

2017 General & Special Education Conference

Brain-Based Science, Learning & Achievement

Pre-K through 12th Grade

A Professional Continuing Education Event

March 8, 9, & 10, 2017

Wednesday, Thursday & Friday



Western Washington University
College Credits

19.5 OSPI Clock Hours (CECHs)
Professional CE Hours Offered



Seattle, Washington

Twenty-four, in-depth, full-day courses designed for General Education Teachers, Special Education Teachers, Administrators, School Psychologists, Speech-Language Pathologists, Occupational Therapists, Physical Therapists, School Counselors, ELL Teachers, and Support Professionals

Internationally Renowned Speakers

will present on a variety of topics including:

- Learning Disabilities
- School-Based Mental Health
- Autism Spectrum Disorder
- Behavioral Challenges in the Classroom
- Mathematics
- Reading & Writing
- Increasing Academic Achievement
- Dual Language Learners
- Executive Function
- Explicit Instruction
- LAMP Training (AAC)
- ...And More

Sponsored by
Rehab Seminars

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



Concurrent Full-Day Courses and Distinguished Faculty – SEATTLE

Multiple course choices are available each day and courses are NOT repeated. When registering for the conference, indicate your course choices. A seat will be reserved for you. You may change courses during the day if seating is available. For full course descriptions, go to the page referenced next to each course title below. All courses begin at 8:00 AM and end at 4:00 PM.

DAY ONE: WEDNESDAY MARCH 8, 2017

Learning Disabilities Pre-K - 12th Grade

Course #1 – A Neuropsychological Approach for Identifying and Remediating Specific Learning Disorders

by Steven G. Feifer, DEd, ABSNP, Monocacy Neurodevelopmental Center, and Jack A. Naglieri, PhD, University of Virginia (pg. 8)

LAMP Training Pre-K-21 years

Course #2 – Language Acquisition Through Motor Planning (LAMP)

by Christine E. Grubbs, MS, CCC-SLP, The Center for AAC & Autism, Wooster, Ohio (pg. 9)

Executive Function & Behavior Pre-K-12th Grade

Course #3 – Interventions for Executive Function Difficulties: Changing the Brain to Change Behavior

by George McCloskey, PhD, Philadelphia College of Osteopathic Medicine (pg. 10)

Behavior Management Pre-K-4th Grade

Course #4 – Building Blocks to Behavior Management: Creating a Positive Classroom Environment

by Ilene Schwartz, PhD, Shelly Huntington, MS, & Kathleen Peterson MEd, University of Washington (pg. 11)

Childhood Anxiety Pre-K-6th Grade

Course #5 – Childhood Function and Anxiety: A Holistic Model of Function, Prevention and Intervention

by Bek Wiltbank, MOTR/L, Occupational Therapist, Consultant, Bothell, WA (pg. 12)

Autism Pre-K-21 years

Course #6 – Using “Cheat Sheets” to Promote Independence for Students with Autism

by Patrick Mulick, MS, BCBA, Consultant, Renton, WA (pg. 13)

Conflict Resolution 6-12 Grade

Course #7 – Encouraging Positive Behaviors: Strategies to Resolve Conflicts for Middle and High School Students

by Nancy M. Kaplan, MSW, LICSW and Deanna Morris, MSW, Conflict Resolution Utd. Institute, Freeland, WA (pg. 14)

Functional Skills: Severe Disabilities Birth-21 years

Course #8 – Implementing the MOVE Program in a Variety of Environments to Improve Functional Skills

by Julie Sues-Delaney, PT, MOVE Int., Bakersfield, CA (pg. 15)

DAY TWO: THURSDAY MARCH 9, 2017

Explicit Instruction K-12th Grade

Course #9 – Explicit Instruction: Effective and Efficient Teaching to Promote Achievement for All Students, Grade Levels and Content Areas

by Charles A. Hughes, PhD, Pennsylvania State University (day 1) (pg. 16)

Emotional Disorders Pre-K - 12th Grade

Course #10 – The Neuropsychology of Emotional Disorders: A Framework for Effective Interventions

by Steven G. Feifer, DEd, ABSNP, Monocacy Neurodevelopmental Center, Frederick, MD (pg. 17)

Math Grades 6th-9th

Course #11 – Reasoning and Sense Making with Rational Numbers in Grades 6-9

by Paul Agranoff, MA, Creative Mathematics, Arcata, CA (pg. 18)

Executive Function Pre-K-12th Grade

Course #12 – Assessing Students’ Use and Disuse of Executive Functions

by George McCloskey, PhD, Philadelphia College of Osteopathic Medicine (pg. 19)

Behaviors Associated with Disabilities K-10th Grade

Course #13 – Is It Disability Behavior or Just Disruptive Behavior?

by Rebecca A. Moyes, MEd, Grade Point Resources, Leechburg, PA (pg. 20)

Apraxia of Speech-DTTC Birth-10th Grade

Course #14 – Management of Childhood Apraxia of Speech Using Dynamic Tactile & Temporal Cueing

by Edythe Strand, PhD, CCC-SLP, Mayo Clinic (day 1) (pg. 21)

Biliteracy Instruction K-4th Grade

Course #15 – Literacy Squared®: Biliteracy Instruction for Emerging Bilingual Students

by Adriana Alvarez, MEd, University of Colorado, Boulder (day 1) (pg. 22)

Neurocognitive Processes Pre-K-12th Grade

Course #16 – Think Smart: Using Mindsets and Metacognition for Student Success

by Jack A. Naglieri, PhD, University of Virginia and Kathleen Kryza, MA, Infinite Horizons, Great Falls, VA (day 1) (pg. 23)

DAY THREE: FRIDAY MARCH 10, 2017

Explicit Instruction K-12th Grade

Course #17 – Explicit Instruction: Effective and Efficient Teaching to Promote Achievement for All Students, Grade Levels and Content Areas

by Charles A. Hughes, PhD, Pennsylvania State University (day 2) (pg. 24)

Math K-6th Grade

Course #18 – Effective Math Tools for the Common Core Standards

by Cheryl Henjum, MA, Creative Mathematics, Arcata, CA (pg. 25)

Autism-Social Skills K-10th Grade

Course #19 – Teaching Social Skills: Evidenced-Based Strategies for School Age Children with Autism

by Rebecca A. Moyes, MEd, Grade Point Resources, Leechburg, PA (pg. 26)

Behavior Management K-10th Grade

Course #20 – The Behavior Code: Understanding and Teaching the Most Challenging Students

by Nancy Rappaport, MD, Department of Psychiatry, Harvard Medical School, Cambridge Health Alliance (pg. 27)

Executive Function-Reading, Writing & Math

Pre-K-12th Grade

Course #21 – The Role of Executive Functions in Reading, Writing and Math: Assessment and Intervention Strategies

by George McCloskey, PhD, Philadelphia College of Osteopathic Medicine (pg. 28)

Apraxia of Speech- DTTC Birth-10th Grade

Course #22 – Management of Childhood Apraxia of Speech Using Dynamic Tactile & Temporal Cueing

by Edythe Strand, PhD, CCC-SLP, Mayo Clinic (day 2) (pg. 29)

Biliteracy Instruction K-4th Grade

Course #23 – Literacy Squared®: Biliteracy Instruction for Emerging Bilingual Students

by Adriana Alvarez, MEd, University of Colorado, Boulder (day 2) (pg. 30)

Neurocognitive Processes Pre-K-12th Grade

Course #24 – Think Smart: Using Mindsets and Metacognition for Student Success

by Jack A. Naglieri, PhD, University of Virginia and Kathleen Kryza, MA, Infinite Horizons, Great Falls, VA (day 2) (pg. 31)



LOCATION: This conference will be held at The Conference Center at the Washington State Convention Center. The Conference Center features 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, visit the Seattle Aquarium, Museum of Flight, Experience Music Project, Pioneer Square, the Space Needle and much more. Visit the WSCC website at: <http://www.wsc.com/audience/visitors> for more information about this exciting location. The Conference Center address is: 800 Pike Street, Seattle, WA 98101.

FROM THE AIRPORT: Sea Tac Airport is the international airport serving the Seattle, Washington area. Getting to the Washington State Convention Center 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 Washington State Convention Center. Link trains run every 7.5, 10 or 15 minutes depending on the time of day. Service is available from 5:00 am to 1:00 am Monday through Saturday, and from 6:00 am to midnight on Sunday and holidays. Best of all, the cost is only \$2.75 each way. Go to the Link Light Rail website for more information at: <http://www.soundtransit.org/Schedules/Link-light-rail> 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.

SHERATON SEATTLE HOTEL ACCOMMODATIONS: A block of discounted rooms is reserved at the **Sheraton Seattle Hotel** located across the street from The Washington State Convention Center at **1400 6th Avenue, Seattle, WA**. The current government per diem rate is starting at **\$167** per night plus taxes. To book your discounted hotel room online, go to: <https://www.starwoodmeeting.com/events/start.action?id=1604277873&key=28A7E2C6> Discounted rooms are limited, so book early. Make your reservation by February 14, 2017 to receive the discounted room rate; reservations made after the cut-off date will be based on availability at the Hotel's prevailing rates. The Sheraton Seattle Hotel's phone number: 1-888-627-7056 (mention: "2017 General & Special Education Conference" to receive the group discounted rate).

REGISTRATION CONFIRMATION: A registration confirmation will be emailed to you 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 change will be posted on our website at www.rehabseminars.org and attendees registered for the course in which a change has occurred will be notified by email, phone or US mail.


TAX DEDUCTIBILITY: Expenses for 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 and click on "Register" button.

PURCHASE ORDERS: are accepted. Please register online and fax completed purchase orders to Rehab Seminars at (360) 379-5271.

CANCELLATION POLICY: Registration less a 20% processing fee is refundable if cancellation occurs before March 1, 2017. After March 1, 2017, 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 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 and are not given to single day registrations. Registrations cannot be shared. No group discounts after March 1, 2017.

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

Go to page 32 for additional registration & policy information.



2017 Distinguished Conference Faculty



Adriana Alvarez, MEd, is a doctoral candidate in Educational Equity and Cultural Diversity at the University of Colorado-Boulder. She has been a member of the Literacy Squared® team for four years and was a bilingual teacher in grades K-2 prior to joining the doctoral program. Her research interests include biliteracy, bilingual education and family engagement. Adriana has presented on bilingual education topics at numerous national conferences in the US. Disclosure: Financial – Adriana is employed by the University of Colorado-Boulder. Nonfinancial: There are no nonfinancial relationships to disclose. [Adriana Alvarez's Full Course Descriptions are on Pages 22 & 30.](#)



Paul Agranoff, MA, recently retired from a 35-year career of teaching in the middle level classroom. Over the course of his career he taught various combinations of grades from 5th to 8th. He has been a district level Teacher of the Year and recognized as a Minnesota Teacher of the Year candidate, twice a Minnesota Presidential Awardee for Excellence in Teaching Mathematics, and received the National Presidential Award for Excellence in Teaching Elementary Mathematics in 1993. He was a member of the writing team that authored the 2007 Minnesota Standards for Mathematics. Paul has spoken at many state, regional, and national mathematics conferences. For the past 26 years he has traveled North America during the summer conducting professional development training for teachers of mathematics. Disclosure: Financial – Paul receives speaking and teaching fees from Creative Mathematics, AIMS Education Foundation and various school districts and agencies. Nonfinancial – There are no nonfinancial relationships to disclose. [Paul Agranoff's Full Course Description is on Page 18.](#)



Steven G. Feifer, DEd, ABSNP, is an internationally renowned speaker and author in the field of learning disabilities, and has authored six books on learning and emotional disorders in children. He has 19 years of experience as a school psychologist, and was voted the Maryland School Psychologist of the Year in 2008, and awarded the 2009 National School Psychologist of the Year. He was also honored as the Distinguished Alumni Scholar by Indiana University of Pennsylvania in 2011. Dr. Feifer is a diplomate in school neuropsychology, and currently works as a faculty instructor in the ABSNP school neuropsychology training. He continues to evaluate children in private practice at the Monocacy Neurodevelopmental Center in Frederick, MD, and regularly consults with numerous school districts throughout the country. Dr. Feifer has authored two tests on diagnosing learning disabilities in children. Disclosure: Financial – Steven is in private practice and receives royalties from his publisher, PAR. Nonfinancial – There are no nonfinancial relationships to disclose. [Dr. Feifer's Full Course Descriptions are on pages 8 and 17.](#)



