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Full-Day Courses and Distinguished Faculty:

DAY 1: WEDNESDAY, MAY 18, 2016 (8:00AM-4:00PM)

Full-day, Concurrent Courses

1. Working with Gifted, Talented, and Advanced Learners in the General Classroom By Richard M. Cash, EdD, nRich Educational Consulting, Inc.
2. School Discipline, Classroom Management, and Student Self-Management: Designing Effective Multi-Tiered Positive Behavioral Support Systems (with an Eye to Disproportionality) By Howard M. Knoff, PhD, Director of Project ACHIEVE
3. It's All About Independent Functioning! Using Evidence-based Practices to Develop Critical Life Skills for Students with Autism Spectrum Disorder By Susan K. Lewis Stokes, M.A., CCC- SLP, Speech-Language Pathologist and Autism Consultant
4. Literacy for Students at Risk for Learning Disabilities: Building Word Recognition and Reading Comprehension By Devin Kearns, PhD, University of Connecticut

DAY 2: THURSDAY, MAY 19, 2016 (8:00AM-4:00PM)

Full-day, Concurrent Courses

5. Social/Emotional Development of Gifted, Talented and Advanced Level Learners: A Balancing Act By Richard M. Cash, EdD, nRich Educational Consulting, Inc.
6. Teaching Social, Emotional, and Behavioral Skills to Improve Student Engagement, Behavior, and Achievement: The *Stop & Think Social Skills Program* By Howard M. Knoff, PhD, Director of Project ACHIEVE
7. Using iTechnology as Evidence-based Practice: Meeting the Learning and Behavioral Needs for Students with Autism Spectrum Disorder with iPads & iPods By Susan K. Lewis Stokes, M.A., CCC- SLP, Speech-Language Pathologist and Autism Consultant
8. Reducing Anxiety and Optimizing Function in Childhood: A Holistic Model of Function and Intervention By Bek Wiltbank, MOTR/L, Occupational Therapist, Consultant (day one of this two-day course)

DAY 3: FRIDAY MAY 20, 2016 (8:00AM-4:00PM)

Full-day, Concurrent Courses

9. Differentiation for Gifted Learners: Going Beyond the Basics By Richard M. Cash, EdD, nRich Educational Consulting, Inc.
10. Disobedient, Disruptive, Defiant, and Disturbed Students: Behavioral Interventions for Challenging Students By Howard M. Knoff, PhD, Director of Project ACHIEVE
11. Unraveling the Mystery of Social Interaction Skills for Students with Autism Spectrum Disorder By Susan K. Lewis Stokes, M.A., CCC- SLP, Speech-Language Pathologist and Autism Consultant
12. Reducing Anxiety and Optimizing Function in Childhood: A Holistic Model of Function and Intervention By Bek Wiltbank, MOTR/L, Occupational Therapist, Consultant (day two)



Richard M. Cash, EdD an internationally renowned speaker and educator, has worked in the field of education for over 25 years. His range of experience includes teaching at the elementary and middle school levels as well as the college level. Most recently, he served as Director of Gifted Programs for the Bloomington Public Schools, in Minnesota, USA. Dr. Cash received his doctorate in Educational Leadership and a Master's Degree in Curriculum and Instruction from the University of St. Thomas in Minneapolis, MN. Along with his Bachelor's degree in Education from the University of Minnesota, Minneapolis, Richard holds a Bachelor's degree in Theater from the University of Wisconsin, Eau Claire. Richard is active with various educational associations, such as the World Council on Gifted Education, ASCD, and The National Association for Gifted Children (NAGC). He is the President and Lead Consultant for nRich Educational Consulting, Inc. His areas of expertise are educational programming, rigorous and challenging curriculum design, differentiated instruction, 21st century skills, brain compatible classrooms, and self-regulated learning. Dr. Cash authored the books *Advancing Differentiation: Thinking and Learning for the 21st Century*, (2011) and *Differentiation for Gifted Learners: Going Beyond the Basics* (2014, co-author Diane Heacox), which was awarded The Legacy Book® Award for Outstanding Educators Publication. His newest book *Self-Regulation in the Classroom: Helping Students Learn How to Learn* will be released in early 2016. All books are published by Free Spirit Publishing, Inc. (free-spirit.com). Disclosure: Financial-Dr. Cash is the owner of nRich Educational Consulting, Inc., an educational consulting company. He receives financial compensation from his consulting firm and he receives royalties from Free Spirit Publishing, the publisher of his books. Nonfinancial-Mr. Cash has no relevant nonfinancial relationships to disclose.



Howard M. Knoff, PhD is the creator and Director of Project ACHIEVE. After 22 years as a university professor, he is now a full-time national consultant, author, and presenter, and he was the Director of the State Improvement/Personnel Development Grant for the Arkansas Department of Education—Special Education Unit from 2002 through 2015. Formerly a Professor of School Psychology at the University of

South Florida (Tampa, FL) for 18 years and Director of its School Psychology Program for 12 years, Dr. Knoff was also the creator and Director of the USF Institute for School Reform. As Director of Project ACHIEVE, a nationally-known school effectiveness/improvement program that was designated a National Model Prevention Program by the U. S. Department of Health & Human Services Substance Abuse and Mental Health Services Administration (SAMHSA) in 2000, Dr. Knoff has trained thousands of schools or school districts over a 30-year-plus career. As Director of the Arkansas State Improvement/Personnel Development Grant (SIG/SPDG), he helped to oversee the primary SPDG goals: statewide implementation of Project ACHIEVE's Positive Behavioral Support System; literacy and mathematics interventions for at-risk, underachieving, and students with disabilities; response-to-intervention; and providing technical assistance to schools/districts in School Improvement status. Dr. Knoff received his Ph.D. degree from Syracuse University in 1980, and has worked as a practitioner, consultant, licensed private psychologist, and university professor since 1978. Dr. Knoff is widely respected for his research and writing on school reform and organizational change, consultation and intervention processes, social skills and behavior management training, response-to-intervention/multi-tiered services, and professional issues. He has authored or co-authored 18 books, published over 75 articles and book chapters, and delivered over 2,000 papers and presentations nationally. His most recent books include: *School Discipline, Classroom Management, and Student Self-Management: A Positive Behavioral Support Implementation Guide* from Corwin Press, *RTI2—Response to Instruction and Intervention: Implementing Successful Academic and Behavioral Intervention Systems* from the International Center for Leadership in Education, the *Stop & Think Social Skills Program* (pre-school through high school) from Cambium/ Sopor Learning, and the *Stop & Think Parent Book: A Guide to Children's Good Behavior* from Project ACHIEVE Press. Disclosure: Financial-Dr. Knoff receives royalties from his book publishers, Corwin Press, the International Center for Leadership in Education, and Cambium/ Sopor Learning. He is the owner of Project ACHIEVE Inc. and Project ACHIEVE Press, and receives consultation, presentation, or royalty income from those entities. Nonfinancial-There are no nonfinancial relationships to disclose.



