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

DAY 3

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, School Psychologists, School Counselors, Occupational Therapists, Speech-Language Pathologists, Principals, Administrators, Instructional Assistants, Paraprofessionals, Behavior Specialists, and Autism Specialists

Target Age Range: 3 Years of Age through 6th Grade

Course Description: A key idea of Positive Behavior Support is that whenever we are trying to reduce a child's problem behaviors, we always focus at the same time on teaching the child something appropriate to do instead. Ideally, this replacement behavior will meet the same function as

the challenging behavior. This course will focus on how to choose which replacement behaviors to teach for a particular student and how to effectively teach the child to use the replacement behavior rather than engage in problem behavior.

Course Objectives – participants will be able to:

- Describe how to consider the function of the child's problem behavior
- Identify how to select an appropriate replacement behavior
- Describe how to teach the child to use the new appropriate behavior

Course #22 Schedule Friday, March 6, 2015

1:00-2:00	Recognizing the Function of the Problem Behavior	3:00-4:00	Teaching Replacement Behaviors
2:00-2:45	Selecting New Appropriate Behaviors	4:00	Complete Program Evaluations
2:45-3:00	Break		



8:00am - 12:00pm Morning Course

FRIDAY



COURSE #23 FRIDAY, MARCH 6, 2015 8:00am-12:00pm
Common Core, Student Inquiry and Learning for 21st Century Teachers Grades 3-12
 By Katherine McKnight, PhD, National Louis University, Chicago

DAY 3

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Reading Specialists, Principals, Administrators, Instructional Assistants and Paraprofessionals, ELL Teachers, and Math Teachers

Target Age Range: K through 21 Years of Age

Course Description: The Common Core State Standards have been widely adopted and it has become evident that school that school systems are encouraging teaching methods that develop students' deep understanding of content. To demonstrate this rigorous content knowledge, students must

develop a complex and diverse skill set. Critical thinking, collaboration and creativity are essential for student success in the 21st century. Participants will learn techniques to help meet these new expectations.

Course Objectives – participants will be able to:

- Describe strategies used to develop evidence argumentation skills
- Explain how to develop essential questions that drive critical thinking, develop skills, and content knowledge
- Describe how to create text sets and content based materials that drive critical thinking
- Demonstrate how to identify and apply web based materials for the development of critical thinking

Course #23 Schedule Friday, March 6, 2015

8:00-9:00	Evidence based Argumentation through Classroom Activities	10:15-11:00	Developing Critical Thinking Skills while Teaching Content
9:00-10:00	Great Teaching and Learning Always Begins with a Great Question	11:00-12:00	Using Technology to Build Critical Thinking Skills, Literacy Skills and Content Knowledge
10:00-10:15	Break	12:00-1:00	LUNCH - On Your Own



1:00pm - 4:00pm Afternoon Course



COURSE #24 FRIDAY, MARCH 6, 2015 - 1:00pm-4:00pm
Bloom was Right: Aligning Technology Integrated Lessons with Bloom's Taxonomy, Grades 3-12
 By Katherine McKnight, PhD, National Louis University, Chicago

DAY 3

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Principals, Administrators, Instructional Assistants and Paraprofessionals, ELL Teachers, and Math Teachers

Target Age Range: K through 10th Grade

Course Description: As educators, we think of Bloom's Taxonomy as the standard of our profession. Learn about lessons that integrate tech-

nology tools to help students demonstrate learning across all levels of Bloom's Taxonomy.

Course Objectives – participants will be able to:

- Describe how to apply Bloom's Taxonomy to the 21st century classroom
- Explain how to evaluate lessons that effectively integrate Bloom's Taxonomy and technology
- Demonstrate how to create lessons that foster rigor and relevance in student learning

Course #24 Schedule Friday, March 6, 2015

1:00-2:00	Bloom's Taxonomy and the Relevance to 21st Century Teaching and Learning	2:45-3:00	Break
2:00-2:45	Lessons that Integrate Technology, Teach Content, Develop Skills and Promote Rigorous Thinking	3:00-4:00	Create Lessons that Integrate Technology Tools
		4:00	Complete Program Evaluations



COURSE #25 FRIDAY, MARCH 6, 2015 8:00am-12:00pm

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

DAY 3

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, ELL Teachers, Instructional Assistants, Paraprofessionals, Math Teachers and Math Coaches and Private Tutors

Target Age Range: K through 8th Grade

Course Description: Participants will engage in doing mathematics designed to deepen their own understanding of fractions. Interspersed within the mathematics experiences, participants will read and reflect on portions of the 3–5 *Number and Operations: Fractions Progression* and the *Standards for Mathematical Practices* in order to consider how the

experiences provide insights into the Common Core State Content and Practice Standards. Participants will be encouraged to share questions that arise from the experiences and explore how the work might be modified for Special Education students.