Christine E. Grubbs, MS, CCC-SLP, received her undergraduate and graduate degrees from Clarion University of Pennsylvania and worked as a speech pathologist in the Pennsylvania public school system for 21 years. She has worked extensively with communication disorders in students K-12, including children with Autism Spectrum Disorders, AAC and multiple disabilities. She has been a LAMP trainer with the Center for AAC & Autism since 2007 and has presented seminars nationwide on Language Acquisition through Motor Planning (LAMP) and strategies to motivate children with autism to increase communication using AAC. Christine resides with her husband in Northwest Pennsylvania. She is a member of the American Speech Language Hearing Association (ASHA,) the Pennsylvania Speech and Hearing Association (PSHA,) Pennsylvania Education Association –retired (PSEA-R) and NEA-retired. Financial Disclosures: Christine received speaking and consulting fees and equipment use from the Prentke Romich Company and is a LAMP trainer with the Center for AAC & Autism. Non-financial: She participated in ASHA's evidence based CE tutorial. [Christine Grubbs' Full Course Description is on Page 9.](#)



Cheryl Henjum, MA, has over 16 years of experience in the world of education as a teacher, Title I and Special Education Director, as well as a P-12 Administrator. Working with teachers and students of all socio-economic levels, Cheryl's experiences have allowed her to understand the different levels of learners and teachers within various school systems. Cheryl's passion for mathematics evolved while in the classroom, but more so when leading and working with teachers who were frustrated by students not being fluent in math. Cheryl began teaching workshops over 5 years ago, believing and knowing that implementing hands-on activities, music and movement into the classroom not only proved to increase fluency, but it also increased teacher enthusiasm when teaching math! Cheryl has shared her journey and successes with many teachers, coaches, directors and administrators at local, state and national conferences. She currently works with various districts to help implement and drive math instruction using an effective RTI approach when teaching mathematics. Disclosure: Financial – Cheryl receives speaking fees from Creative Mathematics. Nonfinancial – There are no nonfinancial relationships to disclose. [Cheryl Henjum's Full Course Description is on Page 25.](#)



Charles A. Hughes, PhD, worked as a special education teacher and teacher consultant for 12 years before joining the Special Education Faculty at Penn State University in 1985 where he is currently a Professor of Special Education. He is also an Adjunct Senior Scientist with the University of Kansas Center for Research on Learning (KU-CRL). His scholarly interests focus on the development and validation of instructional strategies designed to help students with learning and behavior problems self-regulate their academic and social behaviors. He has published over 100 articles, books, curriculum materials, and book chapters. His most recent book (co-authored

with Dr. Anita Archer) is entitled *Explicit Instruction: Effective and Efficient Teaching*. He is also co-author of an upcoming book, *Building Academic Fluency for Struggling Learners*. Additionally, he has coauthored five of Learning Strategy Curriculum books included in the Strategic Instruction Model (SIM) developed through the KU-CRL. Dr. Hughes has served as Editor-in-Chief for two professional journals: *The Journal of Postsecondary Education* and *Disability and Learning Disabilities Research and Practice*. He is on the editorial board of ten additional journals, including *Exceptional Children*, *Journal of Learning Disabilities* and *Learning Disability Quarterly*. In addition to delivering hundreds of conference presentations and professional development sessions around the U.S., he has consulted and presented internationally. He has also provided consultation to various U.S. organizations such as the National Board of Medical Examiners, and the National Center on Learning Disabilities. In 2014 he was presented with the Council for Exceptional Children's Division for Learning Disabilities' "Jeannette Fleischner Award for *Outstanding Contribution to the Field of Learning Disabilities*." Disclosure: Financial- Charles is employed by Penn State University and he receives royalties from Guilford Publishers. Nonfinancial- There are no nonfinancial relationships to disclose. [Dr. Hughes' Course Descriptions are on Pages 16 and 24.](#)



Nancy Kaplan, MSW, Executive Director of Conflict Resolution Unlimited (CRU) Institute has devoted her professional career to developing programs for young people where students help other students resolve conflict, respect differences, and end bullying. Ms. Kaplan founded CRU Institute in 1992 and has been the Director since its inception. In addition to developing CRU's peer mediation curriculum and original DVDs, Ms. Kaplan and her diverse group of trainers, have trained peer mediators in hundreds of schools throughout the United States and in Canada and Singapore. Ms. Kaplan has been a therapist, mediator and professional speaker for over thirty years and is a former board member of the Academy of Family Mediators. She also served as co-chair of the Education

Section of the Association for Conflict Resolution. Disclosure: Financial- Nancy has a private counseling practice. Nonfinancial-Nancy is the Executive Director of the Conflict Resolution Unlimited Institute. [Nancy Kaplan's and Deanna Morris' Full Course Description is on Page 14.](#)



Kathleen Kryza, MA, has a Master's Degree in Special Education, and a Bachelors Degree in Elementary Education. Kathleen is a National Writing Project graduate. She has also done extensive training over the years with giants in the field on topics such as differentiated instruction, brain-based learning, cooperative learning, co-teaching, coaching, and content literacy. Kathleen is co-author of the new book, *Transformative Teaching: Changing Today's Classrooms Culturally, Academically, and Emotionally*. She is also the co-author of *Developing Growth Mindsets in the Inspiring Classroom* and *Inspiring Secondary Learners* (2007), *Inspiring Elementary Learners* (2008), *Differentiating in the Real Classroom* (2009), and *Winning Strategies for Test Taking* (2009).

Kathleen is featured in the video, *Differentiating Instruction in the Intermediate Grades*, Bureau of Education and Research (BER), 2008. She has presented for school districts locally, nationally, and internationally for over 24 years on various educational topics. Disclosure: Financial- Kathleen is the owner of an educational consulting company, Infinite Horizons; she receives speaking fees for educational training and she receives royalties for her published materials from Solution Tree Press. Nonfinancial –There are no nonfinancial relationships to disclose.

[Kathleen Kryza's and Dr. Naglieri's Full Course Descriptions are on Pages 23 and 31.](#)



George McCloskey, PhD, is a Professor and Director of School Psychology Research in the Psychology Department of the Philadelphia College of Osteopathic Medicine and holds Diplomate status with the American Academy of Pediatric Neuropsychology. He frequently presents at international, national, regional and state meetings on cognitive and neuropsychological assessment and intervention topics. Based on 20 years of research and experience working with children, adolescents and adults exhibiting executive function difficulties, Dr. McCloskey has developed a comprehensive model of executive functions that can be used to assess executive function strengths and difficulties and guide intervention efforts. He consults with a number of school districts and private schools nationwide on issues

related to improving students' self-regulation capacities in the classroom, behavior management, assessment and intervention for executive functions difficulties related to academic and behavior problems. Dr. McCloskey is the lead author of the books *Assessment and Intervention for Executive Function Difficulties* and *Essentials of Executive Functions Assessment*, and his most recent writing on interventions for executive function and executive skills difficulties appears in Chapter 10 of the book, *Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners*. He also is the author of the *McCloskey Executive Functions Scales* (MEFS) from Schoolhouse Educational Services. Disclosure: Financial – George is employed by the Philadelphia College of Osteopathic Medicine and he receives royalties for his books from Taylor and Francis, Wiley and Schoolhouse Educational Services. Nonfinancial-There are no nonfinancial relationships to disclose.

[Dr. McCloskey's Full Course Descriptions are on pages 10, 19 and 28.](#)



Deanna Morris, MSW, Conflict Resolution Unlimited (CRU) Institute's lead trainer, has worked with CRU since 1992. She has conducted training throughout the United States, in Singapore and in Argentina. She has worked with children in residential care and used mediation skills to help these young people resolve conflict. Her experience also includes foster care and adoption work with families and children. In her private practice, Ms. Morris counsels with individuals and couples and provides supervised visitation for divorcing families. She holds a BA in Social Work from Whittier College and an MSW from University of Washington. Disclosure: Financial- Deanna is employed by the CRU Institute and she has a private counseling practice. Nonfinancial- There are no nonfinancial relationships to disclose.

[Deanna Morris' and Nancy Kaplan's Course Description is on page 14.](#)



Rebecca A. Moyes, MEd, is a former general education teacher in public and private schools. She has served on Pennsylvania Governor Ridge's Task Force for Autism and was a member of the PA SAFE Project for Verbal Behavior. She is the author of six books for educators who teach students with special needs. She holds a master's in teaching and curriculum with an emphasis on special needs children. She also holds an autism certificate in PA and advanced training in applied behavior analysis. She has trained educators and parents in 43 states and in Canada. In 2009, Becky was charged with the task of creating a new autism model for a private school in Pittsburgh for students with significant impairment. She now serves as consultant to four school districts in the Pittsburgh area for students with emotional disturbance, as well as for students with autism and/or severe behaviors. Recently, she has implemented four extended school year programs in various school districts. Disclosure: Financial – Rebecca is the Executive Director for Grade Point Resources, receives speaking and consulting fees, and royalties for her publications from Jessica Kingsley and Future Horizons. Nonfinancial-There are no nonfinancial relationships to disclose. [Rebecca Moyes' Full Course Descriptions are on Pages 20 and 26.](#)



Patrick Mulick, MEd, is a National Board Certified Teacher, a Board Certified Behavior Analyst, and a certified speaker, trainer, and coach with the John Maxwell Team. Patrick earned his master's degree in special education and behavior analysis from Gonzaga University. While spending seven years educating students with disabilities, from pre-school to high school, Patrick developed a particular love for working with students with Autism and behavioral challenges. Today he works as an educational consultant and as the Autism Coordinator of the Auburn School District in Washington State. Patrick believes that in order for students to have access to a meaningful education all whom they encounter must be provided access themselves to ongoing supports that are effective and easy to implement. Patrick has committed his work to special needs learners through a hybrid of instruction and inspiration. His resources and strategies have helped simplify the complex, equipping teachers, administrators, therapists, para-educators, and bus drivers alike. Disclosure: Financial – Patrick is employed by the Auburn School District, receives speaking fees, and fees (self published) for The Ultimate Access Card, a visual support aid for students with disabilities. Non-financial – Patrick has a blog on best classroom practices and teacher supports. [Patrick Mulick's Full Course Description is on Page 13.](#)



Jack A. Naglieri, PhD, is a Research Professor at the Curry School of Education at the University of Virginia and Senior Research Scientist at the Devereux Center for Resilient Children and Emeritus Professor of Psychology at George Mason University. Since the late 1970s, Dr. Naglieri has focused his efforts on theoretical and psychometric issues concerning intelligence, cognitive interventions, diagnosis of learning and emotional disorders, cognitive interventions, and theoretical and measurement issues pertaining to protective factors related to resilience. Dr. Naglieri is the author or co-author of more than 300 scholarly papers, books, and tests. He has authored and co-authored various books, including *Helping Children Learn: Intervention Handouts for Use at School and Home*. Dr. Naglieri has also co-edited books such as *Handbook of Assessment Psychology*, *Assessment of Autism Spectrum Disorders*, *Assessing Impairment: From Theory to Practice*, *Executive Function Handbook* and *A Practitioner's Guide to Assessment of Intelligence and Achievement*. His scholarly research includes investigations related to topics such as intellectual disabilities, specific learning disabilities, giftedness, and Attention Deficit Disorder; psychometric studies of tests such as the Wechsler Scales of Intelligence, Naglieri Nonverbal Ability Test, Cognitive Assessment System, and the Kaufman Assessment Battery for Children; examination of race, gender, and ethnic differences in cognitive processing; fair assessment using nonverbal and cognitive processing tests; identification of gifted minorities, IDEA and identification of specific learning disabilities; and cognitively based academic interventions. Disclosure: Financial – Dr. Naglieri is a research professor at the University of Virginia and a consultant at the Devereux Center for Resilient Children in Devon, PA. He receives royalties from ProEd for his publications. Nonfinancial – There are no nonfinancial relationships to disclose. [Dr. Naglieri's Full course Descriptions are on Pages 8, 23 and 31.](#)



