

2018 General & Special Education Conference

Brain-Based Science, Learning & Achievement

Pre-K through 21 years

A Professional Continuing Education Event

March 7, 8, & 9, 2018

Wednesday, Thursday & Friday



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Seattle, Washington

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- Dyslexia & Related Reading Disorders
- Increasing Academic Achievement
- Dual Language Learners
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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 7, 2018

Emotions, Learning & Executive Functions PreK-21yr
Course #1 – How Emotion Impacts the Brain’s Successful Learning, What to Do About It & How to Build Powerful Executive Functions by Dr. Judy Willis, MD, MEd, Board-Certified Neurologist- Santa Barbara, CA (pg 9)

Explicit & Effective Instruction K-8th Grade
Course #2 – The Magic is in the Instruction by Anita L. Archer, PhD, Consultant, Author- Portland, OR (pg 10)

Managing Behavior & Students’ Emotions K-21 yrs
Course #3 – Achieve Success with Defiant, Emotional, & Disengaged Students by MaryAnn Brittingham, MS, Family and Child Counseling- Pine Bush, NY (pg 11)

AT & AAC Access & Mobility PreK-21 years
Course #4 – Never Give Up: Finding and Supporting Access to AT & AAC for Students with Complex Bodies, Including Access, Seating, Postural Control & Sensory Processing - Part 1 by Karen M. Kangas, OTR/L, ATP, Private Practice- Camp Hill, PA (Day 1) (pg 12)

Dyslexia & Related Reading Disabilities– K-3rd Grade
Course #5 – Overview of Dyslexia, Building Blocks of Reading, Cognitive Processes of Reading, Reading Development, & Profile of Dyslexia: Experience Dyslexia- Part 1 by Tim Odegard, PhD, Developmental Cognitive Psychologist, Middle Tennessee State University and Jennifer Cooper, PhD, Literacy Studies, Middle Tennessee State University (Day 1) (pg 13)

Life Skills 4th Grade-21 years
Course #6 – Life Skills: Practical Strategies that Work to Maximize Learning for Students with Severe Cognitive/Developmental Disorders, Including Autism, Cerebral Palsy, and Syndromes in a General Education Setting by Kathy Morris, MEd, Consultant, Certified Autism Specialist – Houston, Texas (pg 14)

Disabilities & Promoting Independence PreK- 21 yrs
Course #7 – Shifting School Practices to Promote Independence for Students with Disabilities by Patrick Mulick, MS, BCBA, Consultant– Auburn, WA (pg 15)

Counseling & Autism 4th Grade-21 years
Course #8 – Counseling Students on the Autism Spectrum by Chris M. Abildgaard, NCSP, LPC, NCC, The Social Learning Center, Cheshire, CT (pg 16)

Equity in Math PreK-8th Grade
Course #9 – What Does Equity Look Like in Mathematics? High Leverage Math Strategies for Special Education Students from PreK- 8th Grade- Part 1 by Anne Gallagher, MS, OSPI- Director of Math – Olympia, WA (Day 1) (pg 17)

Nurses’ Role in Special Education Birth-21 Years
Course #10 – The Role of the School Nurse in Special Education: Assessments, IEPs, Advocacy, and Resilience by Annie Hetzel, MSN, RN, Puget Sound ESD and Kim Beeson, MSW, Puget Sound ESD – Renton, WA (pg 18)

DAY TWO: THURSDAY MARCH 8, 2018

Improving Students’ Attention & Memory K-21yr
Course #11 – Capturing and Sustaining Learners’ Attention and Constructing Durable Long-term Memory by Dr. Judy Willis, MD, MEd, Board-Certified Neurologist- Santa Barbara, CA (pg 19)

Teaching Reading Foundations K-3rd Grades
Course #12 – Effective Teaching of Reading Foundation Skills: Prevention and Intervention by Anita L. Archer, PhD, Consultant, Author- Portland, OR (pg 20)

Improving Students’ Motivation K-21 years
Course #13 – Achieve Success with “I DON’T CARE” Students: Inspiring the Unmotivated by MaryAnn Brittingham, MS, Family and Child Counseling, Consultant, Pine Bush, NY (pg 21)

AT & AAC Access & Mobility PreK-21 years
Course #14 – Never Give Up: Finding and Supporting Access to AT and AAC for Students with Complex Bodies, Including Access, Seating, Postural Control and Sensory Processing- Part 2 by Karen M. Kangas, OTR/L, ATP, Private Practice- Camp Hill, PA (Day 2) (pg 22)

Dyslexia & Related Reading Disabilities– K-3rd Grade
Course #15 – Dyslexia: Screening & Identification of Skill Deficit for Intervention- Part 2 by Tim Odegard, PhD, Developmental Cognitive Psychologist, Middle Tennessee State University & Jennifer Cooper, PhD, Literacy Studies, Middle Tennessee State University (Day 2) (pg 23)

Behavioral “Meltdowns” PreK-21 years
Course #16 – What To Do After The Melt Down: Practical Strategies for Prevention, Intervention and Instructional Consequences by Kathy Morris, MEd, Consultant, Certified Autism Specialist–Houston, Texas (pg 24)

The Zones of Regulation® PreK-21 years
Course #17 – The Zones of Regulation®: Self-Regulation for Students who Struggle with Managing Their Emotions and Sensory Needs by Leah Kuypers, MEd, OTR/L, Author, Consultant (pg 25)

Executive Function & Social Skills 2nd Grade-21 yrs
Course #18 – Using Executive Function Assessment to Drive Social Interventions by Chris M. Abildgaard, NCSP, LPC, NCC, The Social Learning Center, Cheshire, CT (pg 26)

Equity in Math PreK-8th Grade
Course #19 – What Does Equity Look Like in Mathematics? High Leverage Math Strategies for Special Education Students from PreK - 8th Grade - Part 2 by Anne Gallagher, MS, OSPI- Director of Mathematics (Day 2) (pg 27)

Phonological Remediation Preschool to any age
Course #20 – Evaluating and Enhancing Children’s Phonological Systems: An Update- Part 1 by Barbara Williams Hodson, PhD, SLP, Professor Emerita, Wichita State Univ. (Day 1) (pg 28)

Concurrent Full-Day Courses (continued) and Distinguished Faculty

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DAY THREE: FRIDAY MARCH 9, 2018

Mental Health **6th Grade-21 years**
Course #21 – Delivering Effective School-Based Mental Health Services by James Mazza, PhD, University of Washington (pg 29)

Teaching Writing Foundations **K-5th Grade**
Course #22 – Writing Foundations: Preparing Students to be Successful Writers by Anita L. Archer, PhD, Consultant, Author- Portland, OR (pg 30)

Technology to Promote Learning **K-12th Grade**
Course #23 – Tasks Before Apps: Designing Rigorous Learning in a Tech-Rich Classroom by Monica Burns, EdD, EdTech and Curriculum Consultant- Stony Brook, NY (pg 31)

Autism & Sexuality **2nd Grade - Adulthood**
Course #24 – The ABCs of Autism and Sexuality by Stephanie Mitelman, MA, Certified Sexuality Educator, Montreal, Quebec (pg 32)

Dyslexia & Related Reading Disabilities **K-3rd Grade**
Course #25 – Interventions for Dyslexia: Tools to Use-Part 3 by Tim Odegard, PhD, Developmental Cognitive Psychologist, Middle Tennessee State University & Jennifer Cooper, PhD, Literacy Studies, Middle Tennessee State University (Day 3) (pg 33)

Challenging Behaviors-Students with Disabilities **K-21 years**
Course #26 – What Is It About Me You Don't Like? Practical Classroom Management Strategies that Help Minimize Challenging Behaviors by Kathy Morris, MEd, Consultant, Certified Autism Specialist– Houston, Texas (pg 34)

AAC in the Classroom **K-21 years**
Course #27 – AAC All Day Long! Scaffolding Conversation, Academics, and Interaction – Apps Included! by Caroline Musselwhite, EdD, CCC-SLP, AAC Consultant and Jane Odom, MEd, PRC– Arizona (pg 35)

Social-Emotional Learning **Birth-2nd Grade**
Course #28 – Promoting Social-Emotional Learning for Young Children with Disabilities by Kathleen Artman Meeker, PhD, University of Washington, Shawna Harbin, MEd, BCBA and William L. White, Jr, EdS (pg 36)

Transition Services **10th Grade-21 years**
Course #29 – “All Dressed Up with Someplace to Go”: Assisting Students to Transition from School to the World of Work by Richard Pimentel, BS and Milt Wright, MA (pg 37)

Phonological Remediation **Preschool to any age**
Course #30 – Evaluating and Enhancing Children's Phonological Systems: An Update- Part 2 by Barbara Williams Hodson, PhD, SLP, Distinguished Professor Emerita, Wichita State University (Day 2) (pg 38)

2018 Distinguished Conference Faculty

Rehab Seminars has assembled educational and scientific experts from across the United States and Canada to teach intensive, full-day courses on a variety of important topics for professionals working with students/clients from birth to young adulthood. Distinguished faculty members include:



Chris Abildgaard NCSLP, LPC, NCC has been working with individuals on the Autism Spectrum since 1999. He is the owner and director of the Social Learning Center, LLC located in Cheshire, CT. Chris also holds a clinical appointment at the Southfield Center located in Darien, CT and an appointment at the Benhaven

Academy located in Wallingford, CT as their School Psychologist. Chris is a Nationally Certified School Psychologist, a Nationally Certified Counselor & a Licensed Professional Counselor with a specialization in Autism Spectrum Disorders. In addition to a master's and 6th year degree in school psychology, Chris has earned a Graduate Certificate from the University of Massachusetts Lowell in Behavioral Interventions in Autism. Since 2008, Chris has presented in eight different states at conventions such as the Autism Society of America and American Counseling Association national conferences, and through the state of Connecticut on topics related to Autism Spectrum Disorders, social cognitive development, executive functioning and counseling techniques used when working with individuals on the Autism Spectrum. Disclosures: Financial- Chris is employed by the Social Learning Center in Cheshire, CT and he receives speaker/consultation fees. There are no nonfinancial relationships to disclose.

Chris Abildgaard's full course descriptions are on pages 16 and 26.



Anita L. Archer, PhD, serves as an educational consultant to state departments, county agencies, and school districts on explicit instruction and literacy instruction. She has taught elementary and middle school students and is the recipient of ten Outstanding Educator awards.

Dr. Archer has served on the faculties of San Diego State University, the University of Washington, and the University of Oregon. She is nationally known for her presentations and publications on instructional procedures and literacy instruction and has co-authored numerous curriculum materials with Dr. Mary Gleason including *REWARDS*, *REWARDS Plus*, *REWARDS Writing* (Sopris) and *Skills for School Success* (Curriculum Associates). In addition, Dr. Archer was the senior author of *Phonics for Reading* (Curriculum Associates). Most recently, Dr. Archer wrote a textbook on explicit instruction with Dr. Charles Hughes entitled *Explicit Instruction: Effective and Efficient Teaching*. She is nationally known for her professional development activities, having presented in every state over the course of her 40-year career. Disclosures: Financial- Dr. Archer is the owner of Anita L. Archer PhD, Inc, an educational consulting firm located in Portland, OR. She receives royalties from Voyager/ Sopris Learning, LLC, Curriculum Associates, and Guilford Publications for her publications. There are no nonfinancial relationships to disclose.

Dr. Archer's full course descriptions are on pages 10, 20 and 30.