Course Objectives – participants will be able to:

- Explain how to use area and number line models to determine the relative size of two fractions without needing to find a common denominator
- Describe how to create representations for the portion of a portion, area, and scaling meanings of the multiplication of fractions
- Explain why it makes sense to “invert and multiply” when dividing two fractions

- Describe how students gain experience with the mathematical practices identified in the Common Core State Standards as they work on operations with fractions
- Articulate the trajectory of fraction concepts as they develop across grades one through six

Course #25 Schedule Friday, March 6, 2015

8:00-9:00	Explore the Meaning of Fractions and their Equivalence; Develop a Shared Understanding of the Standards for Mathematical Practice	10:15-11:00	Explore Contexts and Representations that Build a Conceptual Understanding of the Division of Fractions
9:00-10:00	Explore Contexts and Representations that Build a Conceptual Understanding of the Multiplication of Fractions; Develop a Shared Understanding of the Parts of the 3–5 <i>Number and Operations: Fractions Progression</i> that Relate to Representing, Adding, and Subtracting Fractions	11:00-12:00	Explore the Significance of Identifying the Unit Throughout Work with Fractions; Develop a Shared Understanding of the Parts of the 3–5 <i>Number and Operations: Fractions Progression</i> that Relate to Multiplying and Dividing Fractions; Complete Course Evaluations
10:00-10:15	Break	12:00-1:00	LUNCH - On Your Own



COURSE #26 FRIDAY, MARCH 6, 2015 1:00pm-4:00pm

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

DAY 3

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Instructional Assistants, Paraprofessionals, ELL Teachers, Math Teachers and Math Coaches and Private Tutors

Target Age Range: 4th Grade through 8th Grade

Course Description: Participants will engage in doing mathematics designed to deepen their own understanding of expressions and equations. Interspersed within the mathematics experiences, participants will read and reflect on portions of the 6–8 *Expressions and Equations Progression* in

order to consider how the experiences provide insights into the Common Core State Content and Practice Standards. Participants will be encouraged to share questions that arise from the experiences and explore how the work might be modified for Special Education students.

Course Objectives – participants will be able to:

- Identify and address common student errors and misconceptions related to translating words into symbols
- Intentionally develop student mathematical practices as defined by the Common Core State Standards

- Identify and address common student errors and misconceptions related to solving one-step equations

Course #26 Schedule Friday, March 6, 2015

1:00-2:00	Algebraic Expressions by Translating Words Into Symbols; Identifying Common Student Errors and Misconceptions and How to Address Them	2:45-3:00	Break
2:00-2:45	Intentional Development of the Common Core Standards of Mathematical Practice	3:00-4:00	Practice in Identifying Common Student Errors Related to Solving One-Step Equations; Questions and Answers
		4:00	Complete Program Evaluations



COURSE #27 FRIDAY, MARCH 6, 2015 8:00am-4:00pm

Sensory Strategies for School Success: Implementing Sensorimotor Interventions for Learning

By Jenny L. Clark, OTR/L, BCP, Jenny's Kids, Inc.

DAY 3

Target Audience: Special Education Teachers, General Education Teachers, Resource Room Teachers, Reading Specialists, School Psychologists, School Counselors, Physical Therapists, Occupational Therapists, Speech-Language Pathologists, Principals, Administrators, Case Managers, Social Workers, Instructional Assistants and Paraprofessionals, Assistive Technology Specialists, Behavior Specialists, Autism Specialists and Private Tutors

