

# 2018 General & Special Education Conference

## Brain-Based Science, Learning & Achievement

Pre-K through 12th Grade

A Professional Continuing Education Event

May 2, 3, & 4, 2018  
Wednesday, Thursday & Friday



Western Washington University  
College Credits (graduate level)  
Professional CE Hours

Conference Location: Town & Country  
Resort & Convention Center-San Diego



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will present on a variety of topics including:

- Learning Disabilities
- Neuropsychology of Reading, Writing & Math
- Autism Spectrum Disorder
- Behavioral Challenges in the Classroom
- ADHD, Auditory Processing and TBI
- Emotional Disorders
- Executive Function
- Apraxia of Speech – DTTC
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# Concurrent Full-Day Courses and Distinguished Faculty – San Diego

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 MAY 2, 2018

**Emotional Disorders Pre-K - 12th Grade**  
**Course #1 – The Neuropsychology of Emotional Disorders: A Framework for Effective Interventions** by Steven G. Feifer, DEd, ABSNP, Monocacy Neurodevelopmental Center, Frederick, MD (pg 5)

**Executive Function & Behavior Pre-K - 12th Grade**  
**Course #2 – Interventions for Executive Function Difficulties: Changing the Brain to Change Behavior** by George McCloskey, PhD, Philadelphia College of Osteopathic Medicine (pg 6)

**Autism & Social Skills K - 10th Grade**  
**Course #3 – Teaching Social Skills: Evidenced-Based Strategies for School Age Children with Autism** by Rebecca A. Moyes, MEd, Grade Point Resources, Leechburg, PA (pg 7)

**ADHD, Auditory Processing Disorder, TBI Pre-K- Grade 10**  
**Course #4 – ADHD, Auditory Processing Disorders and Cognitive Disorders Associated with Concussion and TBI in School-age Children** by Martha Burns, PhD, CCC-SLP, Scientific Learning Corporation, Evanston, IL (pg 8)

**Apraxia of Speech- DTTC Birth - 10th Grade**  
**Course #5 – Management of Childhood Apraxia of Speech Using Dynamic Tactile & Temporal Cueing- Part 1** by Edythe Strand, PhD, CCC-SLP, Mayo Clinic (day 1) (pg 9)

## DAY TWO: THURSDAY MAY 3, 2018

**Learning Disabilities Pre-K - 12th Grade**  
**Course #6 – The Neuropsychology of Reading and Written Language Disorders: A Framework for Effective Interventions** by Steven G. Feifer, DEd, ABSNP, Monocacy Neurodevelopmental Center, Frederick, MD (pg 10)

**Executive Function Pre-K - 12th Grade**  
**Course #7 – Assessing Students' Use and Disuse of Executive Functions** by George McCloskey, PhD, Philadelphia College of Osteopathic Medicine (pg 11)

**Emotional Disturbance K - 12th Grade**  
**Course #8 – Reaching and Teaching Students with Emotional Disturbance** by Rebecca A. Moyes, MEd, Grade Point Resources, Leechburg, PA (pg 12)

**Behavior Management K - 12th Grade**  
**Course #9 – The Behavior Code: Understanding and Teaching the Most Challenging Students - Part 1** by Nancy Rappaport, MD, Department of Psychiatry, Harvard Medical School, Cambridge Health Alliance (day 1) (pg 13)

**Apraxia of Speech- DTTC Birth - 10th Grade**  
**Course #10 – Management of Childhood Apraxia of Speech Using Dynamic Tactile & Temporal Cueing- Part 2** by Edythe Strand, PhD, CCC-SLP, Mayo Clinic (day 2) (pg 14)

## DAY THREE: FRIDAY MAY 4, 2018

**Learning Disabilities-MATH Pre-K - 12th Grade**  
**Course #11 – The Neuropsychology of Mathematics: Diagnosis and Intervention Strategies for Students Struggling in Math** by Steven G. Feifer, DEd, ABSNP, Monocacy Neurodevelopmental Center, Frederick, MD (pg 15)

**Executive Function-Reading, Writing & Math Pre-K-12th Grade**  
**Course #12 – The Role of Executive Functions in Reading, Writing and Math: Assessment and Intervention Strategies** by George McCloskey, PhD, Philadelphia College of Osteopathic Medicine (pg 16)

**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 17)

**Behavior Management K - 12th Grade**  
**Course #14 – The Behavior Code: Focus on Case Studies, Communication, and Resilience- Part 2** by Nancy Rappaport, MD, Department of Psychiatry, Harvard Medical School, Cambridge Health Alliance (day 2) (pg 18)

**Apraxia of Speech- DTTC Birth - 10th Grade**  
**Course #15 – Management of Childhood Apraxia of Speech Using Dynamic Tactile & Temporal Cueing- Part 3** by Edythe Strand, PhD, CCC-SLP, Mayo Clinic (day 3) (pg 19)