Kimberly Beeson, MSW, is currently the Director of Student Support Programs in Puget Sound Educational Service District's Learning, Teaching, and Family Support Department. In this capacity, Kimberly manages multiple grants and ventures involving school safety, student assistance related to substance abuse prevention and intervention, mental health, school nursing, and school drop-out prevention. Kimberly has worked in substance abuse prevention and intervention for 29 years. In 1984, Kimberly received a Master of Social Work degree from the University of Washington. Disclosures: Financial- Kim is employed by Puget Sound ESD. There are no nonfinancial relationships to disclose. *Kimberly Beeson's full course description is on page 18.*



Richard Pimentel, BS, and Milt Wright, MA, (replaced Denise Bissonnette-original speaker)

Dr. Richard Pimentel is an author, trainer, writer, and speaker in the field of Employment and Training. As an impassioned advocate for individuals with barriers to employment, Richard has been inspiring audiences throughout North America for the past three decades with innovative thinking and practical strategies for helping people to find their places in the world of work. He authored *Windmills Changing the Perception of Ability*, a guide for educators to work with employers on school-to-work transition for students with employment barriers. He recently completed a school-to-work transition curriculum that helps build students' self-esteem and provides strategies for students to become their own advocates in school and on the job. **Milt Wright, MA** is the founder of Milt Wright & Associates, Inc., a publishing, training and consulting firm focused on disability management, job creation and employment resources. Milt received a Master of Arts in Educational Social Psychology from California State University. Disclosures: Financial- Richard receives speaker and consulting fees for his trainings and for training materials, published by Milt Wright & Associates Inc. and is a Senior Partner of Milt Wright and Associates. Milt is the owner of Milt Wright & Associates, Inc. There are no nonfinancial relationships to disclose. *Milt Wright not pictured. Richard Pimentel and Milt Wright's full course description is on page 37.*



MaryAnn Brittingham, MS, holds a Master's degree in Family and Child Counseling from Long Island University and a Bachelor's degree in Elementary and Special Education from D'Youville College. She has over 30 years of experience as a special education teacher, and child/family counselor with experience working in psychiatric settings to create therapeutic options for students who require higher levels of emotional and academic support. MaryAnn is a certified trainer at Life Space Crisis Intervention, which uses interactive therapeutic strategies to transform crisis situations into learning opportunities and she teaches graduate level courses in special education and educational psychology at two colleges in New York. Her passion

is to help educators gain insights into student behaviors in order to create a safe learning environment where students can discover their talents. MaryAnn is the author of several books including: *Transformative Teaching: Changing Today's Classroom Culturally, Academically and Emotionally*; *Respectful Discipline*; *Dealing with Difficult Parents*; and *Motivating the Unmotivated: Practical Strategies for Teaching the Hard-to-Reach Student*. MaryAnn's courses focus on practical solutions for helping students be successful in both the general education and the special education classroom. Her approach to behavioral intervention empowers students and provides realistic solutions for working with challenging behaviors. Disclosures: Financial- MaryAnn receives teaching and speaking fees from her company, Brittingham Personal Development Seminars. There are no nonfinancial relationships to disclose. *Maryann Brittingham's full course descriptions are on pages 11 and 21.*



Monica Burns, PhD, is a Curriculum and EdTech Consultant, Apple Distinguished Educator and Founder of ClassTechTips.com. As an educator, Monica was part of her school's Federal Magnet Funding leadership team and was a vocal advocate for bringing 1:1 technology into her 5th grade classroom. During her tenure as a classroom teacher, Monica used iPads to create engaging, differentiated learning experiences to meet the unique needs of her students. Realizing the power of tech tools in the classroom, Monica started ClassTechTips.com to provide a resource for educators and administrators on implementing EdTech in the classroom. Since starting ClassTechTips.com, Monica has presented to teachers, administrators and tech enthusiasts at numerous national and international conferences including SXSWedu, ISTE, and EduTECH. She is a webinar host for *SimpleK12* and a regular contributor to *Edutopia*. Monica is the author of *Deeper Learning with QR Codes and Augmented Reality: A Scannable Solution for Your Classroom* (Corwin Press, 2016) and *#FormativeTech: Meaningful, Sustainable, and Scannable Formative Assessment with Technology* (Corwin Press, 2017). Monica visits schools across the country to work with PreK-20 teachers to make technology integration exciting and accessible. She also provides support to organizations using technology to reach children and families in need. In addition to being named an Apple Distinguished Educator in 2013, Monica is an Amazon Education Teacher Innovator, Book Creator Ambassador and Nearpod PioNear for her use of engaging creation and formative assessment tools. Monica is a graduate of the University of Delaware and Hunter College, and completed a Doctorate in Global Education Leadership at Lamar University in 2016. Her mission is to help educators place the tasks before apps and promote deeper learning with technology. Disclosures: Financial- Monica receives teaching/consulting/speaker fees from Nearpod, Adobe Education, & Book Creator and royalties for her publications from Corwin Press. There are no nonfinancial relationships to disclose. *Monica Burns' full course description is on page 31.*



Jennifer Cooper, PhD, is an Assistant Director for Educational Services and Research Initiatives at the Tennessee Center for the Study and Treatment of Dyslexia at Middle Tennessee State University (MTSU). She completed her PhD in Literacy Studies with a concentration in Literacy Measurement and Analysis at MTSU. Her research interests include creating data-driven, effective research-based interventions to maximize student achievement, analyzing student data to uncover trends using recent statistical developments, and examining the development of vocabulary knowledge and its contribution to reading comprehension. Disclosures: Financial - Dr. Cooper is employed by Middle Tennessee State University.

There are no nonfinancial relationships to disclose. *Dr. Cooper's full course descriptions are on pages 13, 23 and 33.*



Anne Gallagher, MS, is the Director of Mathematics for the Office of Superintendent of Public Instruction (OSPI) in Washington State leading state-wide initiatives to support implementation of the Common Core State Standards and shifts in mathematics instruction. Her work also focuses on supporting Early Mathematics for providers and districts across the state. Shifting mathematical mindsets and ensuring all students are honored in how they reason with mathematics is the core focus of her work. Prior to her work at OSPI, Anne served as a professor of mathematics at Arizona Western College and was the program manager for a CCRA grant to decrease the number of students who need to take remediation math courses once they enter college. Anne began her

teaching career in 1990 at Portland Public Schools and taught secondary mathematics for over 20 years with a focus on work with struggling students. She holds a Master of Mathematics from Portland State University. Disclosures: Financial- Anne is employed by the Washington State Office of Superintendent of Public Instruction (OSPI). There are no nonfinancial relationships to disclose.

Anne Gallagher's full course descriptions are on pages 17 and 27.



Shawna Harbin, MEd, is a doctoral student at the University of Washington. Prior to returning to graduate school, Shawna worked for 5 years as an early interventionist in the Seattle area. She received her Master of Education in Early Childhood Special Education from the University of Washington and is Board Certified in Behavior Analysis. Disclosures: Shawna is a doctoral student at the University of Washington and has no financial or non-financial disclosures. *Shawna Harbin's full course description is on page 36.*



Annie Hetzel, MSN, RN, is a registered nurse with 27 years experience in hospital, home care, and school nursing. As a school nurse, she took an active role in special education and 504 teams at the elementary, high school and 18-21 transition program levels. Annie earned a master's in Nursing Education from WGU in 2014. As an Area Representative for the King County region, she serves on the board for the School Nurse Organization of Washington. She joined the Puget Sound ESD in 2015 as School Nurse Corps Administrator. In that role, she oversees the School Nurse Corps grant to Class II rural districts and provides consultative support and professional

development to area school health services, administrators, and families. She is a Youth Suicide Prevention Program Networks for Life trainer and has also presented on Adverse Childhood Experiences as well as numerous school health topics. Her interests include a passion for issues of equity and the importance of access to quality education. Disclosures: Financial- Annie is employed by Puget Sound ESD. There are no nonfinancial relationships to disclose. *Annie Hetzel's full course description is on page 18.*



Barbara Williams Hodson, PhD, has focused her professional career on developing more effective assessment and intervention procedures for children with highly unintelligible speech in order to expedite intelligibility gains. She has published two phonology tests (one in Spanish), a computer software phonological analysis program, and three books, the most recent being *Evaluating and Enhancing Children's Phonological Systems: Research and Theory to Practice* (2010). In addition, she has published a number of research articles in scholarly national and international journals, as well as chapters in textbooks. Hodson also has given

several hundred Clinical Phonology presentations nationally (50 states) and internationally (New Zealand, Iceland, Panama, Puerto Rico, England, Scotland, Ireland, Germany, the Netherlands, Taiwan, and most of the Canadian provinces). Prior to joining the faculty at Wichita State University, Hodson taught at San Diego State University and the University of Illinois (the institution where she received her PhD). Her major research interests have been: Applied Phonology and Metaphonology, Early Literacy, and Spanish Phonology. Hodson's major recognitions include: Frank R. Kleffner Lifetime Clinical Career Award (American Speech-Language-Hearing Foundation), Excellence in Research Award (Wichita State University), and the highest award of the profession, ASHA Honors. Disclosures: Financial- Dr. Hodson receives speaking/teaching fees and royalties for her publications from ProEd. Nonfinancial- Dr. Hodson continues to serve on ASHA committees and to give guest lectures at various universities. In addition, she still assists doctoral students in the process of publishing their research and also continues to help with highly unintelligible clients in the University Clinic. *Dr. Hodson's full course descriptions are on pages 28 and 38.*



Karen Kangas, OTR/L, is a seating, mobility and positioning specialist, assistive technology specialist, consultant and clinical educator. She has been working since 1973 in many and varied settings including the school system, group homes, early intervention programs, integrated day care, home health, rehabilitation centers, residential facilities, and long-term care facilities. She has been actively teaching since 1985 all over the United States, and in Canada, Sweden, Israel, England, Ireland, Scotland, New Zealand, and Germany. Karen is a clinical faculty member at Misericordia University and she teaches a week long graduate course on Seating in Pediatric Practice. Karen has developed teaching materials, including assessment tools, and videotapes and has been in private practice since 1996 in Pennsylvania. She has been an active participant in the International Seating Symposiums including RESNA (Rehabilitation Engineering Society of North America). She is regularly sought out to teach at national, state, and local seminars, training workshops, and conferences on issues of seating, positioning, access, mobility, and assistive technology. Karen is currently working on a book series on seating, sensory processing, powered mobility and access to assistive technology. Disclosures: Financial- Karen has a private practice and she receives speaking and consulting fees from Adaptive Switch Labs, Inc. There are no nonfinancial relationships to disclose. *Karen Kangas' full course descriptions are on pages 12 and 22.*



Leah Kuypers, OTR/L, earned a Bachelor's of Science in Occupational Therapy from the University of Wisconsin-Madison, a Graduate Certificate in Autism and a Master of Arts in Education from Hamline University in St. Paul, MN. She has practiced as an OT/autism specialist in school and clinical settings, specializing in self-regulation and social learning, and has worked with students of all ages and challenges, including anxiety, ADHD, and ASD. Leah created The Zones of Regulation® (www.zonesofregulation.com), a framework designed to teach self-regulation, and is author of the book and two apps by same name (2011, Social Thinking Publishing; 2013, 2016 Selosoft, Inc). In addition to working with students, she provides trainings and consultation to parents and professionals on self-regulation and challenging behavior, and she conducts workshops on the Zones to groups around the world. She resides in Minneapolis, MN. Disclosures: Financial- Leah is the owner of Kuypers Consulting and she receives royalties for her publications from Social Thinking and Selosoft Inc. There are no nonfinancial relationships to disclose. *Leah Kuypers' full course description is on page 25.*



James J. Mazza, PhD, is a professor in the School Psychology Program at the University of Washington. He received his master's and PhD from the University of Wisconsin – Madison. He has been working for over 25 years with high risk adolescents who engage in self-harming behaviors and specifically suicidal behavior. He was the past president of the American Association of Suicidology from 2005-2007 and is still actively involved in trying to help school psychologists play a major role in helping to prevent suicidal and self-harming behavior among students. His current research focus is centered around the implementation of a universal emotion regulation SEL curriculum called DBT STEPS-A. This unique curriculum is based on the DBT skills that have been used effectively with highly suicidal adults and adolescents. Disclosures: Financial-Dr. Mazza receives speaking fees from his company, Mazza Consulting, PLLC and royalties from his publications from Guilford Press. There are no nonfinancial relationships to disclose. *James Mazza's full course description is on page 29.*



Kathleen Artman Meeker, PhD, BCBA-D, has led state, local, and national trainings around coaching, preventing challenging behavior and promoting social skills in early care and education settings. Her training, product development, and scholarship have focused on the diverse teachers, children, and families in urban and rural communities served by Head Start, Early Head Start, and military childcare. She has designed, implemented, and analyzed the effects of video- and web-based coaching initiatives. Dr. Meeker has built a productive line of work around translating research to practice and promoting best practices in early childhood programs. Disclosures: Financial- Dr. Meeker is employed by the University of Washington, and receives consulting/teaching fees from Ohio State University, University of South Florida, and honorarium from Mathematica Policy Research. There are no nonfinancial relationships to disclose. *Dr. Meeker's full course description is on page 36.*