Susan K. Lewis 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, with a specific focus on the use of evidence-based practices as positive behavioral interventions and supports, to various groups and school districts across the country, Canada, and Mexico. 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: <http://www.specialed.us/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.



Devin Kearns, PhD received his doctoral degree in special education at Vanderbilt University. He is an assistant professor of special education in the Department of Educational Psychology in the Neag School of Education at the University of Connecticut. He researches reading disability in elementary-age children, with an emphasis on developing and implementing programs to prevent and remediate reading problems. Dr. Kearns is currently conducting studies to examine how late-elementary-age children read polysyllabic words and to help struggling readers learn strategies that help them read these words better. He has published papers on polysyllabic word reading in journals like the *Journal of Educational Psychology* and the *Journal of Learning Disabilities*. Dr. Kearns has seven years of classroom experience, working in elementary education as a general education teacher, literacy coach, and reading specialist. He has provided professional development and done curriculum design for federally-funded centers, universities, and schools and districts across the U.S. and Canada. Dr. Kearns was a Learning Sciences Institute and Institute of Educa-

tion Sciences Fellow, and he was the 2010 recipient of Vanderbilt University's Robert Gaylord-Ross Award for Writing Excellence. Dr. Kearns is associate editor for *Assessment for Effective Intervention* and on the editorial boards of the *American Journal of Intellectual and Developmental Disabilities* and *The Reading Teacher*. Disclosure: Financial-Dr. Kearns is employed by the University of Connecticut, and provides consulting services as an independent contractor to school districts and other organizations. He is currently the principal investigator or co-principal investigator for five research grants, two funded by the University of Connecticut, one by IES-NCSER, and two by OSEP. Nonfinancial-Dr. Kearns teaches about Peer-Assisted Learning Strategies (PALS), a classwide peer tutoring program developed at Vanderbilt University but does not receive compensation from PALS.



Bek Wiltbank, MOTR/L, is an Occupational Therapist who specializes in holistic pediatric therapy. She achieved her Bachelor of Science in Psychology and Master of Occupational therapy, and has since been working in pediatrics in a variety of settings. She has worked in public schools, private schools, birth to three centers, outpatient therapy centers, and currently runs her own private practice providing structural therapy for babies and children. She also teaches live continuing education classes nationally, and online video classes for parents. 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 en-

vironment 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. Disclosure: Financial- Bek is in private practice and she receives consulting fees for her trainings and presentations. Nonfinancial - There are no nonfinancial relationships to disclose.





COURSE #1 WEDNESDAY, MAY 18, 2016 (8:00AM-4:00PM)

Working with Gifted, Talented and Advanced Learners in the General Classroom

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

DAY 1

Target Audience: General Education Teachers K-12, Gifted & Talented Education Teachers, Principals/Administrators K-12, Specialists and Coaches, Instructional Assistants, Paraprofessionals, Curriculum Developers and other professionals working with advanced learners

School Levels: Kindergarten through 12th Grade

Course Description: All teachers work with gifted, talented and advanced learners. Having the knowledge base as to the characteristics of gifted/talented and advanced learners, knowing the right strategies for enhancing curriculum and being able to adjust instruction to meet their needs is essential in today's diverse classrooms. This session will provide an overview of the learning and social/emotional needs of gifted, talented and advanced students; offer practical ideas for enhancing curriculum; and provide ready to use teaching strategies for nurturing high levels of thinking for all students. Join Dr. Richard M. Cash, an internationally recognized specialist in gifted education, in this highly interactive and pragmatic session in which you are sure to walk away with numerous ideas, strategies and techniques.

Course #1 Objectives – participants will be able to:

Adequately describe the neurological differences of gifted, talented and advanced learners

Demonstrate several strategies to enhance curriculum and adjust instruction to meet the needs of gifted, talented and advanced learners

Adequately explain how the social/emotional needs of gifted, talented and advanced learners impact achievement

List specific traits and characteristics of gifted, talented and advanced learners

Adequately explain how the academic needs of gifted, talented and advanced learners impact achievement

Demonstrate the use of questioning strategies to enhance learning in the classroom

Course #1 Schedule Wednesday, May 18, 2016 (8:00am-4:00pm)

8:00-9:00	Introduction and course overview	1:00-2:00	Enrichment, enhancement and extensions to enhance learning (continued)
9:00-10:00	Neurological differences of gifted, talented and advanced learners	2:00-2:45	Thinking and learning to high levels: questioning strategies
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Learning characteristics and traits of gifted, talented and advanced learners	3:00-4:00	Thinking and learning to high levels: questioning strategies (continued); complete program evaluations
11:00-12:00	Enrichment, enhancement and extensions to enhance learning		
12:00-1:00	Lunch-on your own		



COURSE #2 WEDNESDAY, MAY 18, 2016 (8:00AM-4:00PM)

School Discipline, Classroom Management, and Student Self-Management: Designing Effective Multi-Tiered Positive Behavioral Support Systems (with an Eye to Disproportionality) by Dr. Knoff

DAY 1

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, School Psychologists, School Counselors, Case Managers, Social Workers, Behavior Specialists and Principals/Administrators, and other professional staff members involved in supporting school behavioral programs

School Levels: Kindergarten through 8th Grade

Course Description: School discipline, behavior management, and school safety continue to be major concerns in education-as schools and districts attempt to maximize students' academic engagement and motivation, while preventing classroom disruptions and school violence. And related to all of this is the stark reality that minority and students with disabilities continue to be referred disproportionately to the office for discipline referrals, to be suspended and expelled, and to be sent to alternative school programs.

Because “zero tolerance” approaches are no longer advocated, many states and districts have adopted Positive Behavioral Intervention and Support approaches that (a) have not been validated, (b) do not provide explicit implementation steps and strategies, (c) delay services to students with the most challenging behavior, and (d) do not fully address disproportionality from a science-to-practice perspective.

After over 30 years of preschool through high school (including alternative and residential treatment facilities) implementation across the country, this presentation describes how to implement a comprehensive, evidence-based Multi-tiered Support System for Behavior (MTSS-B) using the only evidence-based Positive Behavioral Support System (PBSS) in the country. Integrating its prevention, strategic intervention, and intensive wrap-around/crisis management continuum into an effective school and schooling model, this school-wide MTSS-B/PBSS involves students, staff, administration, and parents who work together (a) to create and maintain positive, safe, supportive, and consistent school climates and settings; (b) to teach and reinforce students’ interpersonal, social problem-solving, conflict prevention and resolution, and emotional coping skills; (c) to design student accountability systems that focus on motivating appropriate student behavior, while changing different intensity levels of inappropriate student behavior; and (d) to implement the system in classrooms, as well as common school areas, and for all students regardless of gender, race, and educational status.

To accomplish its objectives, this presentation will clearly provide the essential evidence-based components and implementation activities needed for MTSS-B/PBSS success, as well as the school, staff, and student strategies that result in positive school discipline, effective classroom management, and strong student self-management results. It will also specifically highlight how these approaches have helped schools across the country to address the issue of disproportionality, while increasing students’ engagement, pro-social interactions, and academic achievement. The MTSS/PBSS activities and strategies discussed have been used in over 1,500 schools across the country, they have been validated across the state of Arkansas as part of its 13-year State Personnel Development Grant, and they are being validated again through three recently-funded federal grants: two School Climate Transformation grants in Michigan and Kentucky, and one Elementary and Secondary Counseling grant in Pennsylvania.