## 2018 Distinguished Conference Faculty - San Diego



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



**Steven G. Feifer, DEd, ABSNP** is an internationally renowned speaker and author in the field of learning disabilities, and has authored seven books on the neuropsychology of learning and emotional disorders in children. He is dually trained as both a licensed school psychologist, and also holds a diplomate in school neuropsychology. Dr. Feifer 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 has conducted more than 600 professional workshops throughout North America, and frequently consults with numerous school districts across the country. He continues to evaluate children in private practice at the Monocacy Neurodevelopmental Center in Frederick, MD. Dr. Feifer has authored two tests on diagnosing learning disabilities in children; the FAR and the FAM, both published by PAR. Disclosure: Financial –Dr. Feifer is in private practice and receives royalties from his publisher, PAR. Nonfinancial – There are no nonfinancial relationships to disclose.



**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 – Dr. McCloskey 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.



**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, Rebecca 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.

(biographies continued on page 4)



**Nancy Rappaport, MD** is part-time Associate Professor of Psychiatry at Harvard Medical School and is a consulting 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. She has worked in school-based health centers in urban schools for over twenty years. 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* and *The Behavior Code: A Practical Guide to Understanding and Teaching the Most Challenging Students*, 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.



**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 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.



# Course Descriptions



8:00am – 4:00pm Emotional Disorders

WEDNESDAY



**COURSE #1 WEDNESDAY - MAY 2, 2018**

**The Neuropsychology of Emotional Disorders: A Framework for Effective Interventions** by Steven G. Feifer, DEd, ABSNP, Monocacy Neurodevelopmental Center, Frederick, MD

DAY 1

**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. Particular focus will be on factors leading to emotional dysregulation and the neurobiological underpinnings of stress. 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 relationship between emotional disorders and poor self regulation skills, bullying behavior, and limited academic success in school

Present a treatment algorithm utilizing counseling, cognitive-behavioral therapy, parent training, and neurofeedback to promote emotional wellness in children

Discuss the neural architecture of emotional functioning by examining six key brain regions responsible for behavioral self-regulation

Explore effective classroom interventions, treatment options, and assessment strategies for children with emotional self-regulation and conduct disorders

Explore the neurobiological correlates and treatment options for psychopathy and emotional dysregulation, depression, and anxiety disorders in children

## Course #1 Schedule Wednesday, May 2, 2018

8:00-8:30	The coding conundrum for children with emotional disorders	1:00-2:00	Treatment for anxiety, depression, and self regulation disorders
8:30-9:00	Curbing bullying behavior in our schools	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	Assessment of social-emotional disorders
10:15-12:00	Emotional disorders, behavior and academic success	4:00	Complete program evaluations
12:00-1:00	Lunch - On Your Own		





**COURSE #2 WEDNESDAY - MAY 2, 2018**

**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, 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, based on current research. 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 course 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 #2 Schedule Wednesday, May 2, 2018**

8:00-9:00	Executive functions: What they are and what they are not	11:00-12:00	Orienting strategies: increasing awareness of difficulties and setting goals for 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
		2:45-3:00	Break
		3:00-4:00	Bridging strategies continued; strategies for strengthening internal self-regulation
		4:00	Complete program evaluations



**COURSE #3 WEDNESDAY, MAY 2, 2018**

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

DAY 1

**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:** Participants 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, and peer-mediated instruction. Participants will also discover how Applied Behavioral Analysis (ABA) practices can be used to shape appropriate social skills, and 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 the steps to develop a video model and provide two examples of social deficits that may be addressed using this modality

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

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

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

Describe four ways to incorporate visuals to support difficult social behavior

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

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

**Course #3 Schedule Wednesday, May 2, 2018**

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 #4 WEDNESDAY - MAY 2, 2018

**ADHD, Auditory Processing Disorders and Cognitive Disorders Associated with Concussion and TBI in School-age Children** by Martha Burns, PhD, CCC-SLP, Scientific Learning Corporation

DAY 1

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

**Target Age Range:** Pre-K through 10th Grade

**Course Description:** Some of the most challenging children we educate are those with normal or superior intellectual capacity but with limitations in attention and processing skills. New brain research is clarifying how attention and processing maturation can be affected by genetics, experience, and brain injury. The availability of new brain imaging technology associated with the human connectome project as well as advances in neurogenetics have enabled a rapid advancement in our understanding of how neurodevelopmental differences impact learning. This course will begin with a brief review of brain maturation, brain connectomics, mechanisms of brain injury and

neuroimaging diagnostic tools. The bulk of the course will focus on practical aspects of assessment and best practices for intervention. The presentation will include an overview of auditory processing disorders (APD) diagnostic and screening tests available to schools as well as a new concussion screening test. Behavioral manifestations of post-concussion syndrome and Traumatic Brain Injury (TBI) will also be discussed. Participants will learn about attentional medications currently in use, new evidence-based technological attentional training and auditory processing training programs.