Nancy Rappaport, MD, is Associate Professor of Psychiatry at Harvard Medical School. She is Attending Child and Adolescent Psychiatrist at Harvard teaching affiliate Cambridge Health Alliance with a focus on servicing youths, families and staff in public schools. Her research, teaching, and clinical expertise focus on the collaboration between education and psychiatry. Nancy recently received Cambridge Health Alliance's 2013 Art of Healing Award. She is the author of *In Her Wake: A Child Psychiatrist Explores the Mystery of Her Mother's Suicide* (Basic Books, September 2009) and *The Behavior Code: A Practical Guide to Understanding and Teaching the Most Challenging Students* (Harvard Education Press, April 2012), written with behavioral analyst Jessica Minahan. Dr. Rappaport has designed numerous courses for teachers on psychopharmacology, adolescent development, and instructional strategies for disruptive students. She has worked at the national level with the American Academy of Child and Adolescent Psychiatry. With several publications in peer-reviewed journals and multiple invited presentations, she is often called upon for her expertise at both the local and national level. She received the American Academy of Child and Adolescent Psychiatry's Sidney Berman Award for the School-Based Study and Treatment of Learning Disorders and Mental Illness in 2012. Disclosure: Financial – Dr. Rappaport receives compensation from the Department of Psychiatry, Division of Child and Adolescent Psychiatry, Cambridge Health Alliance and she receives royalties from Harvard Education Press for her publication. Nonfinancial – There are no nonfinancial relationships to disclose. [Dr. Rappaport's Full Course Description is on Page 27.](#)



Edythe Strand, PhD, CCC-SLP, is Emeritus consultant, Division of Speech Pathology, Department of Neurology, Mayo Clinic and Emeritus Professor, Mayo College of Medicine. Dr. Strand's research has focused on developmental, acquired and progressive apraxia of speech, and issues related to intelligibility and comprehensibility in degenerative dysarthria. She is an experienced clinician, who has worked in the public schools, private practice, and hospital and clinic settings. Her primary clinical and research interests include assessment and treatment of children and adults with neurologic speech, language and voice 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 and has been awarded Honors of the Association of the American Speech-Language and Hearing Association. Disclosure: Financial – Dr. Strand receives speaker fees for her trainings and 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. [Dr. Strand's Course Descriptions are on Pages 21 and 29.](#)



Julie Sues-Delaney, PT, is a Program Manager for MOVE International. MOVE is a nonprofit organization dedicated to serving children and adults with severe disabilities learn to sit, stand, walk, transition, and toilet (with dignity). Her role includes updating MOVE Materials, supporting MOVE Model Sites, MOVE International Trainers and MOVE Basic Providers nationwide, along with coordinating MOVE trainings. She is a graduate of Northwestern University in Chicago with a BS in Physical Therapy. Julie's early professional experiences include: director of physical therapy departments in acute care hospitals, development of a clinic for children with Cerebral Palsy, and practicing in an out-patient clinic. Once moving to Michigan she spent 5 years working in developmentally delayed adult group homes and then spent the next 15 years working in a center-based preschool program in Grand Rapids, MI. Julie is an APTA certified clinical instructor and worked with Grand Valley State University Physical Therapy Program providing internships during this time. In her present role she has presented at National APTA conferences, regional educational conferences and has taught MOVE trainings internationally. Disclosure: Financial – Julie receives financial compensation from MOVE International. Nonfinancial – There are no nonfinancial relationships to disclose. [Julie Sues-Delaney's Full Course Description is on Page 15.](#)



Ilene Schwartz, PhD, is a professor in the Area of Special Education at the University of Washington and the Director of the Haring Center for Research and Training in Education at UW. She earned her Ph.D. in child and developmental psychology from the University of Kansas and is a board certified behavior analyst (BCBA-D). Dr. Schwartz has an active research and professional training agenda with primary interests in the area of autism, inclusive education, and the sustainability of educational interventions. She has had consistent research funding from the U.S. Department of Education since 1990 and serves on a number of editorial review boards including the Topics in Early Childhood Special Education and the Journal of Early Intervention. Dr. Schwartz is the director of Project DATA, a model preschool program for children with autism that has been in operation since 1997, and is currently involved in research projects examining the efficacy of the Project DATA model with toddlers and preschoolers with autism. Kathleen Peterson, MEd and Shelly Huntington, MS, doctoral students at the University of Washington, will be assisting Dr. Schwartz during the course presentation. Disclosure: Financial – Dr. Schwartz receives financial compensation from the University of Washington. Nonfinancial – There are no nonfinancial relationships to disclose. [Dr. Schwartz's Full Course Description is on Page 11.](#)



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 environment 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. [Bek Wiltbank's Full Course Description is on Page 12.](#)



8:00am – 4:00pm All Day Course – Learning Disabilities

WEDNESDAY



COURSE #1 WEDNESDAY - MARCH 8, 2017

A Neuropsychological Approach for Identifying and Remediating Specific Learning Disorders by Steven G. Feifer, DEd, ABSNP, and Jack A. Naglieri, PhD, University of Virginia

DAY 1

Target Audience: General Education Teachers, Principals/Administrators, Special Education Teachers, Resource Room Teachers, Title 1 Teachers, Reading Specialists, School Psychologists, Math Teachers & Coaches, Case Managers, Private Tutors, and Paraprofessionals

Target Age Range: Pre-Kindergarten through 12th Grade

Course Description: The primary aim of this workshop will be to introduce a “third method” or processing strengths and weaknesses (PSW) model as a means for both identifying and remediating learning disabilities in children. Often times, the identification of a learning disability using a PSW method becomes over-complicated by fuzzy statistical concepts, redundant testing, and assessment confusion as to which “processes” truly underscore the development of targeted academic skills. This workshop will use neuroscience as a guide to greatly simplify the process, while also yielding more effective and targeted interventions for children of all ages with specific learning needs. The discrepancy/consistency model will be introduced as the primary means to

link neurocognitive processes with the academic needs of children in a reliable and consistent manner. A major focus of the discussion will be to present the PASS theory, as operationalized by the Cognitive Assessment System-2 (CAS-2), to define and measure basic psychological processes included in the definition of SLD. The Feifer Assessment of Reading (FAR) and Feifer Assessment of Math (FAM) will be introduced to specify targeted academic processes that underscore the development of effective learning skills. Specific case studies will be shared with a particular emphasis on developing targeted interventions that best meet the needs of students who do not respond to standard protocol interventions.

Course Objectives – participants will be able to:

Discuss the limitations of relying solely upon an IQ/Achievement discrepancy model, or a Response to Intervention (RtI) model, when evaluating children for learning disorders

Adequately explain how to use the FAM as a method of diagnosing three subtypes of math disabilities in children, and integrate this instrument with the PASS theory of cognitive processing

Discuss the major psychological processes in the brain that comprise the PASS theory, and how to measure these constructs using the CAS-2

Adequately explain how to use the discrepancy-consistency model as an evidence-based means to both identify and remediate learning disorders in children

Adequately explain how to use the FAR as a method of diagnosing four subtypes of reading disabilities in children, and integrate this instrument with the PASS theory of cognitive processing

Demonstrate the effectiveness of the discrepancy-consistency model by allowing participants to work through actual cases in order to develop targeted remediation and intervention strategies for children with learning disabilities

Course #1 Schedule Wednesday, March 8, 2017

8:00 - 9:00	Defining a Basic Psychological Process	1:00-2:00	The State of Mathematics: An Introduction to the FAM
9:00-10:00	An Introduction to the PASS Theory of Cognitive Processing	2:00-2:45	Case Studies on Reading and Mathematics
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Pairing the CAS-2 with the FAR	3:00-4:00	Developing Targeted Interventions Using the PASS Theory
11:00-12:00	Using the Discrepancy-Consistency Model to Identify SLD in Children	4:00	Complete Program Evaluations
12:00-1:00	Lunch- On your own		



8:00am – 4:00pm All Day Course – LAMP Training – AAC

WEDNESDAY



COURSE #2 WEDNESDAY - MARCH 8, 2017

Language Acquisition Through Motor Planning (LAMP)

by Christine E. Grubbs, MS, CCC-SLP, The Center for AAC & Autism, Wooster, Ohio

DAY 1

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

Target Age Range: Pre-K through Age 21 years

Course Description: Language Acquisition through Motor Planning™ (LAMP) is an augmentative alternative communication (AAC) approach based on neurological and motor learning principles designed to give individuals who are nonverbal or have limited verbal abilities a method of independently and spontaneously expressing themselves through the use of a voice output communication system. This course will cover the components of LAMP: readiness to learn, engaging the learner through joint engagement, and learning language through a unique and consistent

motor plan paired with an auditory signal and a natural consequence. Discussion will include how this approach addresses the core language deficits of autism, device features that are beneficial to teaching language, and how to use those features to implement LAMP components. Videos will be used to illustrate the treatment components. While this approach was initially developed to meet the specific needs of nonverbal individuals with autism, it can be adapted to benefit individuals with a variety of disabilities.

Course Objectives – participants will be able to:

Define “readiness to learn”, identify sensory needs in clients and two or more ways of meeting those needs
Define Joint Engagement and identify three motivational activities to sustain it

Define consistent and unique motor plans and give examples of ways to make a motor movement automatic

Define auditory signals and natural consequences and identify why these components must link with a motor movement

Develop lists of vocabulary appropriate to target activities

Identify therapy strategies related to target lists

Identify ways to evaluate and track progress for clients using LAMP

Course #2 Schedule Wednesday, March 8, 2017

8:00- 9:00	Introduction to LAMP; Current research	12:00-1:00	Lunch- On your own
9:00- 10:00	Readiness to learn and joint engagement as key elements	1:00-2:00	Auditory signals (continued) and natural consequences as key elements
10:00-10:15	Break	2:00-2:45	Therapy techniques
10:15-11:00	LAMP Law: Consistent and unique motor plans	2:45-3:00	Break
11:00- 12:00	Consistent and unique motor plans (continued) Auditory signals as key elements	3:00-4:00	Data collection; question & answer
		4:00	Complete Course Evaluations

**COURSE #3 WEDNESDAY - MARCH 8, 2017****Interventions for Executive Function Difficulties: Changing the Brain to Change Behavior** by George McCloskey, PhD, Philadelphia College of Osteopathic Medicine

DAY 1

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Title 1 Teachers, School Psychologists, School Counselors, Behavior Specialists, Principals/Administrators, Case Managers, Social Workers, Speech-Language Pathologists, Occupational Therapists, Autism Specialists, and Instructional Assistants and Paraprofessionals

Target Age Range: Pre-K through 12th Grade

Course Description: This course will help participants gain a deeper understanding of executive functions and how executive functions deficits impact the behavior and academic production of children and adolescents. Participants will gain state-of-the-art knowledge of how to identify executive function strengths and weaknesses and the most effective ways to help children and adolescents improve their use of executive functions. Ways to discuss executive functions with children, parents and other school staff will be offered as well as ways to help motivate adolescents to ensure their full participation in efforts to help them.

Special emphasis will be placed on how to orient students to intervention efforts and help them move from being externally controlled to internally self-regulated through the use of bridging strategies. Case study examples of assessment and intervention efforts and outcomes with children and adolescents will be discussed throughout the presentation. Participants will leave this workshop energized and with a renewed sense of purpose, a greater knowledge of how to improve executive functions, and a greater realization of how they can have a positive effect on the children, parents and professionals with whom they work.