Course #2 Objectives – participants will be able to:

- Define “self-management,” and why social, emotional, and behavioral self-management is the primary student outcome addressed by a school-wide Positive Behavioral Support System (PBSS)
- Describe seven critical goals/outcomes of a school-wide Positive Behavioral Support System (PBSS)
- Describe scientifically-based components and specific elements of an evidence-based Positive Behavioral Support System (PBSS), and how to implement them in an effective, sequential blueprint
- Demonstrate how to apply the Positive Behavioral Support

- System to maximize student engagement and pro-social interactions, while minimizing the disproportionate referrals of students (especially minorities and students with disabilities) for office discipline referrals, alternative school placements, and suspensions/expulsions
- Describe activities and approaches needed to sustain a successful MTSS-B/PBSS systems at the school and staff levels
- Describe activities and approaches needed to sustain a successful MTSS-B/PBSS systems at the student level

Course #2 Schedule Wednesday, May 18, 2016

<p>8:00-10:00</p> <p>10:00-10:15</p> <p>10:15-12:00</p>	<p>Defining “self-management” -Why social, emotional, and behavioral self-management is the primary student outcome in a school-wide PBSS; The seven critical goals/outcomes of a school-wide positive behavioral support system (PBSS)</p> <p>Break</p> <p>Scientifically-based components of an evidence-based PBSS, and their sequential implementation. The strategies needed for:</p> <ul style="list-style-type: none"> * Positive school and classroom climates * Evidence-based social skills programs * Effective school-wide and grade-level behavioral accountability systems 	<p>12:00-1:00 Lunch-on your own</p> <p>1:00-2:45 Strategies needed for: Student, staff, and system consistency; positive classrooms and safe common school areas; classroom management and maximizing student academic engagement; Behavioral matrix and minimizing disproportionality</p> <p>2:45-3:00 Break</p> <p>3:00-4:00 Multi-tiered facets of a PBSS when students don’t respond; sustaining the PBSS process through systemic strategies and a shared leadership approach</p> <p>4:00 Complete program evaluations</p>
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COURSE #3 WEDNESDAY, MAY 18, 2016 (8:00AM-4:00PM)

It's All About Independent Functioning! Using Evidence-based Practices to Develop Critical Life Skills for Students with Autism Spectrum Disorder By Susan K. Lewis Stokes, M.A., CCC- SLP, Autism Consultant

DAY 1

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

School Levels: Pre-kindergarten 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 designed to increase the independent functioning skills of our students with Autism Spectrum Disorder will be shared.

Course #3 Objectives – participants will be able to:

Discuss why increasing independent functioning skills in students with Autism Spectrum Disorder is a critical life skill

Describe 3 examples of how to use the evidence-based practice of visual supports to teach independent functioning skills to students with Autism Spectrum Disorder

Describe strategies for utilizing one-to-one adult support to teach independent functioning skills to students with Autism Spectrum Disorder

Describe 3 examples of how to use the evidence-based practice of structured work systems to teach independent functioning skills to students with Autism Spectrum Disorder

Use web-based resources to identify what interventions, methodologies, and treatments meet criteria as evidence-based practices for students with ASD

Describe 3 examples of how to use the evidence-based practice of video modeling to teach independent functioning skills to students with Autism Spectrum Disorder

Course #3 Schedule Wednesday, May 18, 2016 (8:00am-4:00pm)

8:00-9:00	Appropriate use of adult support to develop independent functioning skills for students with ASD	12:00-1:00	Lunch-on your own
9:00-10:00	Web-based resources to identify evidence-based practices to increase independent functioning skills for students with ASD	1:00-2:00	Evidence-based practice – visual directions: strategies to increase independent functioning for following directions, understanding school routines / expectations, self-help skills, and increase focused attention
10:00-10:15	Break	2:00-2:45	Evidence-based practice – structured work systems: teaching students with ASD <i>how</i> to work independently
10:15-11:00	Evidence-based practice – visual boundaries: strategies to increase independent functioning for understanding school environments	2:45-3:00	Break
11:00-12:00	Evidence-based practice – visual schedules: strategies to increase independent functioning for transitions and school expectations	3:00-4:00	Evidence-based practice – video-modeling: high tech strategy to increase independent functioning in all skills areas; complete program evaluations



COURSE #4 WEDNESDAY, MAY 18, 2016 (8:00AM-4:00PM)

Literacy for Students at Risk for Learning Disabilities: Building Word Recognition and Reading Comprehension By Devin Kearns, PhD, University of Connecticut

DAY 1

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Reading Specialists, Speech-Language Pathologists, School Psychologists, ELL Teachers, Private Tutors, Principals/Administrators, and Instructional Assistants and Paraprofessionals

School Levels: Kindergarten through 10th Grade Reading Levels

Course Description: Students in grades K-12 who struggle to read can have difficulties in two broad areas: Word recognition and language comprehension. In this course, participants will learn strategies to tackle both of these kinds of problems. In the morning session, participants will learn strategies for addressing word recognition difficulties. Strategies will include (1) simple high-efficiency activities for improving phonological awareness and (2) ways to teach phonics that maximize instructional time and provide a solid foundation for text reading. Participants will also learn how to link these to fluency practice and spelling.

In the afternoon session, participants will learn strategies for addressing comprehension problems. Strategies include (1) a focused way of introducing a new text that provides essential information to facilitate comprehension of the text and (2) a small set of high-efficiency practices that have a strong track record of improving student reading comprehension, including summarizing and asking questions.

Course #4 Objectives – participants will be able to:

Describe the elements of the simple view of reading and explain how each produces reading problems	Identify and explain the elements of the ABCD text introduction process
Demonstrate the use of oral segmentation and oral blending to teach phonological awareness for words of appropriate difficulty	Demonstrate the use of the paragraph shrinking strategy to summarize texts
Demonstrate how to select and introduce new grapheme-phoneme correspondences for phonics instruction	Demonstrate the use of the Question-Answer Relationships to improve students’ ability to ask and answer questions about texts
Demonstrate how to use blending, spelling, and text reading to build phonics skills	Demonstrate the use of the monitoring strategy to correct text misunderstandings

Course #4 Schedule Wednesday May 18, 2016

8:00–9:00	Moral imperative to improve reading and the theoretical underpinnings of reading instruction	12:00-1:00	Lunch-on your own
9:00–10:00	Phonological awareness instruction	1:00–2:00	ABCD process for introducing texts
10:00–10:15	Break	2:00–2:45	Paragraph shrinking
10:15-11:00	Selecting and introducing grapheme-phoneme correspondences	2:45–3:00	Break
11:00-12:00	Blending and spelling to build phonics skills	3:00–4:00	Question-answer relationships and monitoring strategies; complete course evaluation



COURSE #5 THURSDAY, MAY 19, 2016 (8:00AM-4:00PM)