**Course Objectives – participants will be able to:**

Apply new brain maturation research to identification of children and adolescents with attentional disorders

Recognize the differences, uses and limitations of attentional medications

Apply new brain maturation research to identification of children and adolescents with auditory processing disorders

Select appropriate evidence-based interventions for children with auditory processing disorders

Recognize behavioral symptoms associated with post-concussion disorder and traumatic brain injury

Manage behavioral symptoms that affect educational achievement in children with post-concussion disorder and TBI

Utilize available screening tests of auditory processing disorders to identify children and adolescents at risk for auditory processing disorders

**Course #4 Schedule Wednesday, May 2, 2018**

8:00-9:00	Brain organization and maturation	1:00-2:00	Auditory processing assessment and best practices for intervention
9:00-10:00	Genetic and experiential effects on development of attention and processing	2:00-2:45	Attentional medications: uses and limitations
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Mechanisms of traumatic brain injury and behavioral manifestations	3:00-4:00	Technological approaches to attention and auditory processing intervention
11:00-12:00	New screening tests for concussion	4:00	Complete program evaluations
12:00-1:00	Lunch - On Your Own		





COURSE #5 WEDNESDAY – MAY 2, 2018

**Management of Childhood Apraxia of Speech Using Dynamic Tactile & Temporal Cueing- Part 1** by Edythe Strand, PhD, CCC-SLP, Mayo Clinic (day 1 of this 3-day course)

DAY 1

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



**Target Age Range:** Birth to 10th Grade

**Course Description:** This three-day course is designed to provide an overview of speech 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 get 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. Day three provides practice in clinical thinking; assessment strategies and treatment techniques. Video demonstration of assessment and treatment techniques are designed to 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. **Day 1** includes a review of the nature of motor planning/programming deficits and the nature of CAS. The day focuses primarily on assessment strategies leading to differential diagnosis of CAS. Audio and video examples of vowel distortions and prosodic errors are provided to facilitate skills in differential diagnosis. Dynamic assessment is described and demonstrated. Examples of diagnostic statements are discussed. Issues related to using assessment data in treatment planning and goal writing are emphasized. Video examples of CAS at different levels of severity are provided, as well as videos of children with milder CAS accompanying phonologic impairment.

**This is day 1 of this 3-day course.  
See pages 14 & 19 for information on days 2 and 3.**

**Course Objectives – participants will be able to:**

Describe how to implement 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 #5 Schedule Wednesday, May 2, 2018**

8:00-10:00	Nature of CAS: motor planning/ programming; example of a protocol for assessing CAS; discriminative and non-discriminative characteristics of CAS	1:00-2:45	Practice in identifying vowel distortions and prosodic errors; video examples of dynamic assessment; writing diagnostic statements
10:00-10:15	Break		
10:15-12:00	Video examples; how to discriminate ataxic dysarthria from CAS; The motor speech examination and Dynamic Assessment	2:45-3:00	Break
		3:00-4:00	Engaging the child in motor-based learning
12:00-1:00	Lunch - On Your Own	4:00	Complete program evaluations



**COURSE #6 THURSDAY – MAY 3, 2018**

**The Neuropsychology of Reading and Written Language Disorders: A Framework for Effective Interventions** by Steven G. Feifer, DEd, ABSNP

**DAY 2**

**Target Audience:** School Psychologists, General Education Teachers, Special Education Teachers, Resource Room Teachers, Title 1 Teachers, Speech-Language Pathologists, Principals/Administrators, and Professional Support Staff

**Target Age Range:** Pre-Kindergarten through 12th Grade

**Course Description:** This course will examine reading and written language disorders from a brain-based educational perspective, and classify both dyslexia and dysgraphia into distinct subtypes. There will be a detailed discussion linking each learning disorder’s subtype with scores of evidence-based interventions. Four universal truths when teaching reading will be shared, in addition to five essential steps for effective written language instruction. The use of neuropsychological assessment addressing multiple cognitive constructs that underscore literacy will be featured.

For instance, the role of phonological processing, orthographic processing, working memory, language and motor skill development, and executive functioning will be discussed as being crucial for effective literacy skills to emerge. Lastly, the “90-minute” learning disorders evaluation highlighting the Feifer Assessment of Reading (FAR) battery will be introduced as a more effective means to both identify and remediate language-based learning disabilities in children.