Stephanie Mitelman, MA, Certified Sexuality Educator, has been a part time professor of Sexology for the past 19 years. Founding sex education publisher Sexpressions and its US branch Sex Ed Mart, she has released numerous books and educational resources for teaching youth with Autism Spectrum Disorders romantic social skills and the essentials of puberty. Stephanie also runs a private practice assisting neurodiverse individuals and couples. In 2013, Stephanie was awarded the First Tracks Award for Innovation in Sexology for her work making sexuality education more accessible for people on the autism spectrum. Stephanie has taught courses at McGill University in the Department of Educational Counselling and Psychology, as well as at Concordia University in Applied Human Sciences. Stephanie holds a master's degree in sociology from Concordia University and is a Certified Sexuality Educator (CSE) by the American Association of Sex Educators, Counselors and Therapists. Stephanie provides comprehensive sex education for youth across Canada and offers training for teachers and health care providers in Canada and the United States. Stephanie was awarded the 2013 First Tracks Award for Innovation in Sexology from Honest Exchange for her work to open sex education and counseling for youth and adults on the autism spectrum. She is a regular expert voice in the national media on issues of sexuality, teens and health. She is a consultant for *Canadian Living* magazine, and *Teen Flare*. She has made appearances on the television shows *Sex Files* on the Discovery Channel, *Sexual Secrets* on the Life Network and *Let's Talk Sex* on MENTV, and has been featured on Fox News. Disclosures: Financial- Stephanie has a private practice and she receives teaching, consultation and speaker fees. She receives royalties from her publications from Sexpressions and Sex Ed Mart. Nonfinancial- She is a founding member of the Executive Board for the Sexual Health Network of Quebec and a past member of the AASECT committee for certification in sexuality education. She is also the past president of the Association of Family Life Educators of Quebec. *Stephanie Mitelman's full course description is on page 32.*



Kathy Morris, MEd, has been a speech therapist, teacher for self-contained programs (including students with autism, severe behavioral difficulties, and cerebral palsy), resource teacher and first grade teacher. She was also a diagnostician/supervisor for all grade levels. She was a LIFE Skills/autism/behavior/assistive technology consultant at a Texas education service center before leaving to start her own business in 1999. Her business, igivuWings, has reached families and educators throughout the world, including Canada, Mexico and Singapore. Kathy has had over 42 years of experience working with children and adolescents with severe behavioral difficulties including those with autism, ADHD and executive dysfunction. Kathy was honored as Outstanding Educator for Children with Disabilities (1997) and a delegate for the President's Commission on Special Education (2002). Kathy is certified as an Autism Specialist Level 2 by the International Board of Credentialing and Continuation Standards (IBCCS). Recently she and her husband were awarded the Lifetime Achievement Award for supporting persons with disabilities by the Arc of Texas. She and her husband, Guy, "walk the walk and talk the talk" since the birth of their twin sons with ASD and other developmental disabilities. Disclosures: Financial- Kathy is the Director and President of igivuWings, a consulting company, and she provides consulting services to Stetson and Associates. Kathy receives fees for her presentations and workshops and royalties from the Bureau of Education and Research for online courses and DVD sales. There are no nonfinancial relationships to disclose. *Kathy Morris' full course descriptions are on pages 14, 24 and 34.*



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 for The Ultimate Access Card (self published), a visual support aid for students with disabilities. Non-financial- Patrick has a best classroom practices and teacher supports blog. *Patrick Mulick's full course description is on page 15.*



Caroline Ramsey Musselwhite, EdD, CCC-SLP, is an assistive technology specialist with more than 40 years of experience working with children and adolescents with significant disabilities in a variety of settings, including Head Start, clinics, developmental day programs, homes, and the public schools. Dr. Musselwhite has written a number of textbooks and "how-to" books on a range of topics, and has authored many books and software programs for youth with disabilities. She has taught courses at several universities and presented thousands of workshops throughout North and South America, Australia, Europe, and Africa. *(Continued- page 8)*

She has also supported Communication Circles and Balanced Literacy Clubs in multiple cities in the US and Canada. Honors include: Foundation Fellowship (West Virginia University), Educator of the Year (Association for Retarded Citizens, North Carolina), Honors of the Association, (North Carolina Augmentative Communication Association), DiCarlo Outstanding Clinician Award (North Carolina Speech-Language-Hearing Association), and ISAAC Fellow. Disclosures: Financial- Dr. Caroline Musselwhite is an independent contractor and receives speaker fees for her courses. She is a consultant to the Don Johnston, Attainment, Prentke Romich and Tobii companies. She receives royalties for her publications from Attainment, Pro Ed, Southwest Human Development, Inc, & Special Communications. Nonfinancial- Dr. Musselwhite is active in the International Society for Augmentative and Alternative Communication (ISAAC) and posts information on various AAC websites including educational videos, therapy materials and blogs. *Dr. Musselwhite's full course description is on page 35.*



Timothy Odegard, PhD, is a Professor of Psychology, holds the Katherine Davis Murfree Chair of Excellence in Dyslexic Studies at MTSU, and oversees the efforts of the Tennessee Center for the Study and Treatment of Dyslexia. Dr. Odegard is trained as a Developmental Cognitive Psychologist whose research on memory and language uses experimental methods and neuroimaging to understand the development of these aspects of human cognition. His research in the area of reading strives to identify factors that predict the response of individuals with dyslexia and related specific reading disabilities to intensive interventions and leverage this information to improve intervention efforts to meet the needs of these individuals. He also completed a two-year dyslexia specialist training program at Texas Scottish Rite Hospital for Children in Dallas, Texas during his postdoctoral fellowship and has worked as an educator with students with reading disabilities. Disclosures: Financial- Dr. Odegard is employed by Middle Tennessee State University. There are no nonfinancial relationships to disclose. *Dr. Odegard's full course descriptions are on pages 13, 23, and 33.*



Jane Odom, MEd, is the Director of Implementation Resources for the Prentke Romich Company (PRC). Jane represents PRC at local, regional and national conferences, and she works regularly with Speech-Language Pathologists, Occupational Therapists, educators and family members to address the needs of people with speech, language and cognitive disabilities. She is responsible for focusing nationally on increasing our knowledge of the education segment and creating innovative approaches to implement PRC devices and Unity. Jane Odom earned her BS and MEd degrees from Temple University and has over 13 years of teaching experience in the field of Special Education. She also was the Language Instructor for the ACES (Augmentative Communication and Empowerment Seminar) program at Temple University for 9 years where she taught AAC device users alongside professionals about how to use and implement AAC devices in everyday life. Disclosures: Financial-Jane is employed by and has ownership interest in Prentke Romich Company. There are no nonfinancial relationships to disclose. *Jane Odom's full course description is on page 35*



William L. White, EdS, worked for 10 years as a special educator. He received his Master of Special Education from Virginia State University, and an Education Specialist Degree in Special Education with a focus on early childhood special education from The George Washington University in Washington, DC. Disclosures: William is a doctoral student at the University of Washington and has no financial or non-financial disclosures. *William White's full course description is on page 36.*



Judy Willis, MD, MEd, a board-certified neurologist combined her 15 years as a practicing neurologist with ten subsequent years as a classroom teacher to become a leading authority in the neuroscience of learning. With her unique background both in neuroscience and education, she has written seven books and more than 100 articles about applying neuroscience research to classroom teaching strategies. After graduating Phi Beta Kappa as the first woman graduate from Williams College, Willis attended UCLA School of Medicine where she was awarded her medical degree. She remained at UCLA and completed a medical residency and neurology residency, including chief residency. She practiced neurology for 15 years before returning to university to obtain her teaching credential and Master of Education degree from the University of California, Santa Barbara. She then taught in elementary and middle school for 10 years. Dr. Willis is on the adjunct faculty of the University of California Santa Barbara Graduate School of Education and travels nationally and internationally giving presentations, workshops, and consulting about learning and the brain. She has been interviewed by *USA Today*, *Euronews*, *The Wall Street Journal*, *NBC News Education Nation*, *ABC Australia Radio*, *Lateline Australia*, *Popular Mechanics*, *Neurology Today*, *USA Today*, *Education Week*, *Medscope Neurology*, and *Parenting Magazine* among others, and writes staff expert blogs for *NBC News Education Nation*, *Edutopia*, *Psychology Today*, and *The Guardian*. In 2011 she was selected by Edutopia as a "Big Thinker on Education." Disclosures: Financial- Dr. Willis is self-employed and receives teaching and speaker fees. There are no nonfinancial relationships to disclose. *Dr. Willis' full course descriptions are on pages 9 and 19.*

Course Descriptions



Emotions, Learning & Executive Functions 8:00am – 4:00pm

WEDNESDAY



COURSE #1 WEDNESDAY - MARCH 7, 2018

How Emotion Impacts the Brain's Successful Learning, What to Do About It and How to Build Powerful Executive Functions by Dr. Judy Willis, MD, MEd, Board-Certified Neurologist

DAY 1

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

Target Age Range: Pre-Kindergarten through 21 years

Course Description: Stress can block successful attention focus, emotional self-management, and memory. It can also impair the sending of messages from the executive function control centers in the prefrontal cortex from directing higher cognitive functions and critical thinking. Neuroscience research has spotlighted stresses that cause students to “act out” or “zone out”. The most frequent stressors directly linked to classroom experiences are boredom (already mastered the information being taught to the class) or frustration from repeated goal failure in a topic or subject (with the goal ranging from not getting the desired A+ to not achieving satisfactory mastery). The research also reveals that these stresses, when recurrent, can change the brain’s neural networks and promote a “fixed mindset” with decreased effort and motivation. You will learn about the impact of emotions and stress on learning and about keys to unlock the stress blockade. You will understand how the “video game model” applies to teaching for motivation and perseverance through achievable challenge and helping students recognize incremental progress. You will leave with strategies to reduce the boredom and frustration that prevent the brain from working from its highest thinking and control centers. When you connect your own experience and insights with the neuroscience research correlations, students are the beneficiaries. As you guide them in building emotional self-control, persevering through challenge, understanding that mistakes are integral to learning, and recognizing their incremental progress, their growth mindset builds along with their behavioral and cognitive

success. Beyond providing best emotional environments and students’ skills of emotional self-management, students need to develop their other executive functions through guided experiences. The demands of the accelerated quantity of information incorporated into each grade level and the increasing temptations of immediate gratification from video games and social media, mean today’s students need their executive functions to be at top efficiency. The problem is, if left alone, these neural networks will not reach that efficiency until years after graduation. Correlations with neuroscience research provide insight into how these developing executive function networks can be strengthened by activation (use) when instruction includes opportunities for executive functions building from the earliest years of school through graduation. When instruction is planned with opportunities for executive functions, such as judgment, analysis, prioritizing, and reasoning, to be applied throughout the school years and across the curriculum, these neural networks in students’ brains become stronger (by neuroplasticity). Incorporating opportunities to use and activate these networks throughout learning will prepare students to reach their highest cognitive, social, and emotional potentials. You will come away with plans ready to put into action to activate these critical skill sets for all learners in all grade levels and subject areas. Students will increase strength of and access to the executive functions they need now and to respond successfully in the future to apply learning to solve new problems and to be the creative innovators of the 21st century they will inherit.

Course Objectives – participants will be able to:

Adequately describe the impact of emotions and stress on learning and how to unlock the stress blockage

Adequately explain how the “video game model” applies to teaching for motivation and perseverance through achievable challenge

Demonstrate how to help students recognize incremental progress

Describe 4 strategies to reduce boredom and frustration that prevent the brain from working from its highest thinking and control centers

Design a plan to activate the critical executive function skillsets for their specific grade level and subject area

Describe how students’ increased strength of and access to executive functions will help them solve new problems and increase creativity

Course #1 Schedule Wednesday, March 7, 2018

8:00 - 9:00	Collaboration & Brain Break Processes, Neuromyths Busting, and Introduction to How the Brain Learns	12:00-1:00	Lunch - On Your Own
9:00-10:00	The Brain's Emotional Filter	1:00-2:00	Executive Functions Across the Curriculum: Organization and Prioritization Judgment
10:00-10:15	Break	2:00-2:45	Building Judgment & Risk Assessment
10:15-11:00	Top-Down Emotional Control (Self-Mastery and Growth Mindset)	2:45-3:00	Break
11:00-12:00	The Video Game Model and other Interventions for Optimal Motivation and Perseverance	3:00-4:00	Building Critical Thinking, Cognitive Flexibility, & Creativity
		4:00	Complete Program Evaluations



COURSE #2 WEDNESDAY - MARCH 7, 2018

The Magic is in the Instruction

by Anita L. Archer, PhD, Consultant, Author- Portland, OR

DAY 1

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Title 1 Teachers, Reading Specialists, Private Tutors, Principals/Administrators, Instructional Assistants and Paraprofessionals

Target Age Range: Kindergarten through 8th grade

Course Description: The magic is in the quality of instruction. It is not in the newest fad. Rather it is in the strength of bell-to-bell instruction, clear lesson purposes, structured lessons with an introduction, body and closure, embedded formative assessment, active participation,

effective feedback, and judicious practice. When these elements are consistently and effectively used, learning results. In this session, Dr. Archer will review the research on explicit instruction and demonstrate its application across grade levels and domains.