Social/Emotional Development of Gifted, Talented and Advanced Level Learners: A Balancing Act

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

DAY 2

Target Audience: General Education Teachers K-12, Gifted & Talented Education Teachers, Principals/Administrators K-12, School Psychologists, Social Workers, Autism Specialists, Specialists and Coaches working with the gifted and talented, Instructional Assistants, Paraprofessionals, and Curriculum Developers

School Levels: Kindergarten through 12th Grade

Course Description: This course will demonstrate how to immerse social-emotional instruction within the constructs of the academic program. The complex nature of gifted, talented and advanced students' academic motivation and social mindfulness may lead to significant struggles within and outside of school. By infusing strategies to deal with perplexing personal, academic and philosophical issues gifted, talented and advanced learners encounter, teachers can promote a successful school and life experience. Dr. Richard M. Cash, an award-winning educator in gifted education, will highlight ideas, strategies and resources to increase self-regulation and inspire healthy equilibrium to moderate asynchronous social development of gifted students. Special attention will be paid to gifted, talented and advanced adolescent students.

Course #5 Objectives – participants will be able to:

Describe how the social/emotional development of gifted, talented and advanced learners impact achievement

Demonstrate strategies that assist gifted, talented and advanced learners in developing greater self-confidence

Demonstrate strategies that assist gifted, talented and advanced learners in developing greater self-awareness

Describe specific social and emotional traits and characteristics of gifted, talented and advanced learners

Demonstrate strategies that assist gifted, talented and advanced learners in developing greater self-efficacy

Describe the impacts of self-regulation on learning

Course #5 Schedule Thursday, May 19, 2016 (8:00am-4:00pm)

8:00-9:00	Introduction and course overview	12:00-1:00	Lunch-on your own
9:00-10:00	Social-emotional characteristics and traits of gifted, talented and advanced learners	1:00-2:00	Strategies to increase self-regulation: Affect
10:00-10:15	Break	2:00-2:45	Strategies to increase self-regulation: Behavior
10:15-11:00	Characteristics and traits of gifted, talented and advanced learners	2:45-3:00	Break
11:00-12:00	Self-regulation for learning: applications to gifted, talented and advanced learners	3:00-4:00	Strategies to increase self-regulation: Cognition
		4:00	Complete program evaluations



COURSE #6 THURSDAY, MAY 19, 2016 (8:00AM-4:00PM)

Course #6- Teaching Social, Emotional, and Behavioral Skills to Improve Student Engagement, Behavior, and Achievement: The *Stop & Think Social Skills Program* By Howard M. Knoff, PhD

DAY 2

Target Audience: General Education Teachers, Special Education Teachers, Speech-Language Pathologists, Resource Room Teachers, School Psychologists, School Counselors, Case Managers, Social Workers, Behavior Specialists, Principals/Administrators, and other professional staff members involved in supporting school behavioral and social skills programs

School Levels: Kindergarten through 8th Grade

Course Description: There have been many changes in our communities over the past number of years. Increases in poverty and financial stress, continued changes in and definitions of the family “unit,” the impact of the media (e.g., the internet, social networks, music); and decreases in adult supervision and in parents with effective skills have all contributed to children and adolescents coming to school less prepared to actively engage the schooling process. In addition, there are more students with attention problems, emotional difficulties, and social skill deficits than ever before. As a result, teachers are experiencing more discipline problems in classrooms, they are struggling to teach students who do not have the basic skills (listening, following directions, etc.) needed to learn, and they are becoming frustrated as academic expectations and teacher accountability continue to increase.

This presentation addresses these challenges by putting the research—demonstrating how students’ social, emotional, and behavioral skills significantly contribute to their academic engagement and performance—into practice by discussing the importance of social skills instruction for all students from preschool through high school. Using the evidence-based *Stop & Think Social Skills Program* and its focus on teaching interpersonal, social problem solving, conflict prevention and resolution, and emotional coping skills, the presentation discusses (a) how to choose and implement a social skills program as part of a school-wide Multi-tiered Positive Behavioral Support System (MTSS-B/PBSS); (b) what social skills are most important, and how to teach them in a regular classroom setting; (c) how to apply social skills instruction to important classroom and building routines, and to prevent teasing, taunting, bullying, harassment, hazing, and physical aggression; and (d) how to successfully use social skills instruction as part of a multi-tiered process for special education and other students with more challenging or significant behavioral problems.

More specifically, this course will overview the *Stop & Think* approach to teaching social skills to children and youth from preschool through high school. The *Stop & Think* process identifies over 50 pro-social skills that can be taught to students, and teaches through a cognitive-behavioral approach emphasizing: modeling, role playing, performance feedback, and generalization. The course will demonstrate how to teach these social skills using a live presentation, videotaped examples of social skill training, and interactive learning by the participants.

Schools that have used the *Stop & Think* process have significantly decreased referrals for and placements into special education (particularly SED) classrooms, and increased students’ mainstreaming success. They have also decreased teacher discipline referrals to the office, reduced building-based suspensions and expulsions, increased academic engaged time and student learning in the classroom, increased staff consistency in how behavior problems are dealt with building-wide, and linked the process to existing parent training programs. As part of a positive behavioral support program, the *Stop & Think* social skills process can go a long way in changing the atmosphere of any school, turning the focus from behavioral control to academic success.

Course #6 Objectives – participants will be able to:

Define self-competency/self-management, and describe how self-competency/self-management represents the primary goal of a social skills training program

Describe the primary components of the *Stop & Think Social Skills* process: Skills and scripts, and social learning theory approach to instruction

Describe how the evidence-based Positive Behavioral Support System provides the context to social skills instruction and the evidence-based characteristics of an effective social skills program

Demonstrate how to teach a social skills lesson—from conditioned prerequisite behaviors to complex social problem-solving behaviors

Discuss the underlying behavioral science of social skills instruction, and how that science is evident in the *Stop & Think Social Skills* process

Describe the school-wide positive behavioral support components that help to sustain social skills instruction and implementation

Discuss how to use the *Stop & Think Social Skills* process with parents in the home environment

continued from page 9

Course #6 Schedule Thursday, May 19, 2016 (8:00am-4:00pm)

8:00-10:00 Part I: Introduction: school-wide discipline, classroom management, and student self-management

- * Introductions/presentation overview
- * The goal of a social skills program: self-competency and self-management
- * The underlying science of social skills instruction
- * Integrating social skills instruction into a positive behavioral support system

10:00- 10:15 Break

10:15- 12:00 Part II: Social skills instruction: The foundations

- * The characteristics of an effective social skills program
- * Evidence-based components of the *Stop & Think* Social Skills process
- * Teaching skills and scripts
- * Modifying instruction by age and students' learning needs
- * Teaching students to transfer and apply their social skills
- * Teaching students to handle conditions of emotionality

12:00-1:00 Lunch-on your own

1:00- 2:45 Part III: Social skills instruction: step-by-step implementation

- * How to teach a social skills lesson
- * How to transfer the training
- * How to infuse social skills practice into the classroom day
- * The social skills calendar and grade-level implementation

2:45- 3:00 Break

3:00- 4:00 Part IV: Social skills: applications using social skills:

- * For classroom and building routines
- * At the preschool versus elementary versus secondary school levels
- * To address teasing, taunting, bullying, harassment, hazing, and physical aggression
- * For behaviorally challenging students across a multi-tiered (Rtl) intervention system
- * To connect the home and school

Complete course evaluations



COURSE #7 THURSDAY, MAY 19, 2016 (8:00AM-4:00PM)

Using iTechnology as Evidence-based Practice: Meeting the Learning and Behavioral Needs for Students with Autism Spectrum Disorder with iPads & iPods By Susan Stokes, M.A., CCC- SLP

DAY 2

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

School Levels: Pre-Kindergarten 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 “high tech” iTechnology systems, to teach a broad range of skills and needs for students with Autism Spectrum Disorder.