**Course Objectives – participants will be able to:**

Discuss current literacy rates in the United States and trends in reading achievement

Differentiate “developmental dyslexia” from other learning disorders, and discuss how schools can best screen for early reading pitfalls in children

Discuss four universal truths with respect to teaching reading based upon brain-behavioral principles

Describe a brain-based educational model of reading and written language disorders by classifying each disability into basic subtypes, with specific remediation strategies linked to each subtype

Discuss five essential steps for effective written language instruction

Describe the 90 minute LD evaluation measuring eight core constructs associated with learning disorders in children, including the Feifer Assessment of Reading (FAR) battery

**Course #6 Schedule Thursday, May 3, 2018**

8:00-8:30	Discuss national trends in reading and literacy	1:00-1:30	Discuss national trends in written language and gender differences in writing achievement
8:30-9:00	Define “dyslexia” and main pitfalls of using solely IQ testing or RtI to identify this condition	1:30-2:30	Discuss eight core cognitive constructs involved with written language development
9:00-10:00	Four universal truths with respect to reading	2:30-2:45	Break
10:00-10:15	Break	2:45-3:30	Four main subtypes of written language disorders
10:15-11:30	Subtypes of reading disorders and interventions	3:30-4:00	Five primary steps for effective writing instruction, and key assessment strategies
11:30-12:00	An introduction to the FAR	4:00	Complete program evaluations
12:00-1:00	Lunch - On Your Own		



**COURSE #7 THURSDAY – MAY 3, 2018**

**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, Social Workers, 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-administered 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 #7 Schedule Thursday, May 3, 2018**

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 #8 THURSDAY – MAY 3, 2018**

**Reaching and Teaching Students with Emotional Disturbance**

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 12th Grade

**Course Description:** Students with emotional disturbance provide many challenges for educators. Knowing when to qualify a student for special education, as well as what goals and interventions to put in place, are often areas of concern. In cases where students have aggressive behaviors, special considerations are often necessary for their peers to feel safe in the classroom, as well as the adults that work with these students. Many students with emotional disturbance also struggle academically; in fact, sometimes the root of their disturbance stems from not

having their academic needs met. Kids today are dealing with challenges within their families that many educators do not have experience with (example: drug and alcohol addiction, relationship stressors, criminal activity, trauma, and poverty). This seminar will provide awareness of emotional disturbance in the school setting, outline ways that schools can support this population, strategies to develop effective IEPs, and practical strategies to assist these students to learn replacement skills.

**Course Objectives – participants will be able to:**

List the three factors under IDEA to qualify a student for special education services under the category of emotional disturbance

Describe various school services that can be provided for students as related services

Discuss the functions of behavior as they relate to emotional disturbance

Write examples of IEP goals to teach replacement skills

Write positive behavior support plans to support difficult behaviors

Design intervention strategies to address a student with aggressive behavior

List several ways to assist a student with stress and/or anger management

**Course #8 Schedule Thursday, May 3, 2018**

8:00-9:00	Description of emotional disturbance and IDEA; symptoms exhibited by students with emotional disturbance	12:00-1:00	Lunch - On Your Own
9:00-10:00	Underlying factors that may contribute to a student's disturbance in the school setting	1:00-2:00	Interventions to address defiance, anger and stress management, and aggression
10:00-10:15	Break	2:00-2:45	Writing the IEP and Positive Behavior Support Plan
10:15-11:00	Functions of behavior	2:45-3:00	Break
11:00-12:00	Related services and specially designed instruction for students with emotional disturbance	3:00-4:00	Case study – ideas for implementation
		4:00	Complete program evaluations



**COURSE #9 THURSDAY, MAY 3, 2018**

**The Behavior Code: Understanding and Teaching the Most Challenging Students- Part 1** by Nancy Rappaport, MD, Department of Psychiatry, Harvard Medical School (day 1 of this 2-day course)

**DAY 2**

**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 12th 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, Dr. Rappaport 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 course will provide the information, skills, and concrete strategies that educators need to truly make a difference for these students.

**Day 1 of this 2-day course.**  
**See page 18 for information on day 2.**

**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 #9 Schedule Thursday, May 3, 2018**

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 #10 THURSDAY, MAY 3, 2018**

**Management of Childhood Apraxia of Speech Using Dynamic Tactile & Temporal Cueing- Part 2** by Edythe Strand, PhD, CCC-SLP, Mayo Clinic (day 2 of this 3-day course)

**DAY 2**

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

**Target Age Range:** Birth to 10th Grade



**Course Description:** This three-day course is designed to provide an overview of speech 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 get 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. Day three provides practice in clinical thinking; assessment strategies and treatment techniques. Video demonstration of assessment and treatment techniques are designed to 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. **Day 2** focuses primarily on issues related to the treatment of children with CAS. Goal writing is discussed in terms of conveying what the clinician is actually trying to change, in addition to writing a behavioral objective. A number of Principles of Motor Learning are discussed, and examples of how they may be integrated into treatment planning and treatment execution are given. A brief review of a number of treatment approaches designed for CAS is given, with special emphasis given to Dynamic Temporal and Tactile Cueing (DTTC). Special problems in the treatment of CAS, including treating vowel distortions and prosody are discussed. Video examples of treatment are used to demonstrate techniques.