Course Objectives – participants will be able to:

Adequately describe the research supporting explicit instruction

Adequately describe the critical elements involved in the design of lessons that introduce: a) facts; b) skills and strategies; c) vocabulary

Adequately describe the four variables related to design of instruction: a) focus on critical content; b) break down complex tasks into obtainable segments; c) provide systematic instruction; and d) provide adequate practice

Adequately describe the critical elements involved in effective delivery of instruction for: a) gaining frequent responses; b) monitoring student performance; c) providing quality feedback; and d) maintaining a brisk pace

Course #2 Schedule Wednesday, March 7, 2018

8:00- 9:00	Research on Effective and Efficient Instruction	12:00-1:00	Lunch – On Your Own
9:00- 10:00	Focusing on Critical Content and Breaking Down Complex Skills	1:00-2:00	Systematic Instruction - Vocabulary
10:00-10:15	Break	2:00-2:45	Eliciting Frequent Responses
10:15-11:00	Systematic Instruction – Teaching Facts and Information	2:45-3:00	Break
11:00- 12:00	Systematic Instruction – Skills and Strategies	3:00-4:00	Monitoring Performance, Providing Feedback, and Maintaining a Brisk Pace
		4:00	Complete Program Evaluations



COURSE #3 WEDNESDAY - MARCH 7, 2018
Achieve Success with Defiant, Emotional, and Disengaged Students
by MaryAnn Brittingham, MS, Family and Child Counseling- Pine Bush, NY

DAY 1

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

Target Age Range: Kindergarten through 21 years

Course Description: Society has changed and so have the youth we work with in schools. As educators, the obstacles we face become greater as students' behaviors are more demanding than ever. We are all too familiar with the disruptive student whose disrespectful behaviors and negative attitude challenges our patience and best teaching practices; the unmotivated student who performs below his capabilities and doesn't even seem to try; the student who lacks social skills and has impulsive behaviors that irritate his/her peers; and the student who has trouble sitting still and focusing on the lesson. There is not any one approach that will work for all students

all the time. Therefore, the goal of this course is to provide educators with a toolkit that will equip them to handle a variety of students with different behaviors. Strategies presented will enable educators to take a prevention-based approach to student management. We will also look at effective cognitive-behavioral strategies and other approaches educators can employ when prevention is not enough and disruptive behaviors continue to occur. This course is filled with realistic strategies and ready-to-use tools for managing all classroom behavior. Educators will leave this workshop with new tools, sharpened old tools, and renewed enthusiasm for teaching.

Course Objectives – participants will be able to:

Adequately discuss how and why stress plays a part in our behavior

Adequately demonstrate skills to avoid turning conversations into arguments

Identify the components of a win/win classroom

List 4 techniques to address attention seekers and power students

Describe the four goals of misbehavior

Adequately discuss the difference between interventions and consequences

Identify your response style

Course #3 Schedule Wednesday, March 7, 2018

8:00-9:00	Stress and You	1:00-2:00	Use 'Game On The Table' to Find the Need Behind Behavior
9:00-10:00	Create a Win-Win Environment	2:00-2:45	Respond to Power Seeking Students
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Four Goals Behind Misbehavior	3:00-4:00	Meeting the Needs of Attention Seeking Behavior
11:00-12:00	Orienting strategies: increasing awareness of difficulties and setting goals for intervention	4:00	Complete Program Evaluations
12:00-1:00	Lunch – On Your Own		



COURSE #4 WEDNESDAY - MARCH 7, 2018

Never Give Up: Supporting Access to AT & AAC for Students with Complex Bodies, Including Access, Seating, Postural Control & Sensory Processing- Part 1 by Karen M. Kangas, OTR/L- Camp Hill, PA

DAY 1

Target Audience: Assistive Technology Team Members/ Specialists, Physical Therapists, Occupational Therapists, Special Education Teachers, Speech-Language Pathologists, Case Managers, Nurses, Social Workers, Administrators/Principals, Instructional Assistants and Paraprofessionals



Target Age Range: Pre-kindergarten through 21 years

Course Description: Access remains a “problem” for many of the children we serve, especially those who have increased or fluctuating or unpredictable tone or extremely low tone and are seated in wheelchairs. How can we decide what will work, including eye gaze, single switch access or assisted direct selection? Why do these children seem to not make progress? Sensory processing directly affects

visual convergence, focus, attention and postural control. To assist these children in wheelchairs in developing and using “access” to assistive technology devices, we must also better understand how their bodies work functionally, rather than pathologically, and what different seating equipment is needed. **This is Day 1 of this 2-day course. See page 22 for information on Day 2.**

Course Objectives – participants will be able to:

Define the term “seating” as it applies to an individual and as it applies to a therapist

Define the differences between seating for postural management and seating for postural control and identify at least 2 of 3 characteristics of each

Identify at least 2 characteristics of seating for task engagement

Compare postural mechanisms between at least two individuals shared in the case studies by contrasting at least two characteristics of tactile processing vs. vestibular processing

Identify the two modes of sensory processing and explain their relationship to each other

Identify 6 out of 10 characteristics of the physiological processes of movement

Describe at least 3 treatment/teaching techniques needed to support motor learning

Identify 3 out of 4 categories of varying tone, their origin, and their relationship to movement

Course #4 Schedule Wednesday, March 7, 2018

8:00-9:00	Definition of Seating: A Range of Postures, Situationally Specific, Task Defined, and Individually Preferred Seating for Task Engagement and Performance in a Sensate Body: Visual Convergence; Weight bearing; Relationship to Object and Focus on Lesson	11:00-12:00	Motor/Muscle Tone, Varies With Diagnostic Category: Cerebral Palsy, Quadriplegia, Hemiplegia, Diplegia; Hypotonicity vs. Hypertonicity; Other Central Nervous System Disorders; Progressive Disabling Diseases
9:00-10:00	Sensory Integration; “Self Initiated, Self Modulated and Self Controlled”; The Body’s Processing Systems; Kinesthetic and Proprioceptive Sense; Coordinated Visual Sense; Motor Planning	12:00-1:00	Lunch - On Your Own
10:00-10:15	Break	1:00-2:00	Seating for Postural Management; Seating for Postural Control
10:15-11:00	Physiological Process of Movement, Not “Physics”	2:00-2:45	Share Case Studies Reflecting the Morning’s Concepts
		2:45-3:00	Break
		3:00-4:00	Learning Styles and Learning Theory; Motor Learning
		4:00	Complete Program Evaluations



COURSE #5 WEDNESDAY – MARCH 7, 2018
**Dyslexia: Overview, Identification, Instruction and Intervention-
Part 1** by Dr. Timothy Odegard & Dr. Jennifer Cooper-Middle Tennessee State University

DAY 1

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



Target Age Range: Kindergarten through 3rd Grade

Course Description: Day One - Overview of Dyslexia, Building Blocks of Reading, Cognitive Processes of Reading, Reading Development, and Profile of Dyslexia: Experience Dyslexia

This 3-day course offers information and tools to support teachers of Tier 2 reading instruction for K-3 students with reading skill deficits that are characteristic of dyslexia. The instructional approaches and practices presented may be incorporated as components of a comprehensive program

of literacy instruction. From this course, educators can expect to learn more about the developmental progression of reading skills, components of a balanced literacy plan, the identification of characteristics of dyslexia, and the assessment process of universal screeners and RTI to inform decisions related to instruction.

This is Day 1 of this 3-day course. See pages 23 & 33 for information on Day 2 and Day 3.

Course Objectives – participants will be able to:

Adequately describe the components of reading

Adequately describe and differentiate between the terms “specific reading disability” and “dyslexia”

Demonstrate an understanding of the developmental progression of reading skills (from emergent literacy skills to literacy)

Adequately explain the connection between the components of reading and variations in specific reading disabilities

Identify the profile of a student with word reading deficits that are characteristic of a student with dyslexia

Describe what it feels like to struggle to read

Course #5 Schedule Wednesday, March 7, 2018

8:00-9:00	Building Blocks of Reading	1:00-2:00	Overview of Dyslexia - continued
9:00-10:00	Cognitive Processes of Reading	2:00-2:45	Profile of Dyslexia
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Reading Development	3:00-4:00	Experience Dyslexia
11:00-12:00	Overview of Dyslexia	4:00	Complete Program Evaluations
12:00-1:00	Lunch - On Your Own		



COURSE #6 WEDNESDAY – MARCH 7, 2018

Life Skills: Practical Strategies that Work for Students with Severe Cognitive/ Developmental Disorders, Autism, CP, & Syndromes by Kathy Morris, MEd, CAS- Houston, Texas

DAY 1

Target Audience: Special Education Teachers, Resource Room Teachers, Speech-Language Pathologists, Behavior Specialists, Autism Specialists, Instructional Assistants and Paraprofessionals

Target Age Range: 4th Grade through 21 years

Course Description: Students labeled as having moderate to significant cognitive/developmental disabilities may appear to have such challenging deficits that their educational needs are perceived as far exceeding their abilities. Their needs may appear so basic (e.g., simple communication skills, appropriate manipulation of objects, delayed cognitive abilities) that teaching these students in typical classrooms that are highly academic seems improbable or, at the least, impractical. Yet these are the very students who can benefit considerably from the learning opportunities that typically occur in general education classrooms (Downing

and Eichinger, 2006). Special educators, no matter how highly motivated or skilled, cannot provide the ongoing stimulation in self-contained classrooms. This interactive, informative course targets those students who may have been “relegated” to a LIFE Skills program for the rest of their school career. Instead, a system is presented so that the critical components necessary for success for learning are created in a general education setting. The participants will leave with many “keys” for reaching their students’ potential.

Course Objectives – participants will be able to:

Identify individual educational objectives that could be successfully met in the general education classroom

Identify critical program components at the middle school and high school levels

Describe how to determine individual abilities and how to support students

Describe how to analyze a learning environment to accommodate students with severe and multiple impairments

Adequately describe how to align IEPs with state standards

Describe how to implement strategies in an elementary school setting

Demonstrate the ability to implement instructional supports starting with the most challenging inclusive strategies for middle school and high school students

Course #6 Schedule Wednesday, March 7, 2018

8:00-9:00	Educational Objectives in the General Education Classroom	1:00-2:00	How to Analyze the Learning Environment to Accommodate Students with Severe and Multiple Impairments
9:00-10:00	How to Determine Individual Abilities; Student Supports	2:00-2:45	How to Implement Strategies at the Elementary School Level
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	IEPs and State Standards; Instructional Supports for Middle and High School Students	3:00-4:00	How to Implement Strategies (continued)
11:00-12:00	Critical Program Components at the Middle School and High School Levels	4:00	Complete Program Evaluations
12:00-1:00	Lunch - On Your Own		



COURSE #7 WEDNESDAY – MARCH 7, 2018
Shifting School Practices to Promote Independence for Students with Disabilities by Patrick Mulick, MS, BCBA, Consultant- Auburn, WA

DAY 1

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

Target Age Range: Pre-kindergarten to 21 years

Course Description: This highly engaging course will focus on changing adult behaviors to facilitate greater independence for all students with special needs. Patrick will examine how to keep student independence a priority when working through behavioral challenges, designing interventions, working with families, and collaborating with colleagues. For each strategy that is discussed, a user

friendly “cheat sheet” will be provided. This is a follow-up to Patrick Mulick’s highly praised course “Using Cheat Sheets to Promote Independence for Students with Autism”, offered at the 2017 conference. Having taken Patrick’s previous course is not a requirement to benefit and learn from this rejuvenating day. Participants will leave equipped and inspired to help kids do more with less.