Course Objectives – participants will be able to:

Adequately describe a comprehensive model of executive functions

Explain how executive function difficulties are manifested in individuals diagnosed with various psychological disorders and/or enrolled in special education programs

Describe and apply strategies that use external control to help a student function more effectively in school settings

Describe and apply strategies that enable students to improve their use of internally self-regulated capacities to improve their functioning in school settings

Describe and apply strategies that help students bridge the gap between being externally controlled and internally self-regulated

Identify and access sources of information about evidence-based programs that foster executive function development and/or remediate difficulties

Course #3 Schedule Wednesday, March 8, 2017

8:00-9:00	Executive Functions: What they are and what they are not		intervention
9:00-10:00	A comprehensive model of executive functions; Executive functions development; Executive Functions and clinical diagnoses	12:00-1:00	Lunch- On your own
10:00-10:15	Break	1:00-2:00	External control strategies for helping students improve functioning in school settings
10:15-11:00	Internally commanded and externally demanded Use of executive functions; motivation and executive functions; Learning vs. Producing: The nature of producing disabilities and how they are different from learning disabilities	2:00-2:45	Bridging strategies for helping students transition from externally controlled to internally self-regulated
11:00-12:00	Orienting strategies: increasing awareness of difficulties and setting goals for	2:45-3:00	Break
		3:00-4:00	Bridging strategies continued; strategies for strengthening internal self-regulation
		4:00	Complete Program Evaluations



COURSE #4 WEDNESDAY - MARCH 8, 2017

Building Blocks to Behavior Management: Creating a Positive Classroom Environment by Ilene Schwartz, PhD, Kathleen Peterson, MEd and Shelly Huntington, MS, University of WA

DAY 1

Target Audience: Special Education Teachers, General Education Teachers, Resource Room Teachers, Title 1 Teachers, Speech-Language Pathologists, Occupational and Physical Therapists, Principals/Administrators, Instructional Assistants and Paraprofessionals

Target Age Range: Pre-K through 4th Grade

Course Description: Dealing with challenging behaviors is one of the issues that educators find most taxing in their jobs. The purpose of this course is to help educators think about challenging behaviors in a manner that will help them design classrooms and implement instructional strategies to facilitate student success. In the past two decades the field of special education learned a lot about the function

that challenging behavior serves in the lives of students. Understanding this function is the key to designing effective classroom management strategies. In this course participants will learn practical and effective strategies for addressing challenging behaviors and teaching appropriate behaviors to students in their classrooms.

Course Objectives – participants will be able to:

Define challenging behavior

Describe the functions that challenging behavior serves in the lives of students

Describe strategies to assess the function of challenging behavior

Describe the ABC pattern of behavior

List 5 strategies to change antecedents

List 5 strategies to change consequences

Course #4 Schedule Wednesday, March 8, 2017

8:00-9:00	Basics of applied behavior analysis and its use in the classroom	12:00-1:00	Lunch - On Your Own
9:00-10:00	Introduction to the ABC Pattern of Behavior	1:00-2:00	Changing consequences
10:00-10:15	Break	2:00-2:45	Data based decision making
10:15-11:00	Understanding and Identifying the function of behavior	2:45-3:00	Break
11:00-12:00	Changing antecedents	3:00-4:00	Putting it together in practice
		4:00	Complete Program Evaluations



COURSE #5 WEDNESDAY – MARCH 8, 2017

Childhood Function and Anxiety: A Holistic Model of Function,

Prevention & Intervention by Bek Wiltbank, MOTR/L, Occupational Therapist, Consultant, Bothell, WA

DAY 1

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Title 1 Teachers, Reading Specialists, School Psychologists, Physical Therapists, Occupational Therapists, Speech-Language Pathologists, Principals/Administrators, Behavior Specialists, Autism Specialists, Case Managers, Social Workers, ELL Teachers, and Paraprofessionals and Instructional Assistants

Target Age Range: 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 class

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 Objectives – participants will be able to:

Demonstrate how to determine the cause of increased anxiety and problem behaviors in children

Explain the available tools to teach children how to self-regulate and decrease anxiety

Describe children's developmental needs, and what happens when they are not met

Cite the effect of mindfulness on self-regulation, anxiety and learning

Describe the 5 Areas of Function

Demonstrate useful movements and exercises for the classroom or home

Cite the effect of sensory processing on child function and developmental needs

Course #5 Schedule Wednesday, March 8, 2017

8:00-9:00	Causes of increased anxiety and problem behaviors	1:00-2:00	Sensory processing and child function (continued)
9:00-10:00	Children's developmental needs	2:00-2:45	Mindfulness, self-regulation and managing anxiety
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Understanding and Identifying the function of behavior	3:00-4:00	Movement and exercises for the classroom and home
11:00-12:00	Five areas of function; Sensory processing and child function	4:00	Complete Program Evaluations
12:00-1:00	Lunch - On Your Own		



COURSE #6 WEDNESDAY – MARCH 8, 2017
Using “Cheat Sheets” to Promote Independence for Students with Autism by Patrick Mulick, MS, BCBA, Consultant, Renton, WA

DAY 1

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

Target Age Range: Pre-Kindergarten through 21 years

Course Description: Despite schools’ best efforts, there are limited opportunities for students with autism as they grow into adulthood due to their inability to function independently. This deficit is often a result of staff unknowingly helping too much and not creating a path by which the individual could better function on their own. This highly interactive workshop explores research based strategies to

enhance independence and remove limits to student potential. Having been a teacher himself, Patrick directly speaks to the practical in-classroom application of these strategies. For each that is discussed, a user friendly “cheat sheet” is provided. Participants will leave inspired and equipped to help their students do more with less.

Course Objectives – participants will be able to:

Describe the detrimental effects of adult proximity for students with disabilities

Identify and discuss how and when to use visual supports to enhance independence

Identify the different levels of prompting and when to use them

Explain how to use Contingency Mapping

Explain how to promote independence during behavioral challenges

Identify simple data collection procedures to track a student’s degree of independence

Identify the quality of the teacher-para teaming in their classroom

Course #6 Schedule Wednesday, March 8, 2017

8:00-9:00	The classroom dynamics of promoting independence	1:00-2:00	Working on independence through challenging behaviors
9:00-10:00	Setting the stage for success with the use of proper use of visuals	2:00-2:45	Documenting growth and considerations for what is next
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	The prompt hierarchy and how to reinforce	3:00-4:00	Team practices to promote independence in students
11:00-12:00	Tools to support social independence	4:00	Complete Program Evaluations
12:00-1:00	Lunch - On Your Own		



COURSE #7 WEDNESDAY – MARCH 8, 2017

Encouraging Positive Behaviors: Strategies to Resolve Conflicts for Middle and High School Students by Nancy Kaplan, MSW, & Deanna Morris, MSW

DAY 1

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

Target Age Range: 6th Grade through 12th Grade

Course Description: So many young people dread going to school for fear of harassment, bullying and ridicule. School can become a welcoming place designed to enhance the learning process by increasing positive student behavior. The materials presented in this course were developed over a 20-year period by the Conflict Resolution Unlimited (CRU) Institute using evidence-based scientific research and have been used in schools across the United States and abroad. Specific strategies and techniques will be demonstrated to assist middle and high school teachers and school

counselors in how to encourage positive behaviors in their classrooms and throughout the school and improve the overall school climate. Through interactive demonstrations, role plays, and video clips teachers and counselors will be given the tools to help middle and high school students understand and respect cultural, socio-economic, sexual preference, and racial differences. These teaching tools were designed to help young people develop insight into how their behavior impacts others, and how students can independently create their own solutions to conflict.

Course Objectives – participants will be able to:

- Adequately describe three different methods of conflict resolution
- List 3 commonly reported reasons why students do not feel they are “fitting in” in high school
- List 3 effective intervention strategies in response to bullying in the classroom and throughout the school
- List 3 common concerns reported by LBGTQ students

- Demonstrate 2 mediation techniques to deal with cultural conflicts
- Adequately demonstrate “Stop-Action” role play
- Demonstrate how to use “stories” and “mentoring” techniques designed to increase students’ awareness of bullying and exclusionary practices

Course #7 Schedule Wednesday, March 8, 2017

8:00-9:00	Introduction-ways to deal with conflict	2:00-2:45	Stop-Action role play. Inter-active demonstration of using peer mediation to deal with harassment, name calling and conflict
9:00-10:00	Video- <i>How Could It Be Better</i> . part one: “Fitting In” discussion		
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	<i>How Could It Be Better</i> . part two: “Bullying” discussion	3:00 -4:00	Using stories, discussion, and mentoring to create awareness and understanding of differences and encourage positive behavior
11:00-12:00	<i>How Could It Be Better</i> . part three: “LBGTQ” and part four: “How teachers can open their doors” discussion	4:00	Complete Program Evaluations
12:00 -1:00	Lunch-On Your Own		
1:00-2:00	Using peer mediation to deal with cultural conflict: Changes DVD. Rolling role play demo of mediation techniques		



COURSE #8 WEDNESDAY – MARCH 8, 2017

Implementing the MOVE Program in a Variety of Environments to Improve Functional Skills by Julie Sues-Delaney, PT, MOVE International, Bakersfield, CA

DAY 1

Target Audience: Physical & Occupational Therapists, Special Education Teachers, Resource Room Teachers, General Education Teachers working with special needs students, School Psychologists, Social Workers, Case Managers, Speech-Language Pathologists, Principals/Administrators, Instructional Assistants and Paraprofessionals

Target Age Range: Birth through Adulthood

Course Description: The MOVE Program is a gross motor program that provides a framework for working with individuals with multiple impairments throughout life. It uses a six-step process from baseline evaluation to teaching of the skills through functional, meaningful activities that are already present in the individual’s typical day. Within the program is a data collection system to track the individual’s progress. This course will look at how to bridge the gap

from a classroom setting to the community to enable this population a fuller and more active role in society. Some of the environments are: public rest rooms, restaurants, community parks, extended family member homes and entertainment arenas. A main goal of the MOVE Program is to help individuals with multiple impairments gain access to everyday environments.

Course Objectives – participants will be able to:

Explain the MOVE philosophy and the research behind the program

Describe the six steps of the MOVE Program

Demonstrate how to bridge the MOVE program from the classroom to the community

Describe how to create community experiences in the classroom

Explain how to select appropriate equipment to use in the MOVE Program

Demonstrate how to execute an upright brief change

Explain how to use the MOVE Program in any environment

Course #8 Schedule Wednesday, March 8, 2017

8:00-9:00	Overview of the MOVE Program	1:00-2:00	Equipment used in the MOVE Program
9:00-10:00	The six steps of MOVE	2:00-2:45	Upright brief changes: Hands on session
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Implementation of MOVE in community settings	3:00-4:00	MOVE in any environment: Hands on session
11:00-12:00	Planning a community based MOVE activity: Hands on session	4:00	Complete Program Evaluations
12:00-1:00	Lunch - On Your Own		

**COURSE #9 THURSDAY, MARCH 9, 2017****Explicit Instruction: Effective and Efficient Teaching to Promote Achievement for All Students, Grade Levels and Content Areas** by Dr. Hughes

DAY 2

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Title 1 Teachers, Reading Specialists, School Psychologists, Speech-Language Pathologists, ELL Teachers, Math Teachers, Principals/Administrators, Private Tutors, and Instructional Assistants and Paraprofessionals

Target Age Range: Kindergarten through 12th Grade

Course Description: This two-day course will cover effective instructional design and delivery principles and techniques for teaching academic skills to students with learning difficulties in general and special education classrooms. Specifically, participants will learn how to use Explicit Instruction when teaching a variety of skills (e.g., reading, math, language arts, content areas subjects), at a variety of cognitive levels (declarative, procedural, conditional, and conceptual), and at a variety of grade levels (K-12). Explicit instruction is a group of evidence-based teacher behaviors used when planning and delivering instruction. It is a systematic, unambiguous, and direct approach that provides initial support and guidance for

novice learners followed by gradual fading of that support leading to independent and accurate performance. Explicit Instruction lessons are “built” to be lively by requiring frequent and varied student responses followed by effective affirmative and corrective feedback. These delivery skills are all used to keep students successfully engaged in learning. In addition to effective lessons designed for initial skill and knowledge acquisition, purposeful practice techniques will also be covered that promote retention, retrieval, and generalization.