Course #7 Objectives – participants will be able to:

Using web-based resources, demonstrate how to identify interventions, methodologies, and treatments that meet criteria as evidence-based practices for students with ASD

Identify various hardware, accessories, access tips and tools for iTechnology

List three iTechnology apps that support previously identified “low tech” strategies for visual supports

List three iTechnology apps that support previously identified “low tech” strategies for social narratives

Demonstrate the use of the evidence-based practice of video-modeling for students with autism spectrum disorder through iTechnology

Identify three evidence-based practices that can be incorporated into iTechnology to meet the individualized learning needs of students with ASD

continued from page 10

Course #7 Schedule Thursday, May 19, 2016 (8:00am-4:00pm)

8:00-9:00	Introduction to the unique learning and behavioral needs of students with ASD	1:00-2:00	Evidence-based practices for visual supports; incorporating "low tech" strategies into "high tech" iTechnology
9:00-10:00	Hardware, accessories, access tips and tools for iTechnology	2:00-2:45	Evidence-based practices for social narratives; incorporating "low tech" strategies into "high tech" iTechnology
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Evidence-based practices- web resources	3:00-4:00	Evidence-based practices for video-modeling / video self-modeling; instruction in how to use this powerful support strategy via iTechnology to teach students with ASD a variety of skills; complete program evaluations
11:00-12:00	Evidence-based practices for visual supports; incorporating "low tech" strategies into "high tech" iTechnology		
12:00-1:00	Lunch-on your own		



COURSE #8 THURSDAY, MAY 19, 2016 (8:00AM-4:00PM)
Reducing Anxiety and Optimizing Function in Childhood: A Holistic Model of Function and Intervention By Bek Wiltbank, MOTR/L, Occupational Therapist, Consultant (day one of this 2-day course)

DAY 2

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

School Levels: Pre-Kindergarten through 6th Grade

Course Description: Anxiety in our society is at an all time high. Epic numbers of children have childhoods that are interrupted by stress and worry. In turn, in our classrooms we have kids that have difficulty learning, behaving, and connecting with others. These issues go hand in hand, and we need to determine what is making childhood difficult for our children, how to help, and when to help. In this two-day course we will discuss childhood anxiety and a holistic model to help determine child function, dysfunction, and potential interventions. We will discuss strategies for improving kids' function in school, at home, and with their friends. It is our job to help children maintain joy, function, connection, and a sense of self, so that they can grow to happy, healthy adults. This class will help us in that goal.

Course #8 Objectives – participants will be able to:

Discuss the causes of increased anxiety and problem behaviors in children	Describe the 5 Areas of Function
Describe symptoms of childhood anxiety and associated primary diagnoses	Cite the effect of sensory processing on child function and developmental needs
Describe children's developmental needs, and what happens when these needs are not met	Describe why functional analysis prevents the over-pathologizing of children's behavior

Course #8 Schedule Thursday, May 19, 2016 (8:00am-4:00pm)

8:00 –9:00	Symptoms of anxiety in children and associated primary diagnoses	12:00-1:00	Lunch-on your own
9:00-10:00	Causes of anxiety and behavioral challenges	1:00 -2:00	The 5 Areas of Function-examples
10:00-10:15	Break	2:00-2:45	Sensory processing and child function
10:15-11:00	Children's developmental needs	2:45-3:00	Break
11:00-12:00	5 Areas of Function; Definitions and descriptions	3:00-4:00	The 5 areas of function as a guide for teaching and parenting, preventing over-pathologizing of children's behavior; complete course evaluation



COURSE #9 FRIDAY, MAY 20, 2016 (8:00AM-4:00PM)
Differentiation for Gifted Learners: Going Beyond the Basics
 By Richard M. Cash, EdD, nRich Educational Consulting, Inc.

DAY 3

Target Audience: General Education Teachers, Gifted & Talented Education Teachers, Specialists and Coaches, Principals/ Administrators K-12, and Instructional Assistants and Paraprofessionals

School Levels: 3rd Grade through 12th Grade

Course Description: In today's instant-gratification world, many of our brightest students are learning to underachieve and underperform. Students lack the patience, perseverance and persistence to struggle through difficult or challenging work, especially at the secondary level. We can re-ignite the spirit and passion for learning of gifted, talented and advanced students through appropriate differentiation techniques specifically designed to meet their needs. Join Dr. Richard M. Cash, an internationally recognized expert in the field of differentiation for gifted, talented and advanced students as he guides you through the teaching and learning of the 21st century advanced learner.

Course #9 Objectives – participants will be able to:

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| Discuss why differentiation is a necessity for the achievement of gifted, talented and advanced learners | Discuss and provide 3 examples of how to promote advanced levels of thinking and doing in the classroom |
| Describe essential components of effective differentiation | Describe 3 specific strategies and techniques to differentiate lessons and units for gifted, talented and advanced learners |
| Demonstrate the ability to apply construct lesson and unit plans that are differentiated for gifted, talented and advanced learners | Demonstrate the ability to apply strategies of differentiation for the 21st century learner |

Course #9 Schedule Friday, May 20, 2016 (8:00am-4:00pm)

8:00 –9:00	Introduction and course overview	12:00-1:00	Lunch-on your own
9:00-10:00	Framework of differentiation	1:00 -2:00	Concept development
10:00-10:15	Break	2:00-2:45	Advanced levels of thinking and doing
10:15-11:00	Characteristics of differentiation for gifted, talented and advanced learners	2:45-3:00	Break
11:00-12:00	Moving from student to scholar	3:00-4:00	Advanced levels of thinking and doing; complete course evaluations



COURSE #10 FRIDAY, MAY 20, 2016 (8:00AM-4:00PM)

Disobedient, Disruptive, Defiant, and Disturbed Students: Behavioral Interventions for Challenging Students By Howard M. Knoff, PhD, Director of Project ACHIEVE

DAY 3

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, School Psychologists, School Counselors, Case Managers, Social Workers, Behavior Specialists, Principals/Administrators and other professional staff members involved in supporting school behavioral

School Levels: Kindergarten through 8th Grade

Course Description: This course will focus on the Tier 2 (strategic) and Tier 3 (intensive) interventions that schools need to implement to assist students who are presenting social, emotional, and/or behavioral challenges in their classrooms or across other settings in their schools. In focusing on these interventions, ways to translate the research that typically underlies these interventions into practical and realistic classroom-based strategies will be particularly emphasized. Thus, the interventions discussed will be evidence-based, teacher-friendly, and field-tested.