Course Objectives – participants will be able to:

Describe how behavioral function relates to building student independence

Identify methods by which school staff can take data to identify behavioral function

Describe how to design interventions that reduce the reliance on adults

Identify the four levels of adjustment that parents of students with disabilities experience

Describe three ways school staff can be supported to promote independence with students

Identify 5 strategies to help promote independence for students with ADHD

Describe 3 methods to effectively collaborate with the entire school team on promoting independence for students with disabilities

Course #7 Schedule Wednesday, March 7, 2018

8:00-9:00	Moving Past the Crisis of Behavior	1:00-2:00	Creating a Culture of Independence in the Schoolhouse
9:00-10:00	Boldly Taking Students Where They Have Never Gone Before with Data	2:00-2:45	Team Practices to Meet the Needs of All Students
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Bridging Data to Classroom Interventions	3:00-4:00	Team Practices to Meet the Needs of All Students- <i>continued</i>
11:00-12:00	Supporting Parents with the Independence Mindset	4:00	Complete Program Evaluations
12:00-1:00	Lunch – On Your Own		



COURSE #8 WEDNESDAY – MARCH 7, 2018

Counseling Students on the Autism Spectrum

by Chris M. Abildgaard, NCSP, LPC, NCC, The Social Learning Center, Cheshire, CT

DAY 1

Target Audience: School Psychologists, School Counselors, Speech-Language Pathologists, Occupational Therapists, Social Workers, and Principals/Administrators

Target Age Range: 4th Grade through 21 Years

Course Description: Ever have a student referred to you due to “behavioral issues” in the classroom because they didn’t want to write or because they always *blurted out* in the middle of a teacher lecture? Or, ever have a student get in trouble for not knowing when to stop texting a female classmate? Ever have a student enter your office who has “elephant” size reactions to “ant” size problems? For individuals with various neurodevelopmental disorders (e.g., Autism Spectrum Disorders, ADD/ADHD, Social Communication Disorders, Specific Learning Disorders, etc.) the idea of being “social” can either be extremely motivating or can be draining, overwhelming, fragmented, and/or depressing. Yet, society demands a certain level of “social” out of all of us, even those of us whose cognitive hardwiring may not be made for being “social”. How will those struggling with social cognitive deficits make it through their school day without having their cognitive countertop break day in and day out? There is no specific training for mental health counselors in the educational

setting around social cognitive deficits and how core deficits impact the counseling sessions/outcomes. This intensive one-day course is intended to advance the competencies of mental health professionals and provide them with proven intervention strategies, essential treatment tools, and cognitive behavioral techniques to use tomorrow! This course will create a framework for approaching treatment and with an emphasis placed on understanding the origins of these deficits and utilizing modified methods of cognitive behavioral therapy (CBT) to provide effective interventions to improve one’s overall quality of life. Led by Chris Abildgaard, LPC, NCC, NCSP a national speaker on the topic of ASD’s and social development who takes a hands on approach to education, you will quickly master skills needed to work more effectively with individuals who struggle with social challenges. By the end of the course, your tool bag will be filled with relevant methods of counseling and interventions you will be able to apply in your practice the next day.

Course Objectives – participants will be able to:

Evaluate core deficits and how they impact school based counseling practice and outcomes

Analyze the difference between social and nonsocial cognitive deficits and their impact on one’s quality of life

Assess how a modified version of Cognitive Behavioral Therapy (CBT) is an effective counseling practice for individuals with neurodevelopmental disorders

Identify useful techniques to various core deficits (e.g., improve rigid thinking, accepting the impact one has on another and improving self advocacy)

Demonstrate the ability to explore new ways for helping a student to initiate and reflect on new social behaviors within their educational setting

Examine various methods for collecting data for social/emotional goals within the educational setting

Course #8 Schedule Wednesday, March 7, 2018

8:00-9:00	Update on Current Thinking in the Field of ASD and Four Key Core Deficits	1:00-2:00	Executive Functioning and Interventions: Analyzing Executive Functions and its Role in the Counseling Process
9:00-10:00	School-based Counseling vs. Community-based: Expectations and Limitations	2:00-2:45	Practical Interventions and Data Collection Procedures
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Social and Nonsocial Cognition: Current Thinking and Counseling	3:00-4:00	Practical Interventions and Data Collection Procedures (continued) and Conclusion
11:00-12:00	Addressing One’s Strengths to Help Create Functional Change	4:00	Complete Program Evaluations
12:00-1:00	Lunch - On Your Own		



COURSE #9 WEDNESDAY, MARCH 7, 2018

What Does Equity Look Like in Mathematics? High Leverage Math Strategies for Special Education Students from PreK- 8th Grade- Part 1 by Anne Gallagher, MS, OSPI

DAY 1

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



Target Age Range: Pre-kindergarten through 8th Grade

Course Description: There are many reasons why students struggle in mathematics. The data continues to show that we are not closing the achievement gap with our special education students. However, there are high leverage strategies in mathematics that can shift the experiences special education students have within mathematics to support their mathematical learning. This two-day course will begin by exploring mathematical mindsets and the impact these mindsets have on the math experiences we provide for special education students and on students' own math attitudes. Participants will engage in math activities from PreK-8th grade that support visual representations of math, opportunities and strategies for students to share their mathematical reasoning when solving math problems and teacher moves that support struggling students. Learning pathways

(grounded in the Common Core State Standards) will be explored to understand the progression of building mathematical ideas and how to identify where students are on that learning pathway to support filling in the gaps in their learning and deepen their conceptual understanding of math. These high leverage practices and pathways are grounded in research and brain science. Participants will understand how mindsets create structures and practices in schools that may not support special education students and ideas on how to shift experiences students have with mathematics. Participants will create a plan of action to implement these best practices using the resources from an Implementation Toolkit provided for each participant. **This is Day 1 of this 2-day course. See page 27 for information on Day 2.**

Course Objectives – participants will be able to:

Describe how mathematical mindsets impact learning mathematics

Provide three examples of how to adapt activities to support where students are on the learning pathway

Explain the high leverage teaching strategies identified within math and brain science research

Describe how a given math idea progresses from Pre-K through 8th grade

Lead a simple number talk and include supports for students in special education

Explain how activities with visual representations/ spatial relationships support other mathematical ideas and determine activities appropriate for where a child is on their learning progression

Identify where a child's math understanding is on the Early Math Pathway and other math progressions

Course #9 Schedule Wednesday, March 7, 2018

8:00-9:00	Exploring Mathematical Mindsets (our own math experiences and what beliefs special education students have about their own ability in math)	12:00-1:00	Lunch – On Your Own
9:00-10:00	What does the Research Say? (How infants and young children learn, brain science around visual representations of math, & the importance of making math thinking visible)	1:00-2:00	Progression of Learning-continued: Progression of Learning within a PreK-8th Grade Band; Building Conceptual Understanding and Visual Representations
10:00-10:15	Break	2:00-2:45	Visual Representations/ Spatial Relationships: Developing Math Concepts Around Visual Representations and Spatial Relationships and Strategies for Supporting Student Discourse
10:15-11:00	Number Talks: Teaching Routines that Support Flexible Mathematical Thinking; Supports for Special Education Students Using this Routine; Supports for Building Positive Mathematical Mindsets	2:45-3:00	Break
11:00-12:00	Progression of Learning from Pre-K – 8th Grade: Early Math Pathways and Progression Documents, Adapting Activities Based on Where a Child is on the Learning Pathway;	3:00-4:00	Visual Representations/ Spatial Relationship Activities-continued: Connections to Learning Pathways, Mindset, Supports for Special Education Students; Connections to Research
		4:00	Complete Program Evaluations



COURSE #10 WEDNESDAY, MARCH 7, 2018

The Role of the School Nurse in Special Education: Assessments, IEPs, Advocacy, and Resilience by Annie Hetzel, MSN, RN, and Kim Beeson, MSW, Puget Sound ESD

DAY 1

Target Audience: School Nurses, School Counselors, School Psychologists, and Principals/Administrators

Target Age Range: Birth through 21 years

Course Description: The first half of this course will provide an overview of the special education process for determining eligibility, legal considerations, and the unique contributions of the school nurse. We will provide strategies for assessing health related barriers to learning and examine the ways in which a school nurse may advocate for students within the context of the special education team, tips for writing Health-related present levels of performance and IEP goals with real-life examples to apply in the school setting, and resources for advocating for your

students. We will also cover strategies for communicating with parents and the special education team. In the second part of the day, we will discuss resilience in the face of secondary trauma and a high-demand profession. You will learn how to recognize signs, symptoms, and the impact of stress on your professional and personal life. We will guide you in identifying strategies for increasing your personal and professional resilience while improving your ability to mitigate adverse childhood experiences for students with a trauma-informed approach.

Course Objectives – participants will be able to:

List two major components of special education law

Outline the process for identifying students eligible for special education services

Explain the importance of the health assessment in identifying eligible students

Identify at least two potential reasons for writing a health related IEP goal

Describe the impact of ACES on adult health outcomes

Name three signs of burnout and vicarious trauma

Describe a plan for increasing resilience

List two components of a trauma-informed approach

Course #10 Schedule Wednesday, March 7, 2018

8:00-9:00	Overview of Special Education Laws and Regulations	1:00-2:00	Adverse Childhood Experiences and Secondary Trauma
9:00-10:00	The Role and Contributions of the School Nurse	2:00-2:45	Signs of Burnout
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Communicating with Parents, Advocacy	3:00-4:00	Trauma-Informed Approach and Strategies for Resilience
11:00-12:00	Present Levels of Performance and Goals	4:00	Complete Program Evaluations
12:00-1:00	Lunch – On Your Own		



COURSE #11 THURSDAY, MARCH 8, 2018

Capturing and Sustaining Learners' Attention and Constructing Durable Long-term Memory by Dr. Judy Willis, MD, MEd, Board-Certified Neurologist

DAY 2

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

Target Age Range: Kindergarten through 21 years

Course Description: Experience the power of the “alien” that controls what information gets into your brain, and the brains of learners, not under voluntary control. You will literally experience your own attention filter and the limits of your control over which sensory input is selected to pass into your higher brain. Then you will learn what it takes to make the “cut” and how to use strategies to be sure learners’ brains “want to know what you have to teach”. Multimedia access has changed the way students attend to their environment. The digital age presents a new set of challenges, but neuroscience has revealed the stimuli and circumstances that grab and sustain the brain’s attention. Using strategies you already know in different ways, you will work smarter not harder, as you incorporate these “hooks” into your instruction. You will build strategies to stimulate curiosity and bring learners into class with high attention. You’ll discover how to promote predictions so all students remain active participants. Through the combination of curiosity and prediction you’ll capture and sustain students’ focused engagement as their brains construct durable memories and negativity changes to motivation.

The application of the neuroscience research to teaching offers further keys to access the brain’s most powerful information processing networks to increase memory construction, accuracy, durability, and retrieval. You will learn what this research reveals about how the brain constructs physical links between new information and prior knowledge to successfully capture and retain learning. Topics including the latest research on neuroplasticity, dopamine-reward memory, and the power of patterning will be linked to ready-to-use relevant classroom strategies. Through neuroplasticity, the *application* of these developing networks to active and interactive learning strengthens their highest cognitive potentials. Students who construct their understanding and are guided to extend learning into concept neural networks will have wisdom that can be applied in school and transferred to new applications long after the school years. They will be prepared for the demands of vocations or higher education to adapt their understanding as facts change and will be creative innovators in response to the new problems and opportunities of the 21st century.

Course Objectives – participants will be able to:

Adequately demonstrate classroom strategies to stimulate curiosity and increase attention

Adequately demonstrate how to promote predictions so all students remain active participants

Adequately describe how to use curiosity and prediction to capture and sustain students’ focused engagement to construct durable memories and negativity changes to motivation

Adequately explain what neuroscience research reveals about how the brain constructs physical links between new information and prior knowledge to successfully capture and retain learning

Adequately describe the latest research on neuroplasticity, dopamine-reward memory, and the power of patterning

Using the latest neuroscience research, adequately demonstrate classroom strategies to improve students’ attention and memory

Course #11 Schedule Thursday, March 8, 2018

8:00-9:00	Collaboration & Brain Break Processes; Why Apply Neuroscience to Teaching & How You Already Do So	12:00-1:00	Lunch – On Your Own
9:00-10:00	Attention - Getting Information through the Attention Filter	1:00-2:00	Short-Term Memory (Encoding new memory)
10:00-10:15	Break	2:00-2:45	Neuroplasticity and Narrative Power
10:15-11:00	Sustaining Attention and Engagement	2:45-3:00	Break
11:00-12:00	Best Learning Experience and Group Collaboration and Strategy Application	3:00-4:00	Mental Manipulation for Long-Term Memory
		4:00	Complete Program Evaluations



COURSE #12 THURSDAY, MARCH 8, 2018
Effective Teaching of Reading Foundation Skills: Prevention and Intervention by Anita L. Archer, PhD, Consultant, Author- Portland, OR

DAY 2

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

Target Age Range: Kindergarten through 3rd grade

Course Description: The ability to accurately and quickly read words is necessary, though not sufficient, for reading comprehension. Simply stated, there are no comprehension strategies that are powerful enough to compensate for the fact that a student cannot read the words. In this course, Dr. Archer will review current research on the

importance of establishing strong reading foundation skills including: a) print concepts; b) phonological and phonemic awareness; c) decoding skills; d) word knowledge (sight vocabulary); and, e) reading fluency. Dr. Archer will describe and demonstrate effective and efficient instructional procedures in each of these areas.