Day 1 of this 2-day course. See page 24 for information on day-two.

Course Objectives – participants will be able to:

Describe key elements of explicit instruction and how they address the principles of effective instruction

Describe the various sources of research over the past 40 years that have converged to support Explicit Instruction as effective for struggling students

Describe Explicit Instruction elements and begin to design and deliver a prototypical Explicit Instruction lesson for teaching a skill that includes the opening of a lesson, the body of a lesson, and closing of a lesson

Describe and demonstrate instructional delivery behaviors used to keep students successfully engaged during a lesson including: eliciting frequent responses, monitoring responses, providing corrective and affirmative feedback, and pacing

Describe and evaluate effective and purposeful practice activities

Course #9 Schedule Thursday, March 9, 2017

8:00-10:00	Exploring the foundations of Explicit Instruction	1:00-2:45	Lesson delivery skills
		2:45-3:00	Break
10:00-10:15	Break	3:00-4:00	Purposeful practice
10:15-12:00	The prototypical structure of an Explicit Instruction lesson (skill)	4:00	Complete Program Evaluations
12:00-1:00	Lunch- On Your Own		



COURSE #10 THURSDAY, MARCH 9, 2017

The Neuropsychology of Emotional Disorders: A Framework for Effective Interventions

by Steven G. Feifer, DEd, ABSNP, Monocacy Neurodevelopmental Center

DAY 2

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Title 1 Teachers, School Psychologists, School Counselors, Social Workers, Case Managers, Behavior Specialists, Principals/ Administrators, and Professional Support Staff

Target Age Range: Pre-Kindergarten through 12th Grade

Course Description: This course will explore the neural architecture of emotional behavior by examining various brain structures laying the foundation for higher level social skill functioning. Specific biological factors related to the development of social competence and emotional self-regulation will be explored. There will be a detailed discussion on behavioral self-regulation,

anxiety disorders, and depression from a brain-based educational perspective, including cutting edge interventions such as neurofeedback. Schools can enhance emotional wellness in children through early prevention efforts, appropriate assessment strategies, and an improved school climate to foster emotional growth for all children.

Course Objectives – participants will be able to:

Discuss the neural architecture of emotion by detailing key brain regions responsible for the development of empathy

depression, and anxiety disorders in children

Discuss the neural architecture of emotion by detailing key brain regions responsible for the development of emotional regulation

Present a treatment algorithm utilizing multiple intervention methods designed to de-escalate behavior and promote social-emotional learning

Discuss the relationship between emotional disorders and poor self regulation skills, bullying behavior, and limited academic success in school

Describe effective classroom interventions and treatment options for children with behavioral self-regulation issues and emotional disorders

Describe the neurobiological correlates and treatment options for psychopathy and emotional dysregulation,

Course #10 Schedule Thursday, March 9, 2017

8:00-9:00	Neural architecture of emotions and empathy	2:00-2:45	De-escalating behavior and promoting social-emotional learning
9:00-10:00	Neural architecture of emotional regulation	2:45-3:00	Break
10:00-10:15	Break	3:00-4:00	Classroom interventions
10:15-12:00	Emotional disorders, behavior and academic success	4:00	Complete Program Evaluations
12:00-1:00	Lunch- On Your Own		
1:00-2:00	Treatment options		



COURSE #11 THURSDAY, MARCH 9, 2017

Reasoning and Sense Making with Rational Numbers in Grades 6-9

by Paul Agranoff, MA, Creative Mathematics, Arcata, CA

DAY 2

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

Target Age Range: Students Functioning at the 4th-9th Grade Math Level

Course Description: Student struggle with understanding and use of rational numbers undermines much of their future progress in both mathematics as well as the world beyond school. Researchers have even found where “fractional avoidance” in learning causes issues in student achievement. Participants will engage in instructional strat-

egies that support student reasoning and sense making with critical number sense in rational numbers. Rational number concepts will be developed tactile/kinesthetically as well as spatial/visually. All operations with rational numbers will be developed in the same way as well.

Course Objectives – participants will be able to:

Identify and describe all the different interpretations of rational numbers

Adequately describe how to make use of structure in numbers to develop student thinking about rational numbers

Describe relationships between rational numbers using structures in number and strategies

Demonstrate the ability to use manipulatives to explore mathematical relationships with rational numbers

Demonstrate the ability to build reasoning and sense making in operations on rational numbers through use of manipulatives and pictorial representations

Create and use manipulatives to explore mathematical relationships with rational numbers

Build reasoning and sense making in operations on rational numbers through use of manipulatives and pictorial representations

Course #11 Schedule Thursday, March 9, 2017

8:00-9:00	Multiple Interpretations of Rational Numbers and developing number theory concepts used in rational numbers	12:00-1:00	Lunch- On Your Own
9:00-10:00	Deepening student understanding of structure in rational numbers	1:00-2:30	Using representations to build student understanding of multiplication with rational numbers
10:00-10:15	Break	2:30-2:45	Break
10:15-12:00	Creating and using manipulatives to cognitively engage students in building understanding of rational numbers (including the operations of addition and subtraction)	2:45-4:00	Using representations to build student understanding and meaning of dividing fractions
		4:00	Complete Program Evaluations



COURSE #12 THURSDAY, MARCH 9, 2017

Assessing Students' Use and Disuse of Executive Functions

by George McCloskey, PhD, Philadelphia College of Osteopathic Medicine

DAY 2

Target Audience: School Psychologists, Speech-Language Pathologists, School Counselors, Teachers and other professionals involved in individual student assessments

Target Age Range: Pre-Kindergarten through 12th Grade

Course Description: This course will help participants gain a deeper understanding of executive functions and how executive functions deficits impact the behavior and academic production of children and adolescents. Participants will gain state-of-the-art knowledge of how to assess students to identify executive function strengths and weaknesses and how to develop and use progress monitoring tools once interventions have been implemented. This course will offer a multidimensional definition of executive functions that can be used to guide assessment efforts. Currently available norm-referenced individually-adminis-

tered tests and behavior rating scales will be discussed. The pros and cons of currently available formal assessments will be discussed. A comprehensive framework and specific techniques for the assessment of executive functions that address the multifaceted perspective needed to effectively assess the use, or disuse, of executive functions capacities in school and in the home will be presented. The link between assessment and intervention and techniques for progress monitoring will be explored using case examples.

Course Objectives – participants will be able to:

Describe a comprehensive model of executive functions

Explain the difference between learning and producing difficulties and how executive function difficulties can be manifested as producing disabilities

Identify the pros and cons of currently available individual-administered tests of executive functions and the contexts in which these tests are most effectively used

Identify the pros and cons of currently available behavior rating scales and the contexts in which these rating scales are most effective

Describe a comprehensive framework for assessment of executive functions

Apply the comprehensive framework to identify student's executive functions strengths and weaknesses

Course #12 Schedule Thursday, March 9, 2017

8:00-9:00	Executive Functions: What they are and what they are not; A comprehensive model of executive functions	12:00-1:00	Lunch - On Your Own
9:00-10:00	Executive functions development; Learning vs. Producing: The nature of producing disabilities and how they are different from learning disabilities	1:00-2:00	Assessing executive functions using behavior rating scales
10:00-10:15	Break	2:00-2:45	Assessing executive functions using clinical interviews
10:15-11:00	A comprehensive model for the assessment of executive functions	2:45-3:00	Break
11:00-12:00	Assessing executive functions using norm-referenced, individual-administered tests	3:00-4:00	Using assessment results to guide intervention planning and implementation; developing and applying progress monitoring techniques
		4:00	Complete Program Evaluations



COURSE #13 THURSDAY, MARCH 9, 2017

Is It Disability Behavior or Just Disruptive Behavior?

by Rebecca A. Moyes, MEd, Grade Point Resources, Leechburg, PA

DAY 2

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

Target Age Range: Kindergarten through 10th Grade

Course Description: Both educators and parents struggle with what to do with difficult behavior in the classroom and home. Both are often hesitant to provide consequences when a child with special needs exhibits problem behaviors because they are afraid they will be accused of punishing him/her for symptoms that are related to his/her disability. In school settings, there are certain behaviors that are not permitted, and others that impede the child's or the other students' ability to learn. Knowing how to appropriately address behaviors is important because any behavior that is reinforced (either accidentally or on purpose) is likely to continue or escalate. Children with disabilities often exhibit problems with motivation, transitions, task avoidance, sen-

sory processing, social skills, anger, defiance, impulsiveness, behavioral inhibition, among others. Many children with autism, Asperger's, ADHD, emotional disturbance, oppositional defiant disorder, Down's Syndrome, and learning disability exhibit these challenging behaviors. Behind every problem behavior is something to teach to address a skill deficit and interventions that can help to stop the cycle of difficult behavior. This full-day seminar will empower educators with practical and evidenced-based strategies to feel competent to appropriately address difficult behaviors associated with disabilities.

Course Objectives – participants will be able to:

Identify the use of positive vs. negative reinforcement and positive vs. negative punishment when given behavioral scenarios

Describe ways to incorporate the use of reinforcement to improve the frequency of problem behavior

List particular antecedent strategies to support difficult behavior, including strategies for students with emotional disturbance and oppositional defiant disorder

Describe the skill deficits that may be associated with problem behavior and write appropriate IEP goals to address them

List the functions of behavior

Write positive behavior support plans to teach new skills so that children will not use problem behavior to achieve escape or attention

Initiate the use of appropriate data collection tools to study behavior objectively and learn what is reinforcing it

Course #13 Schedule Thursday, March 9, 2017

8:00-9:00	Difficulties presented by children with behavioral deficits and conflicts between staff and parents	12:00-1:00	Lunch - On Your Own
9:00-10:00	Antecedents to difficult behavior; consequences: reinforcers and "punishers"	1:00-2:00	Executive functions and how they impact problem behavior
10:00-10:15	Break	2:00-2:45	Interventions for motivation, transition difficulties, perseverations
10:15-11:00	Functions of behavior; types of data collection tools	2:45-3:00	Break
11:00-12:00	Developing a PBSP based on data collection	3:00-4:00	Interventions for inflexibility, oppositional defiant behavior, sensory disturbances, attention difficulties and emotional control
		4:00	Complete Program Evaluations



COURSE #14 THURSDAY, MARCH 9, 2017

Management of Childhood Apraxia of Speech Using Dynamic Tactile & Temporal Cueing by Edythe Strand, PhD, CCC-SLP, Mayo Clinic (day 1 of this 2-day course)

DAY 2

Target Audience: Speech-Language Pathologists and Speech-Language Pathology Assistants

Target Age Range: Birth to 10th Grade

Course Description: This two day workshop is designed to provide an overview of motor planning and programming, how children may exhibit difficulty with praxis, and how to recognize characteristics of childhood apraxia of speech (CAS). This course emphasizes clinical thinking for devising appropriate assessment strategies for differential diagnosis of CAS. Dynamic assessment is described and demonstrated. Participants will have practice in writing diagnostic statements and treatment goals. The Principles of Motor Learning are discussed in terms of how they can be applied to specific treatment strategies. Evidence based treatment methods, particularly Dynamic Tactile and

Temporal Cueing (DTTC), are described and demonstrated. Rationale and procedures for treating children of different ages and severity levels using different treatment approaches will be described. Video demonstration of treatment techniques will help clinicians understand and apply methods in the clinical setting. Discussion also emphasizes the important role families play in treatment of CAS, including tools to help families understand and manage the disorder.

This is day one of this 2-day course. See page 29 for information on day-two.