Target Age Range: Age 3 years through 6th Grade

Course Description: Join Jenny L. Clark, OTR/L, BCP, author of the evidenced-based curriculum, *Learn to Move, Move to Learn* for this exciting and informative 2-day seminar filled with creative and useful sensorimotor interventions that can be easily implemented in the classroom, clinic, or at home to help children with success in childhood occupations. In this 2-day seminar, learn to identify and develop therapeutic plans that address sensory modulation disorder for attention and behavior, sensory-based motor disorder for motor coordination and dysgraphia and sensory discrimination disorder for learning. Participants will acquire a repertoire of skills and remedial activities along with practical adaptations to address challenges that impede a child's scholastic achievement. Sensory processing disorder will be examined in detail, outlining characteristics of

each sensory system, signs and symptoms of dysfunction, accommodations and modifications for the classroom, quick fix strategies for home, and mini labs to experience sensory simulations. Participants will glean information about how to implement Jenny Clark's 'Learn to Move' curriculum in preschool and elementary school settings as well as clinic settings. Attendees will discover how to design sensorimotor theme-based lesson plans that can be implemented immediately. Jenny's unique play-based treatment approach for children incorporates sensorimotor theme activities that facilitate development to enhance learning. Video examples, group experiential activities, case studies, and current research to support therapeutic interventions will enrich participants' learning.

Course Objectives – participants will be able to:

- Adequately describe the evidence-based curriculum *Learn to Move, Move to Learn*
- Develop original lesson plans and describe how to implement the plan
- Demonstrate 3 sample lesson plans utilizing curriculum strategies presented in the course
- Describe how to identify therapeutic programs that facilitate success for scholastic achievement
- Identify how to collaborate ideas between educators and therapists
- Demonstrate movement strategies for 5 therapeutic interventions

Course #27 Schedule Friday, March 6, 2015

8:00-9:00	Evidence-Based Curriculum <i>Learn To Move, Move To Learn</i>	12:00-1:00	Lunch
9:00-10:15	Integration of Sensorimotor Lesson Plans into the Educational Settings	1:00-2:45	Therapeutic Interventions for Educator and Therapist Collaboration; School Moves, Brain Gym, Bal-A-Vis-X, Speed Stacks, and More
10:15-10:30	Break		
10:30-12:00	Break-out Groups for Lab Experience of <i>Learn To Move, Move To Learn</i>	2:45-3:00	Break
		3:00-4:00	Break-out Groups for Lab Experience of Therapeutic Interventions



8:00am - 12:00pm Morning Course



COURSE #28 FRIDAY, MARCH 6, 2015 8:00am-12:00pm

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

DAY 3

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, School Psychologists, School Counselors, Occupational Therapists, Speech-Language Pathologists, Principals, Administrators, Social Workers, Instructional Assistants and Paraprofessionals, Behavior Specialists, and Autism Specialists

Target Age Range: 3 Years of Age through 21 Years of Age

Course Description: Are you struggling with understanding the mystery that surrounds this nebulous term "social relation skills deficit"? If so, then this fast-paced course is for you! As we explore this puzzling concept, we will discover numerous "clues" to unraveling the mystery regarding social relation differences in children and adolescents with Autism Spectrum Disorder. These "clues" are critical components to developing appropriate

intervention and programming for social relation skills. As we work through this mystery, we will discover the "keys" for understanding social relation differences; assessment of social relation skills; developing an individualized social relations skills program based on appropriate curriculums; and the use of technology for social relation skills instruction.

Course Objectives – participants will be able to:

- Identify key components for social relation skills program development.
- Describe social relation skill differences that are unique to students with Autism Spectrum Disorder
- Define resources for assessment of social relation skills.
- Describe intervention strategies and curriculums for teaching social relation skills, using various modes of technology

Course #28 Schedule Friday, March 6, 2015

8:00-8:30	Key Components for Social Relation Skills Program Development	10:00-10:15	Break
8:30-10:00	Social Relation Skill Differences that are Unique to Students with Autism Spectrum Disorder	10:15-10:45	Resources for Assessment of Social Relation Skills
		10:45-12:00	Intervention Strategies and Curriculums for Teaching Social Relation Skills; Modes of Technology
		12:00-1:00	LUNCH - On Your Own

 **1:00pm - 4:00pm Afternoon Course**



COURSE #29 FRIDAY, MARCH 6, 2015 1:00pm-4:00pm
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

DAY 3

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Occupational Therapists, Speech-Language Pathologists, Instructional Assistants and Paraprofessionals, Assistive Technology Specialists, Behavior Specialists, School Counselors, and Autism Specialists