**This is day 2 of this 3-day course.  
See pages 9 & 19 for information on days 1 & 3.**

**Course Objectives – participants will be able to:**

- |  |  |
|--|--|
| Designate appropriate content for written therapy goals  | for CAS  |
| Demonstrate knowledge of a number of principles of motor learning and how to incorporate them into treatment | Explain the rationale for the cueing hierarchy in DTTC                           |
| List and briefly describe a number of treatment approaches   | Describe the DTTC method, including choosing stimuli and the hierarchy of cueing |

**Course #10 Schedule Thursday, May 3, 2018**

8:00-10:15	Questions from day 1: discussion and review; principles of motor learning; additional general comments on treating the praxis impairment in CAS and facilitating motor learning	12:00-1:00	Lunch-On Your Own
10:15-10:30	Break	1:00-2:45	Treatment methods for CAS; DTTC overview; DTTC hierarchy of cueing
10:30-12:00	Writing treatment goals and explaining the goals to parents; clinical decisions related to treatment; choosing early stimuli	2:45-3:00	Break
		3:00-4:00	Video examples of DTTC; special problems in treating CAS
		4:00	Complete program evaluations



**COURSE #11 FRIDAY, MAY 4, 2018****The Neuropsychology of Mathematics: Diagnosis and Intervention Strategies for Students Struggling in Math** by Steven G. Feifer, DEd, ABSNP, Monocacy Neurodevelopmental Center**DAY 3**

**Target Audience:** School Psychologists, General Education Teachers, Principals/Administrators, Special Education Teachers, Resource Room Teachers, Math Teachers & Coaches, Private Tutors, and Paraprofessionals

**Target Age Range:** Pre-Kindergarten through 12th Grade

**Course Description:** This full-day course will explore how young children learn and acquire basic mathematical skills in the elementary years from a brain-based educational perspective. There will be an extended discussion on three primary ways in which numbers are formatted in the brain, as well as discussion on the central role of language to expand upon these conceptually ordered number sets. Critical features of the presentation will include specific brain pathways that assist in recalling basic math facts, ordering numbers into sets, calculating multiple-step equations, and tackling those dreaded word problems. In addition, cultural

stereotypes regarding gender differences in mathematics will be explored, as will the relationship between anxiety and mathematical performance during classroom learning situations. Particular emphasis will be placed in looking at the pedagogical styles of mathematics in the United States compared to other countries, and developing a classroom climate conducive to number exploration. Lastly, two critical constructs often overlooked when evaluating students with math difficulty, working memory and executive functioning, will be featured.

**Course Objectives – participants will be able to:**

Adequately discuss international trends in mathematics and why the United States lags behind many industrialized nations in both math and science at the secondary grade level

Identify specific psychological constructs including language skills, visual-spatial skills, working memory skills, and executive functioning skills with respect to mathematical problem-solving

Develop a brain-based educational model of mathematics by identifying three basic neural codes in which numbers are formatted in the brain

Describe three basic subtypes of math disabilities, and identify appropriate remediation and educational strategies for each subtype

Adequately explain basic gender differences in mathematical performance of students, in addition to the role of anxiety in hindering math aptitude

Describe four neurodevelopmental factors involved in dyscalculia, and specific neural pathways supporting the development of number sense

Adequately explain how the Feifer Assessment of Mathematics (FAM) battery is used to both assess and remediate math disabilities in children from a brain-based educational perspective

**Course #11 Schedule Friday, May 4, 2018**

8:00-9:00	International trends in mathematics	12:00-1:00	Lunch - On Your Own
9:00-10:00	Dyscalculia and review of four major cognitive constructs involved with numeric processing	1:00-2:00	Three basic subtypes of math disabilities in children, and appropriate remediation strategies
10:00-10:15	Break	2:00-2:45	Demonstrate math games and activities to build number sense in children
10:15-11:00	Math fluency for children based upon efficiency, accuracy, and flexibility in problem-solving	2:45-3:00	Break
11:00-12:00	Three basic neural codes in which numbers are formatted in the brain	3:00-4:00	FAM assessment tool using case study examples
		4:00	Complete program evaluations



**COURSE #12 FRIDAY, MAY 4, 2018**

**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, ELL Teachers, Math Teachers, Principals/Administrators, Private Tutors, 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 #12 Schedule Friday, May 4, 2018**

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 #13 FRIDAY, MAY 4, 2018**

**Is It Disability Behavior or Just Disruptive Behavior?**

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

**DAY 3**

**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,

sensory processing, social skills, anger, defiance, impulsiveness, and 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 course 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 the skill deficits that may be associated with problem behavior and write appropriate IEP goals to address them