Course Objectives – participants will be able to:

Describe clinical thinking, using assessment data to plan treatment

List several principles of motor learning

Describe in writing how to incorporate the principles of motor learning into treatment

Describe the application of DTTC in treating children with CAS

Explain to parents why they are implementing specific activities into treatment

Demonstrate the use of motor learning principals

Course #14 Schedule Thursday March 9, 2017

8:00-10:15	Differential Diagnosis to Treatment Planning What do we mean by planning and programming? Example of Assessment protocol for CAS Discriminative Characteristics Differentiating ataxic dysarthria Dynamic Assessment	2:45-3:00	Quick overview of different types of motor approaches Break
10:15-10:30	Break	3:00-4:00	DTTC: Dynamic Temporal and Tactile Cueing Good candidates for this approach Method and techniques Treatment video and discussion Questions and discussion
10:30-12:00	Writing Diagnostic Statements Treatment of CAS Talking with Parents Setting and writing goals	4:00	Complete Program Evaluations
12:00-1:00	Lunch - On Your Own		
1:00-2:45	Engaging the child in motor-based learning—what needs to happen? Principles of Motor Learning (PML) Making clinical decisions regarding treatment		



COURSE #15 THURSDAY, MARCH 9, 2017

Literacy Squared®: Biliteracy Instruction for Emerging Bilingual Students

by Adriana Alvarez, MEd, University of Colorado, Boulder (day 1 of this 2-day course)

DAY 2

Target Audience: Teachers, Bilingual Teachers, Principals/Administrators, and Instructional Assistants, Paraprofessionals, and other Education Professionals working with Spanish-English Emerging Bilingual Children

Target Age Range: Kindergarten through 4th Grade

Course Description: Literacy Squared® is a comprehensive program designed to provide Spanish-English emerging bilingual children paired literacy instruction in Spanish and English. Participants will gain an understanding of the biliteracy framework that underlines the program through an orientation. For the remainder of the day, participants will learn a cross-language writing strategy called theDictado. This strategy emphasizes writing and metalinguistic awareness. Through video and interactive activities, participants will leave the day knowing how to implement and plan for this research-based and tested strategy.

The first full implementation of Literacy Squared began in the fall of 2005, and Phase I was completed in the spring of 2009. Phase II is being implemented from 2009 through 2012 in 13 schools in Oregon and 3 schools in Colorado. The Literacy Squared intervention includes authentic instructional approaches in Spanish and English that respect and attend to the internal structures of each of the languages, emphasizing direct, explicit, and collaborative instructional approaches that have proven to be beneficial for emerging bilingual children.

This is day one of this 2-day course. See page 30 for information on day-two.

Course Objectives – participants will be able to:

Name essential paradigm shifts that inform the Literacy Squared program

Adequately describe how theories of holistic bilingualism are used to assess emerging bilingual learners

Adequately explain reasons to give theDictado

Adequately describe how to implement theDictado

Demonstrate the steps to implement theDictado

Demonstrate the ability to plan quality Dictados from student writing

Course #15 Schedule Thursday, March 9, 2017

8:00-9:00	Essential paradigm shifts that inform the Literacy Squared program	1:00-2:00	Steps to implement theDictado-continued
9:00-10:00	How theories of holistic bilingualism are used to assess emerging bilingual learners	2:00-2:45	How to plan quality Dictados from student writing
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Reasons to give theDictado	3:00-4:00	How to plan quality Dictados from student writing-continued
11:00-12:00	Steps to implement theDictado	4:00	Complete Program Evaluations
12:00-1:00	Lunch - On Your Own		



COURSE #16 THURSDAY, MARCH 9, 2017

Think Smart: Using Mindsets and Metacognition for Student Success by Dr. Naglieri, University of Virginia & Kathleen Kryza, MA, Great Falls, VA

DAY 2

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Title 1 Teachers, Principals/Administrators, School Psychologists, Speech-Language Pathologists, Instructional Assistants, Tutors and Paraprofessionals

Target Age Range: Pre-K through 12th Grade

Course Description: Dr. Jack Naglieri and Kathleen Kryza will merge current knowledge on the neuropsychology of ability with the art of instruction to help students think smarter and ultimately take charge of their own learning in and beyond school. Researchers who have conceptualized intelligence as neurocognitive processes are providing a clearer picture of how children learn, which has allowed for a better understanding of how to effectively teach. Through

discussion and activities, participants will learn about four neurocognitive abilities critical to learning and will leave with doable strategies that can be implemented in their schools and classrooms.

This is day one of this 2-day course. See page 31 for information on day-two.

Course Objectives – participants will be able to:

Explain advances in neuropsychology to better understand what it means to be smart

Demonstrate how to use knowledge of the four parts of the brain that provide ways to think to guide teaching methods

Demonstrate the ability to create a safe learning environment that engages all learners (culturally, emotionally and academically)

Describe the relationship between neurocognitive abilities and social-emotional competence

Demonstrate how to teach students to 'Think Smart' and use their neurocognitive abilities efficiently

Explain how to use knowledge of students' neurocognitive strengths to guide and provide interventions for teachers, parents and the students themselves

Demonstrate how to use knowledge of the neurocognitive weakness that students with disabilities have and how to better teach them

Course #16 Schedule Thursday, March 9, 2017

8:00-9:00	Introduction to the course, goals, procedures	1:00-2:00	Understanding the frontal lobes of the brain, self-regulation and executive function
9:00-10:00	Overview of IQ and PASS theory	2:00-2:45	Mindsets + Skillsets = Results to Empower NOT Enable
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Case study – a real student with a real problem	3:00-4:00	Planning: mindsets and metacognition
11:00-12:00	Instruction that matches a new understanding of the student's abilities	4:00	Complete Program Evaluations
12:00-1:00	Lunch - On Your Own		



COURSE #17 FRIDAY, MARCH 10, 2017

Explicit Instruction: Effective and Efficient Teaching to Promote Achievement for All Students, Grade Levels and Content Areas by Dr. Hughes

DAY 3

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Reading Specialists, Title 1 Teachers, School Psychologists, Speech-Language Pathologists, ELL Teachers, Math Teachers, Principals/Administrators, Private Tutors, and Instructional Assistants and Paraprofessionals

Target Age Range: Kindergarten through 12th Grade

Course Description: This two-day course will cover effective instructional design and delivery principles and techniques for teaching academic skills to students with learning difficulties in general and special education classrooms. Specifically, participants will learn how to use Explicit Instruction when teaching a variety of skills (e.g., reading, math, language arts, content areas subjects), at a variety of cognitive levels (declarative, procedural, conditional, and conceptual), and at a variety of grade levels (K-12). Explicit instruction is a group of evidence-based teacher behaviors used when planning and delivering instruction. It is a systematic, unambiguous, and direct approach that provides initial support and guidance for

novice learners followed by gradual fading of that support leading to independent and accurate performance. Explicit Instruction lessons are “built” to be lively by requiring frequent and varied student responses followed by effective affirmative and corrective feedback. These delivery skills are all used to keep students successfully engaged in learning. In addition to effective lessons designed for initial skill and knowledge acquisition, purposeful practice techniques will also be covered that promote retention, retrieval, and generalization.

Day 2 of this 2-day course.

Course Objectives – participants will be able to:

Describe effective and purposeful practice activities (Part two)

Explain how to evaluate purposeful practice activities

Describe and demonstrate Explicit Instruction lessons for teaching concepts

Describe and demonstrate Explicit Instruction lessons for teaching vocabulary

Describe and demonstrate Explicit Instruction lessons for teaching academic rules in a variety of subject areas

Identify how, when, with who, and for what purpose they can use the elements of Explicit Instruction in their professional situation

Course #17 Schedule Friday, March 10, 2017

8:00- 8:30	Review and questions from day one	1:00-2:45	Teaching academic rules using Explicit Instruction
8:30- 9:30	Purposeful practice (Part 2)	2:45-3:00	Break
9:30-10:00	Teaching vocabulary and concepts using Explicit Instruction	3:00-4:00	Final “Big Ideas” about Explicit Instruction; Course Wrap Up; Questions and answers
10:00-10:15	Break	4:00	Complete Program Evaluations
10:15-12:00	Teaching vocabulary and concepts using Explicit Instruction		
12:00-1:00	Lunch-On Your Own		



COURSE #18 FRIDAY, MARCH 10, 2017

Effective Math Tools for the Common Core Standards

by Cheryl Henjum, MA, Creative Mathematics, Arcata, CA

DAY 3

Target Audience: K-6 Classroom Teachers, Elementary Math Teachers, Resource Room Teachers, Title 1 Teachers, Math Tutors and Coaches, Administrators and Curriculum Coordinators

Target Age Range: Kindergarten through 6th Grade

Course Description: What are the most important tools for teaching mathematics at the elementary level? It is easy to be overwhelmed by all of the commercial products out there. The right “math tools” can be a crucial part of the mathematics curriculum to reinforce problem solving and empower students. This is an exciting, hands-on workshop where you will build, use and understand amazing “math tools” designed to greatly improve your mathematical teaching.

Teachers of grades K-6 will come away with helpful and motivating ideas for every area of the math content: number sense; algebra and functions; measurements and geometry; data analysis and probability; and mathematical reasoning.

Cheryl will focus on building correct math language through teaching experiences with the tools of mathematics. Litera-

ture links, songs and dances will be used to motivate students to learn intense math content. Teachers will construct many tools like angle makers, circle sizers, mirrors, number chat cards, place value pockets and math dictionaries. These materials include simple instructions for assembling in the classroom by the students.

Throughout this course, Cheryl will share management strategies for successful use of “math tools” in the elementary classroom. Teachers will come away with new respect and understanding of the tools that are meaningful for students. Come and enjoy a truly wonderful mathematical experience!

What to Bring: Scissors, marking pens, scotch tape, glue stick, stapler and camera (optional).

Course Objectives – participants will be able to:

Demonstrate how to construct and use effective “math tools”

Demonstrate games and strategies that help students learn the important content of mathematics

Adequately describe how to use children’s literature as a critical element for teaching mathematics

Demonstrate use of a “teacher tool kit” and “student tool kit” that builds mathematical understanding and personal responsibility

Demonstrate how to use songs and dances to teach math concepts

Describe how to use math dictionaries to teach correct math language

Demonstrate the use of fast and efficient progress monitoring tools and guides and how to use formative assessments through the use of math tools

Demonstrate how to build and use “math books” for repeated experiences of basic math facts

Course #18 Schedule Friday, March 10, 2017

8:00-9:00	Construct the Place Value Pockets and learn the three important steps to place value success	12:00-1:00	Lunch-On Your Own
9:00-10:00	Meet the Six Guiding Principles (the Big Ideas) of elementary math content	1:00-2:00	How to teach properties of numbers with the number line and a hundreds chart. Visualize number sense with empty number lines
10:00-10:15	Break	2:00-2:45	Let’s do a number chat! Subitize, compose and decompose numbers!
10:15-11:00	Build the academic vocabulary for geometry. Discover how to maximize the teaching of angles and attributes of polygons	2:45-3:00	Break
11:00-12:00	Construct a math dictionary! Utilize the power of patterns in your classroom	3:00-4:00	Math Drills to Thrill! How 5-9 minutes can improve math fact fluency in your classroom
		4:00	Complete Program Evaluations



COURSE #19 FRIDAY, MARCH 10, 2017

Teaching Social Skills: Evidenced-Based Strategies for School Age Children with Autism by Rebecca A. Moyes, MEd, Grade Point Resources, Leechburg, PA

DAY 3

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Title 1 Teachers, School Psychologists, Principals/Administrators, Speech-Language Pathologists, Occupational Therapists, Autism Specialists, Case Managers, Social Workers, Behavior Specialists, Instructional Assistants and Paraprofessionals

Target Age Range: Kindergarten through 10th Grade

Course Description: Registrants will become familiar with many of the pragmatic language difficulties and social behavioral difficulties inherent to individuals with autism spectrum disorder. They will learn about and become competent in using three evidenced-based strategies used to teach social replacement skills: social stories, video modeling, peer-mediated instruction.

Participants will also discover how ABA practices can be used to shape appropriate social skills. They will also discover how to use visual supports to teach needed replacement skills.