Course Objectives – participants will be able to:

Adequately explain the Simple View of Reading and its two major components, decoding and language comprehension

Adequately explain the supportive research for teaching reading foundation skills

Adequately describe effective instructional procedures for teaching: a) print concepts; b) phonological and phonemic awareness; c) decoding skills; d) word knowledge (sight vocabulary); and, e) reading fluency

Demonstrate the ability to apply instruction of reading foundation skills to their settings

Course #12 Schedule Thursday, March 8, 2018

8:00-9:00	Simple View of Reading; Research Supporting the Teaching of Reading Foundation Skills	12:00-1:00	Lunch - On Your Own
9:00-10:00	Print Concepts; Phonological Awareness; Phonemic Awareness	1:00-2:00	Word Reading - Sight Vocabulary; Examination of Three Terms; Teaching of Irregular Words; Increasing Sight Vocabulary
10:00-10:15	Break	2:00-2:45	Fluency – Accuracy, Rate, Expression; Research on Fluency; Improving Fluency – Rate
10:15-11:00	Decoding and Word Recognition; Model of Decoding Process using Letter – Sound Associations; Decoding of One Syllable Regular Words	2:45-3:00	Break
11:00-12:00	Decoding and Word Recognition; Instructional Routines; Model of Decoding Process using Phonological and Orthographic Information; Decoding of Regular Multisyllabic Words	3:00-4:00	Fluency – Accuracy, Rate, Expression
		4:00	Complete Program Evaluations



COURSE #13 THURSDAY, MARCH 8, 2018

Achieve Success with “I DON’T CARE” Students: Inspiring the Unmotivated by MaryAnn Brittingham, MS, Family and Child Counseling- Pine Bush, NY

DAY 2

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

Target Age Range: Kindergarten through 21 years

Course Description: Worried. Hopeless. Stuck. This is how many educators feel when we see students struggling and believe that there is nothing we can do to help. The powerlessness we feel can be overwhelming and frustrating, especially when your enthusiastic lesson planning is met with groans, shrugs, or eye rolls! Everyone wants to know how to reach their students who are apathetic, unmotivated, underperforming, and claim to not care about

school. This course is designed to provide successful strategies that you can use in your classroom and school to make positive changes in these challenging students. We may become frustrated with the numbers of students who have “checked out” because we know the symptoms, but don’t always know the solutions. The good news is that there is hope and there are strategies to begin a change in the cycle of helplessness these students get caught up in.

Course Objectives – participants will be able to:

Explain what is really behind the words of “I don’t care”

Adequately describe how to replace judgment with compassion

Explain why contracts and rewards don’t work with “I don’t care” students

List 4 specific strategies to adjust your responses to help guide students toward their own behavior change

Identify pitfalls of behavior plans and how to revise them to work

Demonstrate relationship/team building strategies you can easily incorporate into your classroom

List 4 strategies for positive relationships with underperforming students

Adequately discuss how to reframe negative thoughts and perceptions

Course #13 Schedule Thursday, March 8, 2018

8:00-8:30	Overview of Course/ Questions	12:00-1:00	Lunch - On Your Own
8:30-9:00	Who Controls Your Mood?	1:00-2:00	Relationship/Connection/Team Building
9:00-10:00	Superpowers, Kryptonite, and Student Engagement	2:00-2:45	Procrastination
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Three Key Areas Where More Patience will Make a Difference	3:00-4:00	Giving Students and Educators HOPE
11:00-12:00	Helping Students To Change Their Behavior	4:00	Complete Program Evaluations



COURSE #14 THURSDAY, MARCH 8 2018

Never Give Up: Supporting Access to AT & AAC for Students with Complex Bodies Including Access, Seating, Postural Control & Sensory Processing-Part 2 by Karen M. Kangas, OTR/L- Camp Hill, PA

DAY 2

Target Audience: Assistive Technology Team Members/ Specialists, Physical Therapists, Occupational Therapists, Special Education Teachers, Speech-Language Pathologists, Case Managers, Nurses, Social Workers, Administrators/Principals, Instructional Assistants and Paraprofessionals



Target Age Range: Pre-kindergarten through 21 years

Course Description: Access remains a “problem” for many of the children we serve, especially those who have increased or fluctuating or unpredictable tone or extremely low tone and are seated in wheelchairs. How can we decide what will work, including eye gaze, single switch access or assisted direct selection? Why do these children seem to not make progress? Sensory processing directly affects visual convergence, focus, attention and postural control.

To assist these children in wheelchairs in developing and using “access” to assistive technology devices, we must also better understand how their bodies work functionally, rather than pathologically, and what different seating equipment is needed..

This is Day 2 of this 2-day course. See page 12 for information on Day 1.

Course Objectives – participants will be able to:

Adequately define “access”

Identify at least 2 new paradigms needed to support learning access to assistive technology

Identify 2 “old paradigms” not successful for assessing access

Identify 2 “new paradigms” for seating needed to be used for access

Define “consistent” as it relates to access to assistive technology

Describe the 5 features of mechanical switch access vs. the 2 features of electronic switch access

Define “sensory integration inexperience”

Identify the neuronal process required to practice in order to support and develop motor endurance

Identify at least 3 characteristics of tactile processing in 2 different individuals’ photos/videos shared during the case study activity

Identify at least 2 characteristics of vestibular processing in 2 different individuals’ photos/videos shared during the case study activity

Course #14 Schedule Thursday March 8, 2018

8:00-10:00	Definition of Access; Old Paradigms We Need to Leave Behind and New Paradigms We Need to Embrace: Seating for Task Participation and Performance, Pelvic Weight Bearing for Visual Convergence, Situationally Specific, Task Specific and Change	11:00-12:00	Understanding CP/Tone Problems
		12:00-1:00	Lunch - On Your Own
		1:00-2:00	Lab Exercise
		2:00-2:45	Discussion and Results of Lab Exercise
		2:45-3:00	Break
10:00-10:15	Break	3:00-4:00	Shared Struggles with Real Students
10:15-11:00	Embracing New Paradigms	4:00	Complete Program Evaluations



COURSE #15 THURSDAY, MARCH 8, 2018
Dyslexia: Overview, Identification, Instruction and Intervention- Part 2 by Dr. Timothy Odegard & Dr. Jennifer Cooper-Middle Tennessee State University

DAY 2

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



Target Age Range: Kindergarten through 3rd Grade

Course Description: Day Two- Screening & Identification of Skill Deficit for Intervention; Overview of Reading Instruction

This 3-day course offers information and tools to support teachers of Tier 2 reading instruction for K-3 students with reading skill deficits that are characteristic of dyslexia. The instructional approaches and practices presented may be incorporated as components of a comprehensive program

of literacy instruction. From this course, educators can expect to learn more about the developmental progression of reading skills, components of a balanced literacy plan, the identification of characteristics of dyslexia, and the assessment process of universal screeners and RTI to inform decisions related to instruction.

This is Day 2 of this 3-day course. See pages 13 & 33 for information on Day 1 and Day 3.

Course Objectives – participants will be able to:

Identify instructional practices validated as effective components of a balanced literacy plan

Differentiate between universal screening and the survey level assessment process

Demonstrate an understanding of the components of a response to instruction intervention (RTI) framework

Identify skill deficits using student data obtained as part of the survey level assessment process

Identify common universal screeners implemented with RTI

Adequately describe the relationship between skill deficits and differentiation of instruction

Course #15 Schedule Thursday, March 8, 2018

8:00-9:00	Overview of Reading Instruction	1:00-2:00	Identification of Skill Deficits for Intervention
9:00-10:00	RTI and Dyslexia	2:00-2:45	Planning Intervention Based on Assessment
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Screening for Dyslexia	3:00-4:00	Case Study: Planning Intervention
11:00-12:00	Drilling to Deficit	4:00	Complete Program Evaluations
12:00-1:00	Lunch - On Your Own		



COURSE #16 THURSDAY, MARCH 8, 2018

What To Do After The Meltdown: Practical Strategies for Prevention, Intervention and Instructional Consequences by Kathy Morris, MEd, CAS- Houston, Texas

DAY 2

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

Target Age Range: Pre-kindergarten through 21 years

Course Description: When working with a child or adolescent with an Autism Spectrum Disorder, ADHD, or another developmental disorder, meltdowns may occur that may be a result of sensory overload or due to inability to self-regulate emotions. This course will provide many practical hands-on strategies to: increase positive and acceptable behavior while decreasing undesirable behaviors; prevent meltdowns, tantrums, rages; provide suggestions for instructional consequences and self-management techniques

to help prevent another meltdown; provide a system of visual supports throughout the day; demonstrate how to use high focus and interest areas as incentives; and, provide videos and demonstrations using evidence-based techniques. This information and fun-packed course is designed for educators, therapists, counselors and all those who are interested in providing supports to children and adolescents with ASD, ADHD, or other developmental disabilities.

Course Objectives – participants will be able to:

- Explain why an agenda/schedule is important for persons on the spectrum
- Explain how to use a Surprise Card or Change of Schedule Card in a clinical or classroom setting
- Differentiate between a meltdown and a tantrum
- Differentiate chronic over-arousal to behaviors observed in students with an ASD or another developmental disorder

- Demonstrate the ability to role-play a Social Script
- Adequately describe how to apply a Video Model
- Accurately identify examples of overstimulation when presented with videotaped examples of student behaviors
- Discuss how to implement Power Cards and Social Stories in classroom or therapy settings

Course #16 Schedule Thursday, March 8, 2018

8:00-9:00	Use of Agenda/Schedules, Surprise Cards, or Change of Schedule Cards	1:00-2:00	Video of Overstimulation; How to Implement Power Cards and Social Stories
9:00-10:00	Meltdowns, Tantrums, Chronic Overarousal; Social Scripts	2:00-2:45	Video Scenarios-Critical Components in General Education Classrooms
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Social Scripts-continued; Video Models	3:00-4:00	Implementing Instructional Consequences; Using Visual Tools
11:00-12:00	Myths and Facts of ASD; Autism Research, Neurology of the Brain, and Behavior	4:00	Complete Program Evaluations
12:00-1:00	Lunch - On Your Own		



COURSE #17 THURSDAY MARCH 8, 2018

The Zones of Regulation®: Self-Regulation for Students who Struggle with Managing Their Emotions and Sensory Needs by Leah Kuypers, MEd, OTR/L

DAY 2

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

Target Age Range: Pre-kindergarten through 21 years

Course Description: The Zones of Regulation is a framework and curriculum designed to foster skills in self-regulation, including emotional control, sensory regulation, and executive functions. It is a systematic, cognitive behavior approach that uses four colors to help students visually and verbally self-identify how they are functioning in the moment given their emotions and state of alertness. The model incorporates Social Thinking® concepts to help students use perspective taking, to identify how they are thinking and feeling, and understand how their thoughts and behavior impact those around them. Through using the curriculum individuals become more self-aware and learn tools they can use to regulate to a more expected state. It can be used effectively in home, school, and clinical settings, as well as in conjunction with previously taught regulation strategies. The Zone of Regulation presentation provides teachers, therapists and parents with hands-on knowledge on the nature of self-regulation and strategies for improving self-regulation and emotional control in individuals of all ages. The presentation addresses topics

such as: the brain's involvement, typical development, sensory processing, emotional regulation, and executive functioning. Audience participants will learn an explicit, stair-stepped method and tools to guide students in utilizing The Zones framework across situations and environments to regulate sensory needs, impulses, and emotional states to social demands. Visuals and student work samples are highlighted to illustrate numerous learning activities. A variety of tools (sensory supports, calming techniques, and thinking strategies) are explored to help students recognize their internal emotions, sensory needs, and thinking patterns in each zone, when shifting from one zone to another, and then to self-regulate within zones. Participants explore ideas on how to teach, when, why, and how to use tools effectively. The Zones of Regulation presentation also incorporates core concepts from Michelle Garcia Winner's Social Thinking® framework to help teach students about perspective taking so they better understand how being in the different zones impacts the thoughts and feelings of other people around them.