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

List the functions of behavior

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

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 Friday, May 4, 2018**

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 FRIDAY, MAY 4, 2018**

**The Behavior Code: Focus on Case Studies, Communication, and Resilience-Part 2** by Nancy Rappaport, MD, Department of Psychiatry, Harvard Medical School (day 2 of this 2-day course)

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 12th Grade

**Course Description:** This course is a follow-up to “The Behavior Code: Understanding and Teaching the Most Challenging Students,” intended for participants who have already completed that course. This course will delve deeply into case studies using the *Behavior Code* approach to understanding and addressing challenging behavior. Dr. Rappaport will present some archetypal (representative) case scenarios of students that schools often struggle with, drawing from her 25 years of consulting to schools and working in a school-based health center. These may include: a kindergartner who is out of control, anxious, and aggressive; a student on the autism spectrum who requires accommodations and possibly an alternative placement; and a disengaged, apathetic 9th grader who refuses to generate any work. Participants will work in small groups to

discuss the cases, allowing them to learn from each other’s rich experience, as well as from Dr. Rappaport. Later in the day, participants will work together to apply the Behavior Code approach to some of their own challenging students. In addition to working on case studies, Dr. Rappaport will present some strategies for working and communicating mindfully and effectively with families, how to remain resilient when working with challenging students, and the power of narrative. She will use role-play to model ways to engage reluctant students and difficult families, provide tips for nurturing resiliency in ourselves and our students, and share some examples of powerful student narratives.

**This is day 2 of this 2-day course. See page 13 for information on day 1.**

**Course Objectives – participants will be able to:**

- Understand how schools’ communication with families around behavior challenges can be difficult and explain how to approach these situations in a mindful and effective way that can defuse potential conflict
- Expand their repertoire of approaches and questions that can effectively engage challenging students
- Use the Behavior Code approach to analyze a case and consider appropriate interventions

- Generate concrete strategies and accommodations for students with challenging behavior
- Name key factors to foster resilience to fuel a sustained commitment to working with challenging students
- Describe how creating a narrative can be healing and how to use this exercise with students

**Course #14 Schedule Friday, May 4, 2018**

8:00-9:00	Introduction and a mindful approach to communication around conflict	2:00-2:45	Case studies part 2 (small groups)
9:00-10:00	Case studies part 1 (small groups)	2:45-3:00	Break
10:00-10:15	Break	3:00-4:00	Case studies part 2 and the power of a story (return to large group for open discussion)
10:15-12:00	Case studies part 1 (return to large group)	4:00	Complete program evaluations
12:00-1:00	Lunch - On Your Own		
1:00-2:00	Resilience		



**COURSE #15 FRIDAY, MAY 4, 2018**  
**Management of Childhood Apraxia of Speech Using Dynamic Tactile & Temporal Cueing- Part 3** by Edythe Strand, PhD, CCC-SLP, Mayo Clinic (day 3 of this 3-day course)

DAY 3

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

**Target Age Range:** Birth to 10th Grade



**Course Description:** This three-day course is designed to provide an overview of speech 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 get 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. Day three provides practice in clinical thinking; assessment strategies and treatment

techniques. Video demonstration of assessment and treatment techniques are designed to 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. **Day 3** of this course provides an opportunity for participants to integrate and apply information presented in Days 1 and 2. Case presentations and discussion are used to provide practice in assessment and treatment planning. Participants will have the opportunity to practice the following: writing diagnostic summaries; providing verbal explanations of the nature of the impairment in CAS to parents; writing treatment goals; choosing initial targets and implementing DTTC. Methods of measuring and documenting progress are described.

**This is day 3 of this 3-day course.**  
**See pages 9 & 14 for information on days 1 & 2.**

**Course Objectives – participants will be able to:**

Apply knowledge of evidence-based CAS treatment to actual clinical cases

Demonstrate how to implement DTTC with various age groups, including very young children with co-morbidities

Identify appropriate, individualized therapy targets that facilitate motor learning and support functional communication and language development

Demonstrate incorporation of at least 2 principles of motor learning in treatment

Demonstrate different ways of measuring and documenting progress and what each type provides

**Course #15 Schedule Friday, May 4, 2018**

8:00-10:15	Questions regarding day 1 or day 2 from assessment to treatment: how to get there; practice in writing diagnostic statements and therapy goals	12:00-1:00	Lunch - On Your Own
10:15-10:30	Break	1:00-2:45	Video examples and practice in Dynamic Assessment; video examples of DTTC; begin practice of DTTC methods
10:30-12:00	Practice in explaining CAS and goals for treatment to parents; practice making clinical decisions for an initial plan for treatment across ages and across severity levels; practice in selecting targets for treatment with rationale	2:45-3:00	Break
		3:00-4:00	Practice DTTC methods; how to measure progress
		4:00	Complete program evaluations