Course Objectives – participants will be able to:

List at least three pragmatic language difficulties common in children with autism spectrum disorder

Describe at least four social behavioral deficits common to this population of learners

Write a social story to remediate or support the social deficit when given a problem social behavior

Describe at least three ways to include typical peers when teaching social skills to youth with autism spectrum disorder

Describe the steps to develop a video model and provide two examples of social deficits that may be addressed using this modality

Write three measurable social IEP goals and design a data collection tool for each to measure progress on those goals

Describe four ways to incorporate visuals to support difficult social behavior

Design a procedure to teach a social replacement skill using differential reinforcement of other (appropriate) behavior

Course #19 Schedule Friday, March 10, 2017

8:00-9:00	DSM-V Diagnostic criteria for autism/ social skills deficits	12:00-1:00	Lunch-On Your Own
9:00-10:00	Effective social skills; “layering” of instruction; setting up a social skills group	1:00-2:00	Teaching theory of mind and social stories
10:00-10:15	Break	2:00-2:45	Video modeling
10:15-11:00	Communication deficits and interventions; conversation skills	2:45-3:00	Break
11:00-12:00	Addressing reading comprehension and literalness, perseverative talk, and personal space difficulties	3:00-4:00	Challenging social behaviors; using student passions to increase motivation; sensory difficulties, anger, and stress management
		4:00	Complete Program Evaluations



COURSE #20 FRIDAY, MARCH 10, 2017

The Behavior Code: Understanding and Teaching the Most Challenging Students by Nancy Rappaport, MD, Department of Psychiatry, Harvard Medical School

DAY 3

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Title 1 Teachers, School Psychologists, School Counselors, Principals/Administrators, Social Workers, Behavior Specialists and Professional Assistants

Target Age Range: Kindergarten through 10th Grade

Course Description: This interactive course will teach participants about classroom interventions for students who have anxiety or oppositional behavior and may be explosive. The morning’s presentation will introduce participants to the FAIR Plan method of understanding and improving behavior in challenging students, which looks at the function of the behavior, accommodations, interventions, and response to the behavior. The impact of trauma will also be addressed, and many tools and concrete strategies will be introduced. In the afternoon, an overview of key psychopharmacology information for educators will be presented, as well as a discussion of resilience and how to care for ourselves when working with challenging students. In addition to these detailed presentations, the presenter will use case studies to

allow participants to work in groups throughout the day to gain hands-on experience examining a case study including an existing behavior plan and creating an improved plan focusing on preventive strategies, such as antecedent management, self-monitoring, and alternative responses. Handouts will cover behavior data collection, alternative strategies, self-monitoring sheets, and recommendations for important components of IEPs for these students. Participants will also be able to discuss their own students who may be struggling in school and possible interventions. This workshop will provide the information, skills, and concrete strategies that educators need to truly make a difference for these students.

Course Objectives – participants will be able to:

Describe why traditional behavior plans of reward and consequences often do not work for students with challenging behavior such as anxiety and oppositional behavior

Emphasize approaches that enhance relationships with students with challenging behavior as a life-saving connection and address underlying skill deficits

List the elements of a FAIR behavior plan

Collaborate with parents and educators to offer concrete suggestions to help these students

Summarize basic information on psychopharmacology that educators can use to better understand their students

Name key factors to maintaining one’s resilience when working with challenging students

Course #20 Schedule Friday, March 10, 2017

8:00-9:00	Introductions, overview, and group work with case studies	12:00-1:00	Lunch-On Your Own
9:00-10:00	Understanding and teaching the most challenging students	1:00-2:00	The meaning of medication: psychopharmacology for educators
10:00-10:15	Break	2:00-2:45	Final session of group work with case studies
10:15-11:00	Understanding and teaching the most challenging students-continued	2:45-3:00	Break
11:00-12:00	Patient video, continued group work with case studies	3:00-4:00	Resilience
		4:00	Complete Program Evaluations



COURSE #21 FRIDAY, MARCH 10, 2017

The Role of Executive Functions in Reading, Writing and Math: Assessment & Intervention Strategies by George McCloskey, PhD, Philadelphia College of Osteopathic Medicine

DAY 3

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Title 1 Teachers Speech-Language Pathologists, Occupational Therapists, Reading Specialists, School Psychologists, School Counselors, Social Workers, ELL Teachers, Math Teachers, Principals/Administrators, Private Tutors, and Instructional Assistants and Paraprofessionals

Target Age Range: Pre-Kindergarten through 12th Grade

Course Description: This course will describe executive functions and discuss how they are involved in learning and classroom production. Special emphasis will be placed on how executive functions are involved in learning to read, write and quantify, and how executive functions are used when applying reading, writing and math skills in a productive manner. The role of motivation in learning will be addressed as well as the interplay between motivation and executive functions. Reading, writing and math difficulties related to

executive function deficits will be discussed in detail. Interventions for helping students improve their use of executive functions when engaged with reading, writing, and/or quantifying will be discussed. Techniques for increasing students' motivation for full engagement in intervention efforts also will be discussed. Special emphasis will be placed on intervention techniques that can be used with struggling students to help them overcome executive function difficulties and improve academic proficiency.

Course Objectives – participants will be able to:

Define executive functions and describe how executive functions are involved in classroom production

impact of executive function difficulties on calculating and problem-solving

Explain the role of executive functions in the act of reading and the impact of executive function difficulties on the act of reading

Describe how motivation impacts intervention efforts and how to motivate students to engage in motivation efforts

Explain the role of executive functions in the act of writing and the impact of executive function difficulties on the act of writing

Demonstrate how to apply assessment techniques to determine the extent to which executive function difficulties are impacting reading, writing and/or math proficiency

Explain the role of executive functions in the acts of calculating and mathematical problem-solving and the

Demonstrate how to apply instructional techniques that address reading, writing and/or quantifying problems related to executive function difficulties

Course #21 Schedule Friday, March 10, 2017

8:00-9:00	Executive Functions: What they are and what they are not; a comprehensive model of executive functions; executive functions and motivation	12:00-1:00	Lunch-On Your Own
9:00-10:00	The role of executive functions in reading and how to assess the impact of executive function difficulties on reading	1:00-2:00	Interventions that address executive function difficulties that impact writing proficiency
10:00-10:15	Break	2:00-2:45	The role of executive functions in the use of mathematics and how to assess the impact of executive function difficulties on math proficiency
10:15-11:00	Interventions that address executive function difficulties that impact reading proficiency	2:45-3:00	Break
11:00-12:00	The role of executive functions in writing and how to assess the impact of executive function difficulties on writing proficiency	3:00-4:00	Interventions that address executive function difficulties that impact math proficiency
		4:00	Complete Program Evaluations



COURSE #22 FRIDAY, MARCH 10, 2017

Management of Childhood Apraxia of Speech Using Dynamic Tactile & Temporal Cueing by Edythe Strand, PhD, CCC-SLP, Mayo Clinic (day 2 of this 2-day course)

DAY 3

Target Audience: Speech-Language Pathologists and Speech-Language Pathology Assistants

Target Age Range: Birth to 10th Grade

Course Description: This two day workshop is designed to provide an overview of motor planning and programming, how children may exhibit difficulty with praxis, and how to recognize characteristics of childhood apraxia of speech (CAS). This course emphasizes clinical thinking for devising appropriate assessment strategies for differential diagnosis of CAS. Dynamic assessment is described and demonstrated. Participants will have practice in writing diagnostic statements and treatment goals. The Principles of Motor Learning are discussed in terms of how they can be applied to specific treatment strategies. Evidence based treatment methods, particularly Dynamic Tactile and Tem-

poral Cueing (DTTC), are described and demonstrated. Rationale and procedures for treating children of different ages and severity levels using different treatment approaches will be described. Video demonstration of treatment techniques will help clinicians understand and apply methods in the clinical setting. Discussion also emphasizes the important role families play in treatment of CAS, including tools to help families understand and manage the disorder.

This is day two of this 2-day course.

Course Objectives – participants will be able to:

Demonstrate the ability to choose appropriate stimuli type

Demonstrate the ability to choose appropriate stimuli complexity

Demonstrate the ability to choose appropriate stimuli set size

Describe special problems with vowels in treating severe CAS

Describe special problems with prosody in treating severe CAS

Describe special problems with voicing in treating severe CAS

Course #22 Schedule Friday, March 10, 2017

8:00-9:00	Questions- review of day one material Practice in choosing stimuli (type, complexity; set size)	12:00-1:00	Lunch-On Your Own
9:00-10:00	How to implement principles of motor learning Special problems in treating severe CAS (vowels; prosody; voicing)	1:00-3:00	Practice in clinical decision making
10:00-10:15	Break	3:00-3:15	Break
10:15-12:00	Review of DTTC using videos demonstrations Practice in using DTTC	3:15-4:00	Discussion; Question & Answers
		4:00	Complete Program Evaluations

**COURSE #23 FRIDAY, MARCH 10, 2017****Literacy Squared®: Biliteracy Instruction for Emerging Bilingual Students** by Adriana Alvarez, MEd, University of Colorado, Boulder

DAY 3

Target Audience: Teachers, Bilingual Teachers, Principals/Administrators, and Instructional Assistants, Paraprofessionals, and other Education Professionals working with Spanish-English Emerging Bilingual Children

Target Age Range: Kindergarten through 4th Grade

Course Description: In the morning, participants will learn an interactive Literacy Squared® strategy that increases fluency and emphasizes reading comprehension and oracy development. Through viewing and discussing a video of a teacher implementing Lotta Lara with her students, participants will gain an understanding of how to implement the strategy in their own classrooms. In the afternoon, participants will see a biliteracy unit that integrates the Literacy Squared theoretical and pedagogical founda-

tions aimed to promote quality and research-based biliteracy instruction. Participants will experience an overview of a biliteracy unit and take a closer look at several components that highlight effective instructional strategies, such as developing oracy, connecting language environments and integrated word work.

This is day two of this 2-day course.

Course Objectives – participants will be able to:

Explain the research that supports the interactive repeated reading strategy to promote oracy and fluency

Describe how to implement the Lotta Lara strategy

Describe how to include oracy instruction within the Lotta Lara lesson

Explain how to connect Spanish and English literacy within a biliteracy unit

Describe how the pedagogical approaches are integrated within the biliteracy unit

Course #23 Schedule Friday, March 10, 2017

8:00-9:00	Research that supports the interactive repeated reading strategy to promote oracy and fluency	1:00-2:00	How to connect Spanish and English literacy within a biliteracy unit
9:00-10:00	How to implement the Lotta Lara strategy	2:00-2:45	How the pedagogical approaches are integrated within the biliteracy unit
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	How to implement the Lotta Lara strategy-continued	3:00-4:00	How the pedagogical approaches are integrated within the biliteracy unit-continued
11:00-12:00	How to include oracy instruction within the Lotta Lara lesson	4:00	Complete Program Evaluations
12:00-1:00	Lunch-On Your Own		

**COURSE #24 FRIDAY, MARCH 10, 2017****Think Smart: Using Mindsets and Metacognition for Student Success** by Dr. Naglieri, University of Virginia & Kathleen Kryza, MA, Great Falls, VA

DAY 3

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Title 1 Teachers, Principals/Administrators, School Psychologists, Speech-Language Pathologists, Instructional Assistants, Tutors and Paraprofessionals

Target Age Range: Pre-Kindergarten through 12th Grade

Course Description: Dr. Jack Naglieri and Kathleen Kryza will merge current knowledge on the neuropsychology of ability with the art of instruction to help students think smarter and ultimately take charge of their own learning in and beyond school. Researchers who have conceptualized intelligence as neurocognitive processes are providing a clearer picture of how children learn, which has allowed for

a better understanding of how to effectively teach. Through discussion and activities, participants will learn about four neurocognitive abilities critical to learning and will leave with doable strategies that can be implemented in their schools and classrooms.

This is day 2 of this 2-day course.