Initially, the presentation will discuss how to link functional assessment to strategic or intensive interventions. Given the advances of the past 20 years, a "21st Century" functional assessment approach that identified the "7 High-Hit Reasons" for students' challenging behavior will be outlined, and how these high-hit reasons align with specific intervention clusters. Critically, most current functional behavioral assessment approaches only consider two of these seven high-hit types that will be discussed. Moreover, few functional behavior assessment approaches forge a link with the wide range of available interventions.

The remainder of the presentation will sample Tier 2 and 3 interventions that: Increase or establish new student behaviors; decrease or eliminate inappropriate behaviors; teach attention and engagement skills; teach social, self-management, and self-control skills; increase student motivation; and enhance peer engagement/initiation and/or peer response/management skills.

Among the interventions that will be selected for discussion will be:

Increasing Behavior: prompting, cueing, stimulus control (full); positive reinforcement/schedules of reinforcement; group contingencies-intervention examples; good behavior game; self-management/self-control

Decreasing Behavior: DRO/IL/A; thought stopping; extinction; overcorrection; response cost; time out

This course will provide case examples as appropriate. For each intervention, the following information will be provided: (a) problem situations where the intervention is most-used or most useful; (b) functional assessment outcomes that link to make the intervention relevant; (c) the age levels where the intervention will be most successful; and (d) the severity level of the student and/or problem where the intervention will be most successful.

Course #10 Objectives – participants will be able to:

Describe a range of social, emotional, or behavioral interventions that schools need to implement to assist students who are behaviorally challenging in their classrooms or common school areas	emotional, and/or behavioral challenges, and how these link to a range of research-based interventions
Describe the interdependence of student, teacher, instructional, curriculum, and other "environmental factors" that must be considered when implementing interventions	Describe the specific characteristics and implementation steps of a number of selected interventions that increase or establish new student behaviors; decrease or eliminate inappropriate behaviors; teach attention and engagement skills; teach social, self-management, and self-control skills; increase student motivation; and enhance peer engagement/initiation and/or peer response/management skills
Identify what information and data need to be collected as part of the Problem Identification and Problem Analysis steps of the functional assessment process so that the right interventions are selected for implementation	Discuss the differences between Tier 2 and Tier 3 interventions when using a continuum that focuses on the intensity of services, supports, strategies, and programs needed by challenging students
Identify the seven "high-hit" reasons for students' social,	

Course #10 Schedule Friday, May 20, 2016 (8:00am-4:00pm)

8:00 –10:00	Introductions/presentation overview; foundations of service delivery for behaviorally challenged students	12:00-1:00	Lunch-on your own
10:00-10:15	Break	1:00 -2:45	Tier 2 Interventions: decreasing inappropriate behavior; Tier 2 Interventions: increasing appropriate behavior
10:15-12:00	Response-to-intervention and functional assessment: problem identification and problem analysis; the seven high-hit reasons for students' social, emotional, and/or behavioral challenges	2:45-3:00	Break
		3:00-4:00	Tier 2 Interventions: student self-management interventions; final integration and summary; complete program evaluations



COURSE #11 FRIDAY, MAY 20, 2016 (8:00AM-4:00PM)

Unraveling the Mystery of Social Interaction Skills for Students with Autism Spectrum Disorder

By Susan K. Lewis Stokes, M.A., CCC- SLP, Speech-Language Pathologist and Autism Consultant

DAY 3

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

School Levels: Pre-Kindergarten 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 numerous intervention tips and strategies utilizing various modes of technology for social relation skills instruction.

Course #11 Objectives – participants will be able to:

Describe social relation skill differences that are unique to students with Autism Spectrum Disorder

List 3 resources for assessment of social relation skills

Identify 5 key components for social relation skills programs

Identify 3 curriculums for social relation skill development

Describe 5 intervention strategies for teaching social relation skills, using “low tech” visual supports

Describe 5 intervention strategies for teaching social relation skills, using “high tech” strategies

Course #11 Schedule Friday, May 20, 2016 (8:00am-4:00pm)

8:00 -9:00	Social relation skill differences that are unique to students with Autism Spectrum Disorder	12:00-1:00	Lunch-on your own
9:00-10:00	Social relation skill differences that are unique to students with Autism Spectrum Disorder - continued	1:00- 2:00	Curriculums for social relation skill development
10:00-10:15	Break	2:00- 2:45	Intervention strategies for teaching social relation skills, using “low tech” visual supports
10:15-11:00	Assessment of social relation skills	2:45- 3:00	Break
11:00-12:00	Key components for social relation skills programs	3:00- 4:00	Intervention strategies for teaching social relation skills, using “high tech” strategies; complete course evaluation



COURSE #12 FRIDAY, MAY 20, 2016 (8:00AM-4:00PM)
Reducing Anxiety and Optimizing Function in Childhood: A Holistic Model of Function and Intervention By Bek Wiltbank, MOTR/L, Occupational Therapist, Consultant (day two of this 2-day course)

DAY 3

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

School Levels: Pre-Kindergarten through 6th Grade

Course Description: Anxiety in our society is at an all time high. Epic numbers of children have childhoods that are interrupted by stress and worry. In turn, in our classrooms we have kids that have difficulty learning, behaving, and connecting with others. These issues go hand in hand, and we need to determine what is making childhood difficult for our children, how to help, and when to help. In this two-day course we will discuss childhood anxiety and a holistic model to help determine child function, dysfunction, and potential interventions. We will discuss strategies for improving kids’ function in school, at home, and with their friends. It is our job to help children maintain joy, function, connection, and a sense of self, so that they can grow to happy, healthy adults. This class will help us in that goal. Day two of this two-day course will focus on assessment and intervention strategies. (note: The speaker will be video-taping her presentation during this course to be used for future trainings.)

Course #12 Objectives – participants will be able to:

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| Describe the <i>Kid Styles</i> model as an assessment tool | Cite the effect of mindfulness on self-regulation, anxiety and learning |
| Identify what children are communicating through “problem behaviors” | Demonstrate useful movements and exercises for the classroom or home |
| Identify and describe the available tools to teach children how to self-regulate and decrease anxiety | Adequately demonstrate how to implement techniques to optimize children’s function |
| Describe 3 potential interventions for challenging behaviors | |

Course #12 Schedule Friday, May 20, 2016 (8:00am-4:00pm)

8:00 –9:00	Assessing children’s function, the <i>Kids Styles</i> model	12:00-1:00	Lunch-on your own
9:00-10:00	Meeting children’s developmental needs and understanding problem behaviors	1:00 -2:00	Mindfulness as an intervention for anxiety, problem behaviors, and optimizing function
10:00-10:15	Break	2:00-2:45	Movement and its effect on function and development
10:15-11:00	Teaching self-regulation and managing anxiety	2:45-3:00	Break
11:00-12:00	Interventions for challenging behaviors, organizing the options	3:00-4:00	Implementing interventions, case examples complete course evaluation

Target Audience & Accreditations - HOUSTON

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

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

ACCREDITATION

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

Texas Education Agency: Rehab Seminars is an approved Continuing Education Provider for the State of Texas (CPE#902-136)



Rehab Seminars is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

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

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



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



Social Workers, Marriage and Family Therapists and Mental Health Counselors: 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.