**LOCATION:** This conference will be held at The Conference Center at the **Town and Country Resort** in the Mission Valley area of San Diego, CA located at: **500**

**Hotel Circle North, San Diego, CA 92108.** There are a variety of points of interest nearby to suit every taste. These thrills are just minutes from the resort including Old Town San Diego, San Diego Zoo, Balboa Park, Mission Bay, SeaWorld and numerous other attractions. The 27-hole championship Riverwalk Golf Club is located adjacent to the resort and the Fashion Valley shopping district, an upscale, open-air shopping area with 200 places to dine and shop is easy walking distance from the Town & Country Resort. There is a trolley station on site to make traveling easier and more accessible for guests. For directions to the hotel, go to: <https://www.destinationhotels.com/town-country/hotel/directions>

**FROM THE AIRPORT:** The San Diego Airport is the international airport serving the San Diego area. Getting to the Town & Country resort: Shuttle service is available at the Transportation Plazas across from Terminals 1 and 2. From Terminal 1, cross the skybridge and take the escalators or the elevators to street level. From Terminal 2, use the pedestrian crosswalk conveniently located outside the Terminal 2 Baggage Claim Area to access the Transportation Plaza. A Customer Service Representative will place you with the first available shuttle, unless you specify a particular shuttle company. The Town & Country Resort is located 4.9 miles from the San Diego Airport.



**Town & Country Resort:** A block of discounted rooms is reserved at the recently renovated **Town & Country Resort** where the conference will take place. The current

government per diem rate is starting at **\$167** per night plus taxes for single and double occupancy; **\$182** for triple occupancy, and **\$202** for quad occupancy. Discounted rooms have been reserved in the Royal Palm Tower, Regency Tower and Garden Rooms. To book your discounted hotel room online, go to: <https://aws.passkey.com/event/49220000/owner/27934/home>

Discounted rooms are limited, so book early. Make your reservation by **April 11, 2018** 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 Town & Country Resort's phone number is **1-800-772-8527** (mention: "2018 General & Special Education Conference" to receive the group discounted rate).

**Parking** has been discounted to \$10.00 per day for conference attendees.

**REGISTRATION CONFIRMATION:** A conference 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](http://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](http://www.rehabseminars.org).

**PURCHASE ORDERS** are accepted. Please register online and upload your purchase order or fax completed purchase orders to Rehab Seminars at (360) 379-5271.

**CANCELLATION POLICY:** Registration less a 20% processing fee is refundable if cancellation occurs on or before April 23, 2018. After April 23, 2018, 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 April 23, 2018.

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





# Registration, Policies & Continuing Education

**HOW TO REGISTER:** Visit: [www.rehabseminars.org](http://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 23. 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. Fifteen 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, and at-risk students in public and private schools, private practices, hospitals, outpatient clinics, home health, and other educational settings. 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, school psychologists, counselors, social workers, Title 1 teachers, professional development staff, paraprofessionals and other educators. Concurrent courses are offered, allowing you to better meet your professional needs.

**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.

**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](mailto: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 third party, including vendors, exhibitors or companies 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. At your request, some of your information may be shared with accrediting agencies.

**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 augment your educational experience.

## Continuing Education

### 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 (up to 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.

### AMERICAN PSYCHOLOGICAL ASSOCIATION:

Rehab Seminars has applied to become an approved provider to sponsor CE for psychologists. Check the conference website for approval updates and additional APA CE details.



### 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.

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## ASHA CEUS

### SPEECH-LANGUAGE PATHOLOGISTS:

This conference is offered for up to 1.95 ASHA CEUs (Various Level, Professional Area).



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.

**CALIFORNIA SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY AND HEARING AID DISPENSERS BOARD** has approved Rehab Seminars to provide continuing professional development (PDP #308).



### OCCUPATIONAL THERAPISTS & OCCUPATIONAL THERAPY ASSISTANTS:

Rehab Seminars is an American Occupational Therapy Association Approved Provider (#6274). Courses offered for **AOTA CEUs include course # 2, 3, 4, 8, 12, 13**. Full-day course attendance qualifies for 6.5 contact hours or .65 CEUs (3-day attendance is offered for up to 1.95 AOTA CEUs) in the category of Domain of OT and Occupational Therapy Process (Level: Intermediate). Partial credit will be issued for partial attendance. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA.



### 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 #: 1, 2, 4, 7, 9, 14.**

**Courses NOT offered for NBCC-approved Clock Hours are course #: 3, 5, 6, 8, 10, 11, 12, 13 and 15.**

### 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

### TEXAS EDUCATION AGENCY:

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

### OSPI CLOCK HOURS (CECHS):

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 when signing-in at this conference each day and pick up the "Continuing Education Clock Hour Credit In-service Registration Form". There is a \$20.00 fee for OSPI Clock Hours.