Course Objectives – participants will be able to:

Demonstrate the ability to effectively teach strategies for maximum impact, ownership and improved behavioral and academic performance

Demonstrate use of a simple tool to evaluate students' neurocognitive skills to maximize and plan for effective student learning

Demonstrate use of the concept of Mindset to help students overcome leaning challenges

Demonstrate how to effectively teach strategies for maximum impact, ownership and improved behavioral and academic performance

Demonstrate use of the concepts of Metacognition and Executive function to improve reading, writing, and math skills

Describe how to empower students at all grade levels by teaching them about how their brains work

Course #24 Schedule Friday, March 10, 2017

8:00-9:00	Review, reflect and introduction to the neurocognitive ability of <i>Attention</i>	1:00-2:00	Neurocognitive ability of <i>Simultaneous Processing</i>
9:00-10:00	Strategies for improving <i>Attention</i>	2:00-2:45	Case study and strategies for improving <i>Simultaneous Processing</i>
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Neurocognitive ability of <i>Successive Processing</i>	3:00-4:00	Conclusions and remaining issues
11:00-12:00	Case study and strategies for improving <i>Successive Processing</i>	4:00	Complete Program Evaluations
12:00-1:00	Lunch-On Your Own		

Registration, Policies & General Conference Information

Registration: Visit: www.rehabseminars.org to register online, or mail registration forms to: Rehab Seminars, 500 Goss Road, Port Townsend, WA 98368, or fax form to (360) 379-5271. For a registration form, go to page 35. A registration confirmation will be emailed to the “email of record” within 24 hours.

Registration Payments: Rehab Seminars accepts Purchase Orders, Checks, Visa, MasterCard and American Express for tuition payments.

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. Twenty-four, full-day courses are offered, allowing you to best meet your professional needs.

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

Download Your Handouts: Please download your handouts prior to arriving at the conference. All paid registrants will receive a password and link via email prior to the conference with instructions for accessing the course handouts. Please consider the environment before printing. Handouts will be available on the website for 10 days after the conference.

Cell Phones: Please turn off your cell phones during the course presentations to avoid disrupting the presenter and other attendees.

Name Badges: Attendees that are pre-registered may pick up their name badges from 7:00-8:00am each morning at general registration. Attendees must wear their badges to enter the conference area. Badges will be clearly marked indicating which days you are attending the conference and your course locations. Name badges will be generated using the name provided on your registration form.

Name Changes: Registration sign-in sheets, name badges and certificates of course completion will be generated based on the name entered on your registration form. Please make sure the information entered on the registration form is correct. If a name change is required, call Rehab Seminars at 360-379-6994 or email vickid@seanet.com to report an error in your name.

Email of Record: The email address entered on the registration form will be your email of record. All information regarding the conference will be sent to the email of record. If you change your email, please call 360-379-6994 and report the change.

Sign-in Sheets: All attendees are required to sign-in at registration each morning and after lunch, each day. Signature sheets are used by Rehab Seminars to verify attendance. Original signature of the registrant is required. Signing for another attendee is strictly prohibited. Registrants' names will be printed on the signature sheets as they appear on the registration form.

Privacy Policy: Rehab Seminars will never share your personal information with any vendor, exhibitor or company promoting their services at the conference. We will send you annual conference notices via email. If you do not want to receive conference notices and updates, reply to our email with the word “remove” in the “subject” and we will place you on our “do not send” list.

Childcare: Rehab Seminars does not provide childcare services. Please check with the hotel concierge about on-site childcare services or local childcare providers. This conference is a professional education event and children under 18 are not permitted in the classrooms due to space limitations.

Audio, Video and Recording Policy: Audio, video, and digital recordings of any kind are prohibited. No presentations may be rebroadcast.

Internet and Wi-Fi: Internet “hot spots” with sitting areas are located on each floor of The Conference Center. These locations are posted at the center.

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.

Continuing Education, Accreditation, and College Credits

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 conference is offered for up to 1.95 ASHA CEUs (Various Level, 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. WWU registration form, written assignment and instructions for registering for credits will be available at the WWU registration booth at the conference, and at the conference website: www.rehabseminars.org. The cost is \$101 for 2 college credits (\$50 per credit) with payment being made to WWU, at the conference. You must attend and meet completion requirements for the entire three-day conference, and submit the

completed written assignment, registration form and make payment at the conference. For additional details, visit the conference website.

STARS Professional Development Hours: All 24 courses have been reviewed and approved by the Washington Department of Early Learning (DEL). If you want STARS HOURS, go to the STARS TABLE at the conference (in the registration area) and sign the "STARS REGISTRATION FORM". Rehab Seminars will add participants requesting STARS Hours to the **MERIT** roster within 10 days of completion of the event so that credit will reflect on your MERIT record. Rehab Seminars' staff will be available to assist you at general registration if you have any difficulty locating the STARS registration table at the conference.



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 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 by check or cash 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# 902-136).



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.

American Psychological Association: This program has been submitted to the Washington State Psychological Association for CE review. Check the conference website for approval updates and additional APA CE details.



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 Board for Certified Counselors:

Rehab Seminars has been approved by NBCC as an Approved Continuing Education Provider, ACEP No.6631. Programs that **do not** qualify for NBCC credit are clearly identified below. Rehab Seminars is solely responsible for all aspects of the programs. Courses for which NBCC-approved clock hours will be awarded list "school counselors" in the target audience section of the course description.

Courses offered for NBCC-approved Clock Hours are courses #: 3, 7, 10, 12, 20 & 21.

Courses NOT offered for NBCC-approved Clock Hours are course #: 1, 2, 4, 5, 6, 8, 9, 11, 13, 14, 15, 16, 17, 18, 19, 22, 23 & 24.

Washington State Long Term Care Workers Continuing Education:

Rehab Seminars has been approved by the State of Washington Department of Social and Health Services Aging and Long-Term Support Administration to offer Washington State long term care workers continuing education for the 2017 General & Special Education Conference-Seattle. Each full-day course is 6.5 contact hours or up to 19.5 contact hours for this three-day event. Your certificate of course completion will be issued via email within 7 days after the close of the conference and the certificate will contain the CE approval codes for each conference day attended. Attendees must sign-in at general registration each morning and after lunch, participate in the entire course, and complete the course evaluation at the end of each day. **Attendees requesting DSHS continuing education hours must sign the DSHS roster located at the DSHS booth in the registration area at the conference.**



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 information regarding 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. Participants seeking College Credit or contact hours must complete the appropriate participant forms. 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. Check the conference website for approvals. If you have any questions regarding CE approval, contact the CE Administrator at vickid@seanet.com.

Certificate of Course Completion will be provided to attendees that meet the above criteria of course completion. Your certificate will be emailed to your *email of record*. Attendees may call Rehab Seminars if a replacement certificate is required.



**Registration Form- 2017 General & Special Education Conference- WSCC- SEATTLE
March 8, 9, & 10, 2017**

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 online, or mail registration forms to: Rehab Seminars 500 Goss Road, Port Townsend, WA 98368, or fax form to (360) 379-5271. PURCHASE ORDERS are accepted.

Name: _____
First Middle Last

Street Address: _____
City State Zip

Day Phone: _____ Evening Phone: _____ Fax: _____

Position: _____ Employer/District: _____

Email: _____ 2nd Email: _____
(Email of Record: 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)

CHOOSE YOUR COURSES. Please choose **ONE** Full-Day course for **each day** you attend. Courses are NOT repeated and courses are concurrent (you may switch courses or attend multiple sessions if seats are available.) ALL Full Day Courses are held from 8:00 AM to 4:00 PM.

DAY 1: WEDNESDAY, MARCH 8, 2017	DAY 2: THURSDAY, MARCH 9, 2017	DAY 3: FRIDAY, MARCH 10, 2017
<input type="checkbox"/> Course #1 - Learning Disabilities by Dr. Feifer & Dr. Naglieri	<input type="checkbox"/> Course #9 - Explicit Instruction by Dr. Hughes (day 1 of this 2-day course)	<input type="checkbox"/> Course #17 - Explicit Instruction by Dr. Hughes (day 2 of this 2-day course)
<input type="checkbox"/> Course #2 - LAMP Training by Christine Grubbs, CCC-SLP	<input type="checkbox"/> Course #10 - Neuropsychology of Emotional Disorders by Dr. Feifer	<input type="checkbox"/> Course #18 - Effective Math Tools- K-6th Grade by Cheryl Henjum, MA
<input type="checkbox"/> Course #3 - Executive Function & Behavior by Dr. McCloskey	<input type="checkbox"/> Course #11 -Math for Grades 6-9 by Paul Agranoff, MA	<input type="checkbox"/> Course #19 - Teaching Social Skills- Autism by Rebecca Moyes, MEd
<input type="checkbox"/> Course #4 - Building Blocks to Behavior Management by Dr. Schwartz	<input type="checkbox"/> Course #12 - Use and Disuse of Executive Functions by Dr. McCloskey	<input type="checkbox"/> Course #20 - The Behavior Code: Understanding and Teaching the Most Challenging Students by Dr. Rappaport, MD
<input type="checkbox"/> Course #5 - Childhood Function and Anxiety by Bek Wiltbank, MOTR/L	<input type="checkbox"/> Course #13 - Disability Behavior or Just Disruptive Behavior? by Rebecca Moyes, MEd	<input type="checkbox"/> Course #21 - Executive Functions in Reading, Writing & Math by Dr. McCloskey
<input type="checkbox"/> Course #6 - Using "Cheat Sheets"- Autism by Patrick Mulick, MS, BCBA	<input type="checkbox"/> Course #14 - Childhood Apraxia of Speech- DTTC by Dr. Strand, CCC-SLP (day 1 of this 2-day course)	<input type="checkbox"/> Course #22 - Childhood Apraxia of Speech- DTTC by Dr. Strand, CCC-SLP (day 2 of this 2-day course)
<input type="checkbox"/> Course #7 - Strategies to Resolve Conflicts by Kaplan, & Morris, MSW	<input type="checkbox"/> Course #15 - Literacy Squared®: Biliteracy Instruction by Adriana Alvarez, MEd (day 1 of this 2-day course)	<input type="checkbox"/> Course #23 - Literacy Squared®: Biliteracy Instruction by Adriana Alvarez, MEd (day 2 of this 2-day course)
<input type="checkbox"/> Course #8 - MOVE Program- Functional Skills by Julie Sues-Delaney, PT	<input type="checkbox"/> Course #16 - Think Smart: Using Mindsets & Metacognition for Student Success by Dr. Naglieri & K. Kryza, MA (day 1 of this 2-day course)	<input type="checkbox"/> Course #24 - Think Smart: Using Mindsets & Metacognition for Student Success by Dr. Naglieri & K. Kryza, MA (day 2 of this 2-day course)

FEE SUMMARY:	Registration Fee By March 1, 2017	Registration Fee After March 1, 2017
Check One		
<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- Take \$30.00 off each registration if you have 5 or more in your group

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 March 1, 2017. **TOTAL FEE PAID** _____

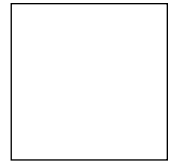
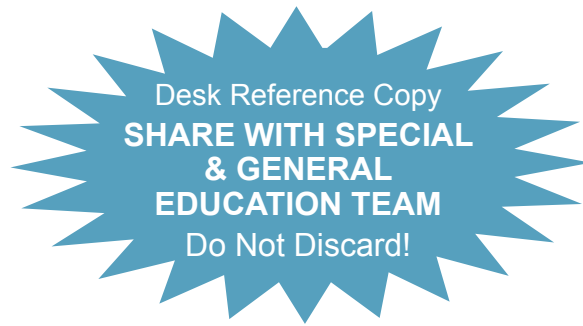
Registration less a 20% processing fee is refundable if cancellation occurs before March 1, 2017. After March 1, 2017, fees are NON-REFUNDABLE (substitutions permitted). If this course is cancelled for any reason, including labor strikes, or acts of God, liability is limited to a full refund of registration 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.



**Rehab
Seminars**

500 Goss Road
Port Townsend, WA 98368

Phone: (360) 379-6994
Fax: (360) 379-5271



2017 GENERAL & SPECIAL EDUCATION CONFERENCE-SEATTLE

Circulate to:

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

**2017 General & Special
Education Conference -SEATTLE
March 8, 9, & 10, 2017**

**Register online at:
www.rehabseminars.org**

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

7:00 to 8:00 AM – 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: Break times may vary. See individual course schedules.)