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



National Board for Certified Counselors: Rehab Seminars is an NBCC-Approved Continuing Education Provider (ACEP™) and may offer NBCC-approved clock hours for courses that meet NBCC requirements.

Courses for which NBCC-approved clock hours will be awarded are courses #: 2, 3, 6, 7, 10, & 11.

Courses NOT offered for NBCC-approved clock hours are # 1, 4, 5, 8, 9 & 12.

The ACEP is solely responsible for all aspects of the program.



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

Criteria of Course Completion for Documenting CE Hours: All attendees must sign in at the general registration booth at the conference each morning and after lunch, each day. Attendees must participate in the conference and submit a completed course evaluation form. Participants seeking continuing education contact hours must complete the appropriate participant forms provided at the conference. Staff will be available at general registration for assistance 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. Information on approval status may be found at the conference website.

LOCATION: This conference will be held at the world-class Hyatt Regency Houston located at **1200 Louisiana Street, Houston, Texas 77002**. This spectacular location is situated in the heart of downtown's thriving business and entertainment districts. The Hyatt Regency Houston is a AAA four diamond hotel, connected to high-end shops, restaurants and services via the city's seven-mile underground tunnel. Enjoy panoramic views of downtown Houston as you dine on award-winning cuisine at Spindletop, the hotel's iconic revolving restaurant on the 34th floor. Visit the hotel website at: <http://houstonregency.hyatt.com/en/hotel/our-hotel.html>

HOTEL ACCOMMODATIONS: A block of discounted rooms have been reserved for conference attendees at the Hyatt Regency Houston. Rates: Single, Double, Triple & Quad Occupancy \$179/night+tax. Call central reservations at 1-888-421-1442 and refer to the group "Rehab Seminars-2016 General & Special Education Conference" to receive the discounted room rate. Book online and receive the discount by visiting the reservation link at: <https://aws.passkey.com/g/51216590>. Discounted rooms are limited and are available on a first come, first serve basis so book early. Reservation cut off date for discounted rooms is 4/22/2016. Reservation requests received after the cut-off date will be based on availability at the hotel's prevailing rates.

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

BOOKSTORE: Visit the conference bookstore at this event. Relevant educational books, therapy materials, t-shirts and related educational products will be displayed and available for purchase. Rehab Seminars does not receive royalties or commissions from companies or publishers exhibiting products or services. Products available at the bookstore are provided to enhance your educational experience.


TUITION FUNDING: Possible school funding sources include various government grants, Parent-Teacher Organizations, and school improvement funds, to name a few. Consult with your employer for state and federal funds available for tuition reimbursement. For tips to gain support to attend the conference from your employer,

and to download a sample letter of support, visit our website at www.rehabseminars.org.

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

CANCELLATION POLICY: Registration less a 20% processing fee is refundable if cancellation occurs before May 11, 2016. After May 11, 2016, fees are NON-REFUNDABLE. If this course is cancelled for any reason, including labor strikes or acts of God, liability is limited to a full refund of registration fees.

REGISTRATION SPECIFICS: Make checks payable to Rehab Seminars.

SPECIAL ARRANGEMENTS: If you require special arrangements at this conference, please call (360) 379-6994 at least 30 days prior to the conference. 

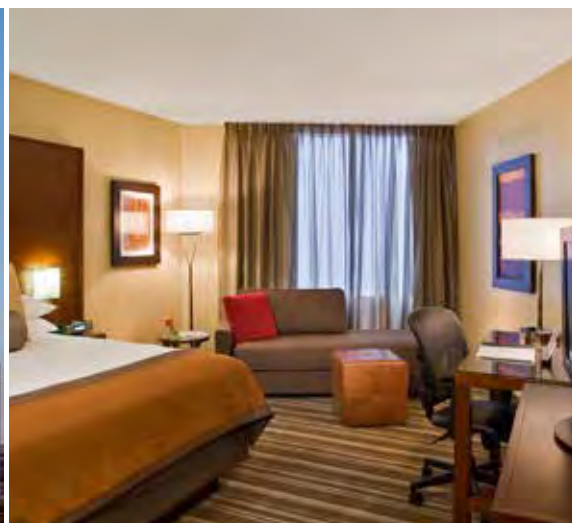
GROUP DISCOUNTS: Registrations must be completed online, mailed, faxed or called in together to receive the discounted rate. There is a \$30 per person discount for groups of 5 or more. Group discounts are only given to groups attending 2 or 3 days of the conference. Group discounts are not given to single day registrations. Registrations cannot be shared. No group discounts will be provided after May 11, 2016.

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

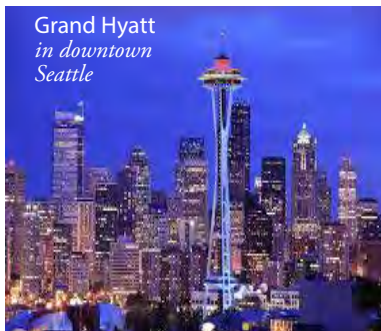
REGISTRATION CONFIRMATION EMAIL: A registration confirmation will be emailed upon receipt of your registration form. If you do not receive your confirmation email within one business day of registering, please call Rehab Seminars at 360-379-6994 to confirm that your registration was received and processed.

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.

Hyatt Regency Houston



Also Join Us in Seattle!



2016 GENERAL & SPECIAL EDUCATION CONFERENCE- SEATTLE Brain-based Science, Learning and Achievement

March 2, 3, & 4, 2016

DAY ONE: WEDNESDAY MARCH 2, 2016

Full-Day, Concurrent Courses

Learning Disabilities Series

The Neuropsychology of Mathematics: Diagnosis and Intervention Strategies for Students Struggling in Math by Steven G. Feifer, DEd, ABSNP, Monocacy Neurodevelopmental Center

Autism Series

Transition to Adulthood for Youth and Young Adults with Autism Spectrum Disorder (ASD) by Carol M. Schall, PhD, Virginia Commonwealth University Autism Center for Excellence

Practical Evidence-based Strategies for Increasing Student and Educator Resilience by Brian H. Smith, PhD, Research Scientist at Committee for Children

AAC Series

Collaborative Strategies for Supporting Students Using High Tech AAC Systems in General Education Classrooms by Gail M. Van Tatenhove, PA, MS, CCC-SLP, AAC Consultant

Classroom Sensory Strategies for Learning by Yvonne Swinth, PhD, OTR/L, FAOTA, University of Puget Sound