Target Age Range: 3 Years of Age through 21 Years of Age

Course Description: Are you struggling with teaching your students (and the adults who support them!) *independent* functioning skills? If so, this course is for you! A primary goal when teaching students with Autism Spectrum Disorder is to decrease dependence on adults. However, this can be quite challenging in school-based settings where the educational climate fosters adult support. For our students with Autism Spectrum Disorder, who by the nature of their disability can become quite “prompt-dependent”,

this instructional style can be extremely detrimental, resulting in life-long ramifications. This training will address how to appropriately use adult support to teach independent functioning skills. Numerous, practical evidence-based techniques using various modes of technology designed to increase the independent functioning skills of our students with Autism Spectrum Disorder will be shared.

Course Objectives – participants will be able to:

- Describe the importance of increasing independent functioning skills in students with Autism Spectrum Disorder
- Describe multiple strategies for utilizing 1:1 adult support to teach independent functioning skills to students with Autism Spectrum Disorder
- Explain numerous uses of technology to teach independent functioning skills to students with Autism Spectrum Disorder

Course #29 Schedule Friday, March 6, 2015

1:00-1:30	Increasing Independent Functioning Skills	2:45-3:00	Break
1:30 – 2:00	1:1 Adult Support to Teach Independent Functioning Skills	3:00-4:00	Technology and Independent Functioning Skills-continued; Questions and Answers; Complete Program Evaluations
2:00-2:45	Technology and Independent Functioning Skills		

 **8:00am - 4:00pm All Day Course**



COURSE #30 FRIDAY, MARCH 6, 2015 8:00am-4:00pm
Equity in School Discipline: Strategies for Preventing Suspensions and Keeping Students in School
 By Vicki Nishioka, PhD, Education Northwest

DAY 3

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, School Psychologists, Principals, Administrators, Case Managers, Social Workers, School Counselors, Instructional Assistants, Paraprofessionals, ELL Teachers, and Behavior Specialists

Target Age Range: 6th Grade to Age 21 Years of Age

Course Description: Each and every student deserves to learn in a safe and culturally responsive school. Creating and utilizing equitable discipline policies and practices that allow each student access to quality classroom instruction and educational opportunities is critical. Learn ways you can take leadership in identifying and reducing exclusionary discipline through research-based practices, preventative discipline, and helping your school build culturally responsive and inclusive learning environments every student needs and deserves.

This course will focus on the development and implementation of multi-tiered systems of support that promote supportive learning environments for every student. Instructional leaders at the building or district level will learn the importance of institutionalizing culturally responsive practices within the components of a school-wide behavior system to ensure each student feels welcome in their school and learns the skills needed to become a global citizen in an increasingly diverse world.

Course Objectives – participants will be able to:

- Explain the scope of the problem and rationale for addressing disproportionate discipline practices
- Identify two federal policies or initiatives related to equitable school discipline practices and elements of district/school policies that support proactive discipline systems
- Describe how to increase the use of data to identify discipline disparities and track progress on reducing this problem of practice
- Name four school and classroom strategies associated with lower suspension rates for in schools with diverse student populations
- Name four alternatives to suspension and how to apply these strategies to discipline situations
- Explain how to adequately use of classroom prevention strategies and interventions to problem behaviors

Course #30 Schedule Friday, March 6, 2015

8:00-9:00	Disproportionate use of Discipline Data, Rationale for Addressing Discipline Disparities	12:00-1:00	LUNCH - On Your Own
9:00-10:00	Factors that Promote Disproportionate use of Discipline Actions; Student, School, and Teacher's Perspective	1:00-2:00	Classroom Strategies, Organization, Routines, and Culturally Responsive Curriculum
10:00-10:15	Break	2:00-2:45	Developing Positive Learning Environments
10:15-11:00	Research-Based School and Classroom Strategies Associated with Lower Suspension Rates in Schools	2:45-3:00	Break
11:00-12:00	School-Wide Practices to Prevent Discipline Problems and Promote Early Intervention	3:00-4:00	Developing Positive Learning Environments and how to Intervene for Common Behavioral Problems; Q&A
		4:00	Complete Program Evaluations



8:00am - 4:00pm All Day

DAY TWO OF THIS TWO-DAY COURSE



COURSE #31 FRIDAY, MARCH 6, 2015 8:00am-4:00pm
PREPaRE: Crisis Intervention and Recovery- The Roles of School Based Mental Health Professional
 By Annie Rueda-Brown, MEd, and Julie Busse, MEd, School Psychologists, Edmonds School District

DAY 3

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, School Psychologists, School Counselors, Principals, Administrators, Case Managers, Social Workers, and Behavior Specialists and other individuals whom the team has identified as appropriate providers of psychological first aid. This course can be very helpful for community-based mental health practitioners who may work with the school crisis team and/or may be brought in to the school assist in response to a crisis.