### 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.

### 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.

### ADDITIONAL STATE CE APPROVAL:

Check the conference website for additional approvals. If you have any questions regarding CE approval, contact the CE Administrator at [vickid@seanet.com](mailto:vickid@seanet.com).

## College Credits



### 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 (graduate level); 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](http://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.

**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](http://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. Please print legibly.

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, MAY 2, 2018**

**DAY 2: THURSDAY, MAY 3, 2018**

**DAY 3: FRIDAY, MAY 4, 2018**

- Course #1** - Neuropsychology of Emotional Disorders by Dr. Steven Feifer
- Course #2** - Executive Function & Behavior by Dr. George McCloskey
- Course #3** - Teaching Social Skills-Autism by Rebecca Moyes, MEd
- Course #4** - ADHD, Auditory Processing, Cognitive Disorders & TBI by Dr. Martha Burns, CCC-SLP
- Course #5** - Childhood Apraxia of Speech- DTTC- Part 1 by Dr. Edythe Strand, CCC-SLP (day 1 of this 3-day course)

- Course #6** - Neuropsychology of Reading & Writing by Dr. Steven Feifer
- Course #7** - Use and Disuse of Executive Functions by Dr. George McCloskey
- Course #8** - Teaching Students with Emotional Disturbance by Rebecca Moyes, MEd
- Course #9** - The Behavior Code: Understanding and Teaching the Most Challenging Students-Part 1 by Dr. Nancy Rappaport, MD (day 1 of this 2-day course)
- Course #10** - Childhood Apraxia of Speech - DTTC - Part 2 by Dr. Edythe Strand, CCC-SLP (day 2 of this 3-day course)

- Course #11** - Neuropsychology of Mathematics: Diagnosis & Intervention Strategies by Dr. Steven Feifer
- Course #12** - Executive Functions in Reading, Writing & Math by Dr. George McCloskey
- Course #13** - Disability Behavior or Just Disruptive Behavior? by Rebecca Moyes, MEd
- Course #14** - The Behavior Code: Focus on Case Studies, Communication, and Resilience- Part 2 by Dr. Nancy Rappaport, MD (day 2 of this 2-day course)
- Course #15** - Childhood Apraxia of Speech- DTTC Part 3 by Dr. Edythe Strand, CCC-SLP (day 3 of this 3-day course)

**FEE SUMMARY:**

**Check One**

	<b>Registration Fee By April 23, 2018</b>	<b>Registration Fee After April 23, 2018</b>
<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

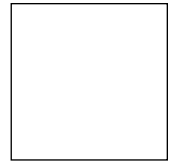
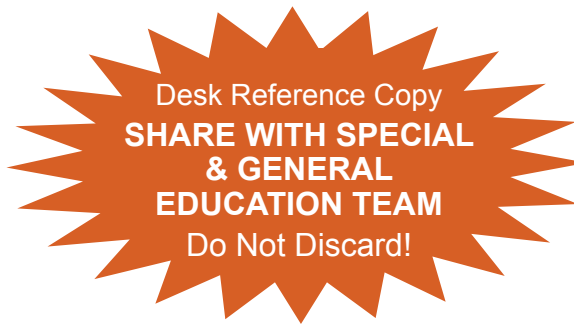
**Group Discount- Take \$30.00 off each registration if you have 5 or more in your group**

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 April 23, 2018. **TOTAL FEE PAID** \_\_\_\_\_

Registration less a 20% processing fee is refundable if cancellation occurs on or before April 23, 2018. After April 23, 2018, 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.





## 2018 GENERAL & SPECIAL EDUCATION CONFERENCE-SAN DIEGO

*Circulate to:*

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

**2018 General & Special  
Education Conference  
San Diego  
May 2, 3 & 4, 2018  
Town & Country Resort**

**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**

<b>7:00 – 8:00</b>	<b>Registration- Sign-in</b>
<b>8:00</b>	<b>Concurrent courses begin</b>
<b>10:00 – 10:15</b>	<b>Break</b>
<b>10:15 – 12:00</b>	<b>Concurrent courses continue</b>
<b>12:00 – 1:00</b>	<b>Lunch – On Your Own</b>
<b>1:00 – 2:45</b>	<b>Sign-in: Concurrent courses continue</b>
<b>2:45 – 3:00</b>	<b>Afternoon Break</b>
<b>3:00 – 4:00</b>	<b>Concurrent courses continue</b>
<b>4:00</b>	<b>Complete and turn in your evaluation form</b>

Register online at:  
[www.rehabseminars.org](http://www.rehabseminars.org)



(Note: Break times may vary.  
See individual course schedules.)