DAY TWO: THURSDAY MARCH 3, 2016

Full-Day, Concurrent Courses

Learning Disabilities Series

The Neuropsychology of Written Language Disorders by Steven G. Feifer, DEd, ABSNP, Monocacy Neurodevelopmental Center

Autism Series

Evidence Based Practices for Instruction of Transition Aged Youth with Autism Spectrum Disorder (ASD) by Carol M. Schall, PhD, Virginia Commonwealth University Autism Center for Excellence

Intensive Supports for At-Risk Students: Matching Students to the Appropriate Intervention by Clayton Cook, PhD, University of Minnesota

AAC Series

Building Spoken and Written Language Skills with Students with Specific Language Impairments Who Use Robust Augmentative and Alternative Communication (AAC) Systems by Gail M. Van Tatenhove, PA, MS, CCC-SLP, AAC Consultant

Math Series

Using Manipulatives for Students Struggling with Math (4th Grade through 8th Grade) by Sarah R. Powell, PhD, University of Texas at Austin

The Overlooked Power of Movement and Vision by Katie Johnson, MA, K-12 Teacher, Educational Consultant and Author

DAY THREE: FRIDAY MARCH 4, 2016

Full-Day, Concurrent Courses

Learning Disabilities Series

The Neuropsychology of Reading Disorders: Diagnosis and Intervention by Steven G. Feifer, DEd, ABSNP, Monocacy Neurodevelopmental Center

Math Series

Using Manipulatives for Students Struggling with Math (Kindergarten through 3rd Grade) by Sarah R. Powell, PhD, University of Texas at Austin

Autism Series

Addressing Behavioral Challenges in School and Community Settings by Carol M. Schall, PhD, Virginia Commonwealth University Autism Center for Excellence

Helping Adolescents Succeed: Effective Research-based Strategies for Increasing Academic Achievement and Social and Behavioral Success by Brian H. Smith, PhD, Research Scientist at Committee for Children

Multi-tiered Support Systems and Special Education: Models for English Learners by Julie Esparza Brown, EdD, Portland State University

Cross-battery Assessment for Specific Learning Disability Identification and Intervention for School Psychologists and Speech-Language Pathologists by Vincent C. Alfonso, PhD, Gonzaga University

2016 General & Special Education Conference Registration Form – HOUSTON

May 18, 19, 20, 2016

Hyatt Regency Hotel – Houston, Texas

PRE-REGISTRATION FEE: One Day \$235 Two Days \$399 Three Days \$499

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, or Fax Registration Forms To: (360) 379-5271. PURCHASE ORDERS are accepted. Tuition fees paid by purchase order will be billed after the conference.

Name: _____
first middle last

Street Address: _____ City _____ State _____ Zip _____

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

Position: _____ Employer: _____

Fax: _____ Email: _____
(required for confirmation and conference updates)

Payment Type: Check Credit Card Purchase Order # _____

Credit Card Number: _____

Signature: _____ Expiration Date: _____ CVC Code: _____
(3-digit number on back of card)

Street Address: _____ City _____ State _____ Zip _____
(where credit card statement is mailed)

Professional Profile:

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

Check Courses You Wish To Attend. These courses take place concurrently. You must choose one course each day. Your course choice will be listed on your name tag at the conference. Courses are NOT repeated. Check course availability on the conference website at: www.rehabseminars.org. You will be notified if your course choice is FULL.

CHOOSE ONE COURSE EACH DAY

Wednesday, March 18, 2016	Thursday March 19, 2016	Friday, March 20, 2016
<input type="checkbox"/> Course #1 Working with Gifted, Talented, and Advanced Learners By Dr. Richard Cash <input type="checkbox"/> Course #2 School Discipline, Classroom Management & Student Self-Management By Dr. Howard Knoff <input type="checkbox"/> Course #3 Critical Life Skills for Students with Autism Spectrum Disorder By Susan Stokes, M.A., CCC- SLP <input type="checkbox"/> Course #4 Literacy for Students at Risk for Learning Disabilities By Dr. Devin Kearns	<input type="checkbox"/> Course #5 Social/Emotional Development of Gifted, Talented and Advanced Level Learners By Richard Cash, EdD <input type="checkbox"/> Course #6 The <i>Stop & Think Social Skills Program</i> By Dr. Howard Knoff <input type="checkbox"/> Course #7 Learning and Behavioral Needs for Students with Autism Spectrum Disorder with iPads & iPods By Susan Stokes, M.A., CCC- SLP <input type="checkbox"/> Course #8 Reducing Anxiety and Optimizing Function in Childhood By Bek Wiltbank, MOTR/L (day 1)	<input type="checkbox"/> Course #9 Differentiation for Gifted Learners: Going Beyond the Basics By Richard Cash, EdD <input type="checkbox"/> Course #10 Disobedient, Disruptive, Defiant, and Disturbed Students By Dr. Howard Knoff <input type="checkbox"/> Course #11 Social Interaction Skills for Students with Autism Spectrum Disorder By Susan Stokes, M.A., CCC- SLP <input type="checkbox"/> Course #12 Reducing Anxiety and Optimizing Function in Childhood By Bek Wiltbank, MOTR/L (day 2)

FEE SUMMARY:

	Registration Fee By May 11, 2016	Registration Fee After May 11, 2016
<input type="checkbox"/> One Day Registration Fee	<input type="checkbox"/> \$235.00	<input type="checkbox"/> \$265.00
<input type="checkbox"/> Two Day Registration Fee	<input type="checkbox"/> \$399.00	<input type="checkbox"/> \$440.00
<input type="checkbox"/> Three Day Registration Fee.....	<input type="checkbox"/> \$499.00	<input type="checkbox"/> \$525.00

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

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

Group discount does not apply to one day registrations.

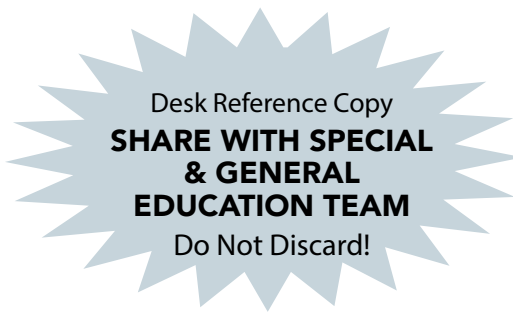
TOTAL FEE PAID _____

Registrations will be accepted on a first-come, first-served basis. Registration less a 20% processing fee is refundable if cancellation occurs before May 11 2016. After May 11 2016, fees are NON-REFUNDABLE (substitutions accepted). 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.



Rehab
Seminars

500 Goss Road
Port Townsend, WA 98368
Phone: (360) 379-6994
Fax: (360) 379-5271



POSTAGE

Seats are limited – Register Early!

2016 GENERAL & SPECIAL EDUCATION CONFERENCE – HOUSTON, TX

Circulate to:

- ___ General Education Teachers, K-12, Special Education Teachers, Resource Room Teachers, Autism Specialists, & Gifted Educators
- ___ 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

2016 General & Special Education Conference – Houston May 18, 19, 20, 2016 register online at www.rehabseminars.org



General Conference Daily Schedule

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

General Conference Schedule

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

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