Target Age Range: K through 21 Years of Age

Course Description: This 2-day workshop provides school-based mental health professionals, other school crisis intervention team members, and teachers with the knowledge necessary to meet the mental health needs of students and staff following a school-associated crisis event. With updated research and crisis intervention strategies, this workshop teaches participants how to prevent and prepare for psychological trauma, helps to reaffirm both the physical health of members of the school community

and students' perception that they are safe and secure, evaluates the degree of psychological trauma, respond to the psychological needs of members of the school community, and examines the effectiveness of school crisis intervention and recover efforts. This is an excellent course for all mental health professionals and staff members in your district who provide mental health crisis intervention services.

Course Objectives – participants will be able to:

- Demonstrate how to match the degree of psychological trauma risk to the appropriate school crisis interventions
- Describe strategies to improved attitudes toward, and readiness to provide school crisis intervention
- Identify key variables that determine the number of individuals likely to have been traumatized by a particular event
- Identify the school crisis interventions specified by the PREPaRE acronym
- Describe how to develop skills important to coping with trauma
- Explain how to adapt the PREPaRE curriculum to meet your school's needs and size

Course #31 Schedule Friday, March 6, 2015

8:00-9:00	Providing Interventions	1:00-2:00	Psychological Interventions
9:00-10:00	Responding to Student's Psychological Needs	2:00-2:45	Examining Effectiveness
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Psycho-educational Groups	3:00-4:00	Care for the Caregiver (post-test); Questions and Answers;
11:00-12:00	Psychological Interventions		Complete Program Evaluations
12:00-1:00	LUNCH - On Your Own		

Conference Target Audience: Professionals working with general education students, special needs students, students with learning differences, English Language Learners and gifted students 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: general classroom teachers (preK-12th grade), special education teachers, autism specialists, superintendents, principals and directors, resource room teachers, ELL teachers, speech-language pathologists, occupational therapists, physical therapists, school psychologists, counselors, social workers, school nurses, Title 1 teachers, vocational counselors, professional development staff, paraprofessionals and other educators.

Program Description:

This conference provides numerous opportunities for professionals to acquire new information and ideas to work collaboratively to meet the needs of all students. Participants will have the opportunity to hear nationally and internationally recognized speakers on a variety of general education and special education topics. Thirty-one courses are offered, allowing you to best meet your 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 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.



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, or 6.5 contact hours per day or .65 ASHA CEUs (Various Levels; Professional Area).

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



Western Washington University College Credits CSD 503 - Professional Development in CSD:

This course provides conference-based opportunities for practicing professionals to engage in learning about current research and treatment strategies on a variety of special education issues, including communication disorders. The courses are intended for the professional development of the conference attendee. The WWU credits may not be used as elective credits in a graduate degree program. Prerequisites & Notes: Entry level degree in professional area of specialization. Credits: 2 Grade Mode: S/U To register for credit, immediately following the conference, mail the WWU registration forms to the college. WWU registration forms will be available at registration or you may download the forms online. The cost of the credit is \$100 for 2 college credits (\$50 per credit) with payment being made directly to WWU. You must attend and meet completion requirements for the entire three-day conference and complete and submit a written assignment. For additional details, visit the WWU College Credit page at the conference website at: www.rehabseminars.org.



OSPI CLOCK HOURS (CECHs) – Speech-Language Pathologists, Occupational Therapists, School Psychologists, Social Workers, Counselors, Special Education Teachers, Classroom Teachers, Physical Therapists, Principals, Administrators, and other professionals working in the Washington State School Districts: Washington State Clock Hours have been approved through the Washington Speech-Language-Hearing Association for sponsorship. Individuals wishing to receive OSPI continuing education clock hours must sign an OSPI Clock Hour registration form available at the OSPI clock hours registration desk when signing-in at this conference each day. (There is a \$20.00 fee for OSPI Clock Hours, payable at the conference. No prepayment of OSPI Clock Hours will be accepted). This three-day conference is 19.5 contact hours (6.5 hours per day). Pick up the "Continuing Education Clock Hour Credit In-service Registration Form" and keep to verify course attendance.