Course Objectives – participants will be able to:

- | | |
|--|---|
| Identify the sensory systems that impact regulation | identify level of alertness in self and others |
| Describe sensory integration and its impact on modulation and regulation | Demonstrate insight into the Zones of Regulation's systematic way to teach students to self-regulate by describing how social and contextual cues are used to decipher expected display of emotions |
| Outline executive functions that frequently impact self-regulation | Demonstrate insight into the Zones of Regulation's systematic way to teach students to self-regulate describing strategies to adjust level of alertness/emotional display to match the demands of the environment |
| Define emotional regulation to include social cognition's role in emotional expression | Identify 2 examples of how to integrate the Zones into your practice and how to generalize skills across settings |
| Describe the importance of using individual strategies to self-regulate | |
| Demonstrate insight into the Zones of Regulation's systematic way to teach students to self-regulate by citing 2 strategies to | |

Course #17 Schedule Thursday, March 8, 2018

8:00- 9:00	Introduction to Self-Regulation: What is Self-Regulation?; Development of Self-Regulation; Components of Self-Regulation: Sensory and Think, Pair, Share on their Sensory Lifestyle; Executive Functioning	Perspective Taking, and Exploration of Tools for the Zones: Sensory Supports, Calming Techniques and Thinking Strategies, Reflection on Personal Toolbox
9:00- 10:00	Components of Self-Regulation-continued: Emotional Regulation, Social Cognition	
10:00-10:15	Break	
10:15-11:00	How We View Behavior: Assessment and Data Collection; The Zones of Regulation Framework: Integrating Theories and Approaches; Defining the Four Zones; Introducing the Zones to Students	
11:00-12:00	Zones Curriculum: Identifying the Zones in Self and Others, Identifying Triggers, Zones and	
		12:00-1:00 Lunch – On Your Own
		1:00-2:00 Zones Content-continued: When and How to Use Tools; Stop, Opt and Go Problem Solving
		2:00-2:45 Implementing the Zones: Adapting to Different Populations
		2:45-3:00 Break
		3:00-4:00 Implementing the Zones: Using with Other Approaches; Endnotes and Questions
		4:00 Complete Program Evaluations



COURSE #18 THURSDAY, MARCH 8, 2018

Using Executive Function Assessment to Drive Social Interventions

by Chris M. Abildgaard, NCSP, LPC, NCC, The Social Learning Center, Cheshire, CT

DAY 2

Target Audience: School Psychologists, School Counselors, Speech-Language Pathologists, Occupational Therapists, Social Workers, and Principals/Administrators

Target Age Range: 2nd Grade through 21 Years

Course Description: For individuals with various neuro-developmental disorders (e.g., Autism Spectrum Disorders (ASD), ADD/ADHD, Social Communication Disorders, Specific Learning Disorders, etc.) the idea of “keeping it together” through the school day is extremely daunting. Many of the students we work with struggle when it comes to written expression, reading comprehension and developing social connections. Many students are told to “stop it” and “you should know...” or “you just did this yesterday!”. How will students struggling with social cognitive deficits make it in the real world? As a result of this reality, more and more families and individuals on the Autism Spectrum and those with other NDDs are seeking support and an understanding as to what is behind many of these social, cognitive and academic barriers. This

course is intended to expand the competencies of school staff working with individuals struggling with various social cognitive deficits. This course will explore how one’s executive functioning impacts the academic, social and emotional aspects of their life. An emphasis will be placed on uncovering one’s individual strengths to help improve those areas of deficit. This seminar will highlight assessment instruments used when examining one’s executive functioning and ways to use data gathered to help support one’s executive function as it relates to social cognition. The term “social executive functioning” will be explored and better defined, and interventions to help a student with aspects of cognitive shifting, inhibition and self-monitoring (to name a few) will all be explored.

Course Objectives – participants will be able to:

Evaluate current thinking in executive function and the impact it has on life

Identify useful techniques to improve social connections through increasing one’s initiation and self-monitoring

Analyze various assessment techniques used in measuring one’s executive function

Explore differences in emotional regulation and recognition and how this is impacted by one’s executive function

Assess educational and clinical tools for improving rigid thinking and one’s inhibitions

Evaluate various ways of monitoring improvement in one’s executive function as it pertains to both academic and social progress

Course #18 Schedule Thursday, March 8, 2018

8:00-9:00	What Is Executive Functioning (EF) and How it Impacts All Parts of Life	12:00-1:00	Lunch – On Your Own
9:00-10:00	Current Assessment Trends in Executive Function: What Is the Data Really Telling Us?	1:00-2:00	Let’s Talk About Memory: Improving Episodic Memory to Increase Initiations
10:00-10:15	Break	2:00-2:45	Understanding the Differences Between Emotional Recognition and Regulation Through the School Day
10:15-11:00	Analyzing Executive Functions and Its Role in Social Development	2:45-3:00	Break
11:00-12:00	Ways to Improve Rigid Thinking and Increase One’s Inhibition	3:00-4:00	Further Interventions and Data Collection Procedures
		4:00	Complete Program Evaluations



COURSE #19 THURSDAY, MARCH 8, 2018

What Does Equity Look Like in Mathematics? High Leverage Math Strategies for Special Education Students from PreK- 8th Grade- Part 2 by Anne Gallagher, MS, OSPI

DAY 2

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



Target Age Range: Pre-kindergarten through 8th Grade

Course Description: There are many reasons why students struggle in mathematics. The data continues to show that we are not closing the achievement gap with our special education students. However, there are high leverage strategies in mathematics that can shift the experiences special education students have within mathematics to support their mathematical learning. This two-day course will begin by exploring mathematical mindsets and the impact these mindsets have on the math experiences we provide for special education students and on students' own math attitudes. Participants will engage in math activities from PreK-8th grade that support visual representations of math, opportunities and strategies for students to share their mathematical reasoning when solving math problems and teacher moves that support struggling students.

Learning pathways (grounded in the Common Core State Standards) will be explored to understand the progression of building mathematical ideas and how to identify where students are on that learning pathway to support filling in the gaps in their learning and deepen their conceptual understanding of math. These high leverage practices and pathways are grounded in research and brain science. Participants will understand how mindsets create structures and practices in schools that may not support special education students and ideas on how to shift experiences students have with mathematics. Participants will create a plan of action to implement these best practices using the resources from an *Implementation Toolkit* provided for each participant. **This is Day 2 of this 2-day course. See page 17 for information on Day 1.**

Course Objectives – participants will be able to:

Identify actions they can take once they return to their school/work environment to support implementation of the ideas in this course

Identify appropriate visual representation/ spatial relationship activities for a particular special education student and determine how to adapt the activity to support the student's math understanding and discourse

Explain how beliefs and attitudes impact math learning for special education students and how strategies shift practices

Explore the resources in the *Implementation Toolkit* and create a plan of action to support implementation in their school/work environment

Demonstrate visual representations/ spatial relationship activities and explain how to engage students in discourse about their math reasoning

Describe the shift in their own mathematical mindsets and how they will change their approaches to engaging in math

Course #19 Schedule Thursday, March 8, 2018

8:00-9:00	Reflection; Connections to Your Role in School and Applications to Your Work		Mindset, Technology to Support Students; Parent Engagement and Supports
9:00-10:00	Iceberg Activity around Beliefs and Mindsets; Mindsets and School Structures, Classroom Practices, Professional Learning to Support the Needs of Special Education Students	12:00-1:00	Lunch – On Your Own
10:00-10:15	Break	1:00-2:00	Engaging in the Mathematics-Visual Representations-continued:
10:15-11:00	Iceberg Activity-continued – Video Examples and Closing the Gap	2:00-2:45	Toolkit for Supporting Implementation
11:00-12:00	Visual Representations: Activities and Teacher Strategies for Pre-kindergarten through 8th Grade; Research, Impact on	2:45-3:00	Break
		3:00-4:00	Mindset Activity, Post Math Mindset Survey and Closure
		4:00	Complete Program Evaluations



COURSE #20 THURSDAY, MARCH 8, 2018

Evaluating and Enhancing Children’s Phonological Systems: An Update-Part 1 by Barbara Williams Hodson, PhD, SLP, Distinguished Professor Emerita, Wichita State University

DAY 2

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

Target Age Range: Preschool to any age if intelligibility is an issue



Course Description: The focus of this two-day course is on expediting intelligibility gains in children with severely impaired phonological systems (including those who have been labeled as having Childhood Apraxia of Speech). Procedures will be explained so that Speech-Language Pathologists will know how to identify phonological deviations, clarify speech “acquisition norms,” determine severity ratings, select optimal phonological pattern targets, understand phonological pattern cycles, and document progress. A number of exercises will be provided to help attendees understand how to implement and adapt phonological intervention. Because children with highly unintelligible speech often experience difficulties in the domain of early literacy,

information about evaluating and enhancing metaphonological skills also will be discussed. In addition, assessment results and outcome data for a preschool client with highly unintelligible speech (along with video clips) will be provided to exemplify evidence-based practices. Adaptations for Spanish-speaking children also will be explained and a video will be shown. Attendees are invited to bring along information about a child with highly unintelligible speech from their caseloads to share client examples.

This is Day 1 of this 2-day course. See page 38 for information on Day 2.

Course Objectives – participants will be able to:

- Identify and categorize phonological deviations
- Critique and interpret speech acquisition “norms”
- Determine severity ratings

- Select optimal phonological pattern targets for expediting intelligibility gains
- Plan phonological pattern cycles

Course #20 Schedule Thursday, March 8, 2018

8:00-9:00	Phonology (Production) & Intelligibility; Clients with Highly Unintelligible Speech (including Childhood Apraxia of Speech)	2:00-2:45	Phonological Treatment Sessions; Optimal Target Patterns for Expediting Intelligibility Gains
9:00-10:00	Severity Continuum; Typical Acquisition-Phonemes & Patterns	2:45-3:00	Break
10:00-10:15	Break	3:00-4:00	Inappropriate Targets for Preschoolers; Suggestions for Eliciting Sounds; Advanced Target Patterns for Older Students
10:15-11:00	Assessment/Analysis; Phonological Deviations [Not “Processes”]		“Multisyllabicity” & Complexity
11:00-12:00	Phonological Remediation-Considerations & Options		Focused Auditory/Input/Stimulation for Toddlers
12:00-1:00	Lunch – On Your Own	4:00	Complete Program Evaluations
1:00-2:00	Phonological Approach [vs Phonological Disorder]		



COURSE #21 FRIDAY, MARCH 9, 2018
Delivering Effective School-Based Mental Health Services
by James Mazza, PhD, University of Washington

DAY 3

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

Target Age Range: 6th Grade through 21 years

Course Description: This course will address the growing need to provide and support the delivery of mental health services in school-based settings. With the increased rates of youth engaging in self-harm, struggling with issues of emotion regulations, and trying to navigate an ever-evolving complicated path to adulthood, schools become the ideal setting to provide mental health services that complement academic abilities and provide a means for educating the whole child. This course will address implementation barriers and

strategies that are framed within multi-tiered systems of support structure. Social-Emotional Learning programs will be identified at Tier I, II, & III levels for frequent mental health concerns. In addition, this presentation will provide strategies for schools to follow when a crisis occurs. Finally, a brief overview of the DBT STEPS-A curriculum will be provided, which is a universal Social-Emotional Learning program targeting emotion regulation, coping strategies and decision-making skills delivered within school-based settings.

Course Objectives – participants will be able to:

- Identify the complementary need of mental health services in school-based settings
- Identify 3 barriers for implementing school-based mental health services
- Demonstrate the ability to develop implementation strategies for your own settings that span across the three tiers of support

- Identify 2 Social-Emotional Learning (SEL) programs and/or interventions that target mental health concerns
- Identify crisis management/postvention strategies to employ in school-based settings after a crisis has occurred
- Identify the strengths and challenges of implementing a universal Social-Emotional Learning (SEL) curriculum

Course #21 Schedule Friday, March 9, 2018

8:00-9:00	Introduction to Mental Health Services in Schools	12:00-1:00	Lunch – On Your Own
9:00-10:00	Multi-tiered Systems of Support	1:00-2:00	Crisis Management and Psychological First Aid
10:00-10:15	Break	2:00-2:45	Prevention and Postvention Strategies
10:15-11:00	Social-Emotional Learning Programs at the Different Tiers	2:45-3:00	Break
11:00-12:00	Barriers and Strategies for SEL Implementation	3:00-4:00	Overview of DBT STEPS-A
		4:00	Complete Program Evaluations



COURSE #22 FRIDAY, MARCH 9, 2018

Writing Foundations: Preparing Students to be Successful Writers

by Anita L. Archer, PhD, Consultant, Author- Portland, OR

DAY 3

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

Target Age Range: Kindergarten through 5th Grade

Course Description: Writing is a complex skill dependent on underlying foundation skills including: a) legible and fluent handwriting and keyboarding; b) accurate and fluent spelling; c) conventions including grammar, punctuation, and capitalization; and, d) formation of complete sentences. In this training, Dr. Archer will share the research concerning

each of these areas and instructional procedures that can be easily implemented in elementary and intervention classes. An emphasis will be placed on various procedures for strengthening the quality of sentences, the foundation of all written products.