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



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.



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). Full day courses are 6.5 contact hours (6.5 CPD) or 19.5 contact hours (19.5 CPD) for this three-day conference.



Social Workers, Marriage and Family Therapists and Mental Health Counselors: This 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: Rehab Seminars is an approved CE Provider (PCE 5498) for LMFT, LCSW, LEP, and LPCC licensure requirements in California.



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 list "school counselors" in the target audience section of the course description and include Course #: 2, 3, 6, 9, 10, 14, 16, 17, 18, 19, 20, 21, 22, 27, 28, 29, 30, and 31.



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.

For additional state and national CE approvals, visit the conference website.

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 College Credit or contact hours, you must complete the appropriate participant forms. 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.

Certificate of Course Completion will be provided to attendees that meet the above criteria of course completion. Mark your registration form to indicate that you want a certificate emailed or sent to you via US Mail. Attendees may call Rehab Seminars if a replacement certificate is required.

Vendor Exhibits

We are inviting representatives from professionally relevant companies and organizations to exhibit at this event. Exhibit space availability is limited. For additional information call 360-379-6994 or email the planning committee chair at vickid@seanet.com. Rehab Seminars does not receive royalties or commissions from companies exhibiting devices, products or services. Product demonstrations are provided to enhance the educational experience.

Also Register for the Upcoming General & Special Education Conference in San Antonio, TX on April 30 - May 1 & May 2, 2015



April 30, May 1 & 2, 2015 | Hyatt Regency Riverwalk–San Antonio **Improving Student Achievement through Innovation Pre-K through 12th Grade**

CONCURRENT COURSES AND DISTINGUISHED COURSE FACULTY

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.

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

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

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

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

Self-Regulation: The Foundation for Learning Autonomy By Richard Cash, EdD, nRich Educational Consulting, Inc..

Auditory Processing Disorders and Attention Deficit Disorders: Interventions to Increase Academic Success By Martha Burns, PhD, CCC-SLP, Northwestern University

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

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

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

Differentiated Instruction and Brain-Compatible Learning in the Era of Common Core State Standards By Richard Cash, EdD, nRich Educational Consulting, Inc.

Intensive Supports for At-Risk Students: Matching Students to the Appropriate Intervention By Clayton R. Cook, PhD, University of Washington

Moving On Up to Executive Function By Martha Burns, PhD, CCC-SLP, Northwestern University

Strategies for Students Struggling with Math By Sarah R. Powell, University of Texas-Austin

www.rehabseminars.org (360) 379-6994 - phone (360) 379-5271 - fax

2015 General & Special Education Conference Registration Form
March, 4, 5, 6th, 2015

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

DEMAND IS HIGH AND SPACE IS LIMITED. PLEASE REGISTER EARLY. 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: _____

Street Address: _____ City _____ State _____ Zip _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

Position: _____ Employer _____

Email: _____ Fax: _____
(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)

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

CHECK CONCURRENT COURSES YOU WISH TO ATTEND. Please choose either one All-Day course, or both one morning and one afternoon course, for each day you will attend. They will be listed on your confirmation notification via email and on your nametag at the conference. Courses are NOT repeated. Check course availability on the conference website at www.rehabseminars.org.

- | Day One Wednesday March 4, 2015 | Day Two Thursday March 5, 2015 | Day Three Friday March 6, 2015 |
|--|---|--|
| <input type="checkbox"/> Course #1 - Common Sense Guide to CCSS by Dr. McKnight (8am-4pm)
<input type="checkbox"/> Course #2 - Learning to Behave-Visual Strategies by Carole Kaulitz (8am-12pm)
<input type="checkbox"/> Course #3 - Pro-Social Thinking- Visual Strategies by Carole Kaulitz (1pm-4pm)
<input type="checkbox"/> Course #4 - Comprehension and Word Awareness by Dr. Heafner/Dr. Massey (8am-4pm)
<input type="checkbox"/> Course #5 - Co-Teaching by Dr. Naranjo (8am-12pm)
<input type="checkbox"/> Course #6 - Person-Centered Career Planning by Marsha Threlkeld (1pm-4pm)
<input type="checkbox"/> Course #7 - Learning Disabilities: Analyzing by Dr. Alfonso (8am-12pm)
<input type="checkbox"/> Course #8 - Learning Disabilities: Interventions by Dr. Alfonso (1pm-4pm)
<input type="checkbox"/> Course #9 - Transforming School Climate by Derpak/Parker (8am-4pm)
<input type="checkbox"/> Course #10 - Problem Behaviors and Anxiety by Bek Wiltbank (8am-12pm)
<input type="checkbox"/> Course #11 - Effective Strategies for AAC Users by Cole Wilson/Revelli/Chappell (1pm-4pm) | <input type="checkbox"/> Course #12 - Pediatric Motor Speech Disorders by Dr. Strand, SLP (8am-4pm)
<input type="checkbox"/> Course #13 - Formative Assessment and CCSS by Dr. McKnight (8am-4pm)
<input type="checkbox"/> Course #14 - School-Based Mental Health Services by Dr. Cook (8am-4pm)
<input type="checkbox"/> Course #15 - Short Texts to Support Readers by Heafner/ Massey (8am-12pm)
<input type="checkbox"/> Course #16 - Visual Factors that Impact Learning by Dr. Torgerson (1pm-4pm)
<input type="checkbox"/> Course #17 - iTechnology for Students with ASD by Susan Stokes, SLP (8am-12pm)
<input type="checkbox"/> Course #18 - Modifying the Educational Environment for ASD by Susan Stokes, SLP (1pm-4pm)
<input type="checkbox"/> Course #19 *Day one of two days - Sensory Strategies by Jenny Clark, OTR/L (8am-4pm)
<input type="checkbox"/> Course #20 *Day one of two days - PREPaRE: Rueda-Brown/Julie Busse (8am-4pm) | <input type="checkbox"/> Course #21 - Strategies to Prevent Challenging Behaviors by Dr. Rosenberg (8am-12pm)
<input type="checkbox"/> Course #22 - Using Replacement Behaviors by Dr. Rosenberg (1pm-4pm)
<input type="checkbox"/> Course #23 - Common Core-21st Century Teachers by Dr. McKnight (8am-12pm)
<input type="checkbox"/> Course #24 - Bloom was Right by Dr. McKnight (1pm-4pm)
<input type="checkbox"/> Course #25 - Operations with Fractions by Dr. Stimpson (8am-12pm)
<input type="checkbox"/> Course #26 - Expressions and Equations by Dr. Stimpson (1pm-4pm)
<input type="checkbox"/> Course #27 - *Day two of two days - Sensorimotor Interventions by Jenny Clark (8am-4pm)
<input type="checkbox"/> Course #28 - Social Interaction Skills for ASD by Susan Stokes, SLP (8am-12pm)
<input type="checkbox"/> Course #29 - Critical Life Skills for ASD by Susan Stokes, SLP (1pm-4pm)
<input type="checkbox"/> Course #30 - Equity in School Discipline by Dr. Nishioka (8am-4pm)
<input type="checkbox"/> Course #31 *Day two of two days - PREPaRE: Rueda-Brown/Julie Busse (8am-4pm) |

FEE SUMMARY:

Check One

- | | Registration Fee
By February 28, 2015 | Registration Fee
After February 28, 2015 |
|--|--|---|
| <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 if you have 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. No group discounts after February 28th.

TOTAL FEE PAID _____

Registration less a 20% processing fee is refundable if cancellation occurs before February 28, 2015. After February 28, 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. Registrations taken on a first come, first served basis. If you require special arrangements at this conference, please call (360) 379-6994 at least 30 days prior to the conference.



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2015 GENERAL & SPECIAL EDUCATION CONFERENCE

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

Seats are limited – Register Early!

2015 General & Special Education Conference March 4, 5, 6, 2015

register online at www.rehabseminars.org

General Conference Schedule

Concurrent courses will take place in separate classrooms, each day. Courses are limited in size. Indicate your selections on the registration form to reserve your seat. See detailed course information inside.

- 7:00 to 8:00 Sign-in at general registration desk – Coffee & tea served.
CE and WWU 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

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