Course Objectives – participants will be able to:

Adequately explain the supportive research for effective writing intervention

Adequately describe effective instructional procedures for teaching grammar, punctuation and capitalization

Adequately describe effective instructional procedures for teaching legible and fluent handwriting and keyboarding skills

Adequately describe effective instructional procedures for teaching formation of complete sentences

Adequately describe effective instructional procedures for teaching accurate and fluent spelling skills

Adequately describe procedures for scaffolding the writing of paragraphs

Demonstrate the ability to apply writing foundation skills in a classroom lesson plan

Course #22 Schedule Friday, March 9, 2018

8:00-9:00	Critical Foundation Skills for Writing	12:00-1:00	Lunch – On Your Own
9:00-10:00	Handwriting: Research on Handwriting and Keyboarding; Importance of Legible, Fluent Handwriting; Teaching Procedures for Introducing Letter Forms; Procedures for Increasing Fluency of Handwriting; Increasing Legibility of Older Students	1:00-2:00	Sentences – Procedures for Improving Sentences: Sentence Expansion Procedures
10:00-10:15	Break	2:00-2:45	Sentences – Procedures for Improving Sentences: Sentence Combining Procedures and Sentence Frames
10:15-11:00	Spelling: Research on Spelling; Content of Spelling Instruction; Spelling Dictation Procedures	2:45-3:00	Break
11:00-12:00	Spelling: Teaching Critical Spelling Rules; Independent Spelling Procedures Conventions: Grammar and Punctuation; Teaching Critical Rules	3:00-4:00	Paragraphs – Instructional Procedures: Strategy Instruction and Use of Paragraph Writing Frames
		4:00	Complete Program Evaluations



COURSE #23 FRIDAY, MARCH 9, 2018

Tasks Before Apps: Designing Rigorous Learning in a Tech-Rich Classroom by Monica Burns, EdD, EdTech and Curriculum Consultant- Stony Brook, NY

DAY 3

Target Audience: General Education Teachers, Special Education Teachers, Reading Specialists, Speech-Language Pathologists, ELL Teachers, and Principals/Administrators

Target Age Range: Kindergarten through 12th Grade

Course Description: Technology tools give students access to a variety of content from interactive activities to video clips. You can shift from simply consuming content on digital devices to turning your students into creators. In this session participants will learn how to maintain rigorous expectations for students while designing engaging culminating products. Attendees will explore ways to connect students to authentic audiences and set a purpose for learning when using Chromebooks, iPads, laptops, or any digital device in the classroom. Sorting through websites and apps is a challenging process. But when you've found an interesting tool...How will you use it to support student

learning? When does it make sense to integrate it into a lesson? Why is it the right choice for your students? This session will introduce transformative technology tools for K-12 teachers. It will provide an overview of the tool in the context of student learning. In addition to sharing real classroom examples, teacher stories, and student work you will create an integration plan that places tasks before apps. The goal of this course is to introduce new tools to teachers that can be used across the content areas and provide a framework for thinking about integration that can be applied to any tool educators investigate.

Course Objectives – participants will be able to:

- | | |
|--|---|
| Distinguish between content consumption and content creation | Demonstrate the ability to design support materials to scaffold student learning |
| Describe how to evaluate their current technology integration practices | Explain how to identify opportunities to assess student creations formatively |
| Demonstrate the ability to design a task that supports creation, collaboration and curiosity | Demonstrate the ability to set specific goals through an action plan to implement in their school |
| Demonstrate the ability to create an exemplar student product | |

Course #23 Schedule Friday, March 9, 2018

8:00-9:00	Introducing Tasks Before Apps Mentality with Research Base and Classroom Examples	12:00-1:00	Lunch – On Your Own
9:00-10:00	Exploring of Spotlight Tools to Illustrate Creation, Collaboration and Curiosity	1:00-2:00	Collaborative, Hands-On Creation with Spotlight Tool
10:00-10:15	Break	2:00-2:45	Designing Support and Evaluative Materials for Differentiated Instruction with Introduction to Formative Assessment Routines
10:15-11:00	Evaluating Current Practices with Brainstorm Activity for Elevating Instructional Goals	2:45-3:00	Break
11:00-12:00	Viewing Student Work Through a Scavenger Hunt Partnered with Reflection and Goal Setting	3:00-4:00	Exploring How to Gauge and Promote Curiosity in the Classroom to Strengthen Tech Integration
		4:00	Complete Program Evaluations



COURSE #24 FRIDAY, MARCH 9, 2018

The ABCs of Autism and Sexuality

by Stephanie Mitelman, MA, Certified Sexuality Educator, Montreal, Quebec

DAY 3

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Nurses, Social Workers, School Counselors, Behavior Specialists, Autism Specialists, Principals/Administrators, Instructional Assistants and Paraprofessionals

Target Age Range: 2nd Grade through Adulthood

Course Description: This course is specific to the needs of teachers, nurses, counselors and support professionals who work with individuals on the autism spectrum. While the sexual needs of individuals with Autism Spectrum Disorders may not be different from others, the way information is processed can be. People with Autism Spectrum Disorders may also face unique sensory profiles

that educators need to know about. This training offers an overview of how students on the Autism Spectrum relate to sexuality, from puberty through adolescence, as well as strategies for teaching sexual health. Attendees will learn the ABCs of autism and sexuality: A= Awareness and Attitudes; B= Behaviors; C= Communication and Connection.

Course Objectives – participants will be able to:

Describe how autism affects romantic relationships and sexuality

Demonstrate effective strategies to teach appropriate and expected behaviors

Adequately explain the importance of sexual health education for a child or adolescent on the Autism Spectrum

Describe several strategies that can be used with students to troubleshoot/ minimize common issues in romantic relationships

Identify key sexual information that students need to know at specific stages of development

Demonstrate the ability to adequately discuss sexuality given a specific classroom or therapy scenario

Course #24 Schedule Friday, March 9, 2018

8:00-9:00	Overview of ASD and Sexuality	1:00-2:00	Sensory Processing
9:00-10:00	Sexuality Education Needs through the Ages	2:00-2:45	Adapting Teaching Strategies
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Appropriate and Unexpected Behaviors	3:00-4:00	Teaching Healthy Relationships
11:00-12:00	ASD & Specific Issues with Sexuality	4:00	Complete Program Evaluations
12:00-1:00	Lunch – On Your Own		



COURSE #25 FRIDAY, MARCH 9, 2018

Dyslexia: Overview, Identification, Instruction and Intervention- Part 3 by Dr. Timothy Odegard & Dr. Jennifer Cooper-Middle Tennessee State University

DAY 3

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



Target Age Range: Kindergarten through 3rd Grade

Course Description: Day Three - Interventions for Dyslexia: Tools to Use

This 3-day course offers information and tools to support teachers of Tier 2 reading instruction for K-3 students with reading skill deficits that are characteristic of dyslexia. The instructional approaches and practices presented may be incorporated as components of a comprehensive program of literacy instruction. From this course,

educators can expect to learn more about the developmental progression of reading skills, components of a balanced literacy plan, the identification of characteristics of dyslexia, and the assessment process of universal screeners and RTI to inform decisions related to instruction.

This is Day 3 of this 3-day course. See pages 13 & 23 for information on Day 1 and Day 2.

Course Objectives – participants will be able to:

Demonstrate an ability to plan a letter knowledge, phonological awareness and phonics lesson

Demonstrate an ability to set goals for progress monitoring

Demonstrate an ability to plan a decoding and spelling lesson

Demonstrate an ability to plan lessons to address background knowledge

Demonstrate an ability to plan a fluency lesson

Demonstrate an ability to plan a vocabulary lesson

Course #25 Schedule Friday, March 9, 2018

8:00-9:00	Intervention for Phonological Awareness, Letter Knowledge, and Phonics	1:00-2:00	Intervention for Comprehension: Background Knowledge
9:00-10:00	Intervention for Decoding & Spelling	2:00-2:45	Intervention for Comprehension: Vocabulary Knowledge
10:00-10:15	Break		
10:15-11:00	Intervention for Fluency	2:45-3:00	Break
11:00-12:00	Progress Monitoring	3:00-4:00	Tools to Use
12:00-1:00	Lunch – On Your Own	4:00	Complete Program Evaluations



COURSE #26 FRIDAY, MARCH 9, 2018

What Is It About Me You Don't Like? Practical Classroom Management Strategies that Help Minimize Challenging Behaviors by Kathy Morris, MEd

DAY 3

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

Target Age Range: Kindergarten through 21 years

Course Description: Quality indicators for an effective classroom include: teacher behavior (tone of voice, volume, cadence, verbal and nonverbal communication, paraverbals), environment (physical structure, schedules, routines, expectations), instruction (boring vs. stimulating, age appropriate vs. non-age appropriate, hands-on), and student behavior (function of behavior-attention, power,

revenge, avoidance). This course is based on current research that supports how the brain responds to these indicators, especially when a student is in crisis, as well as current research on mental health. This is not a "sit and get" seminar. Demonstrations, real life videos, practice, sharing, movement and time for reflection will be provided.

Course Objectives – participants will be able to:

Identify target behaviors that are developmental and will most likely go away vs behaviors that will most likely continue to get worse over time

Adequately demonstrate power struggle avoidance techniques with students exhibiting challenging behaviors

Identify effective communication strategies from ineffective ones in order to minimize undesirable behaviors

Identify the functions of a student's behavior by focusing on one's own reaction to the behavior

Demonstrate the ability to design a classroom that promotes goals of intended instruction for different areas of the room

Describe how to troubleshoot breakdowns in your own classroom, school or therapy environment

Demonstrate the ability to design stimulating lessons that engage diverse learners

Identify 3 visual tools you can use to help minimize disruptive behaviors

Course #26 Schedule Friday, March 9, 2018

8:00-9:00	Targeting Diverse Learners in the Classroom- Who Are They? Why These Strategies are for ALL Students	12:00-1:00	Lunch – On Your Own
9:00-10:00	Critical Components, Teacher Behavior, Teaching the Way They Learn	1:00-2:00	Meaningful Instruction and Learning Strategies
10:00-10:15	Break	2:00-2:45	Student Behavior
10:15-11:00	Classroom Environment	2:45-3:00	Break
11:00-12:00	Positive Behavior Supports	3:00-4:00	Functions of Behavior
		4:00	Complete Program Evaluations



COURSE #27 FRIDAY, MARCH 9, 2018
AAC All Day Long! Scaffolding Conversation, Academics, and Interaction – Apps Included! by Caroline Musselwhite, EdD, CCC-SLP and Jane Odom, MEd

DAY 3

Target Audience: Special Education Teachers, Resource Room Teachers, Occupational Therapists, Speech-Language Pathologists, Assistive Technology Specialists, Autism Specialists, Private Tutors, Principals/Administrators, Instructional Assistants and Paraprofessionals

Target Age Range: Kindergarten through 21 years

Course Description: The literature on interactive use of AAC systems is quite clear...and discouraging. As a group, AAC partners continue to dominate conversation, and AAC users continue to be more passive and use a limited range of communication functions. This quick-paced, interactive session will support students in using core vocabulary for authentic purposes, with peers, and using repetition with variation. Strategies include: using RPM-GO (Rehearse, Practice, Model, Generalize), combining core vocabulary and literacy, and determining authentic purposes for all intervention. This

session will also support setting up Communication Circles with peer supports, supporting students in using descriptive teaching to access academic vocabulary, and creating doable data collection. Throughout the day, we will support communication partners in developing interactive, engaging activities to support students who use AAC. Participants will engage in multiple 'try-it' activities to help learning generalize, just as we hope to make core vocabulary generalize for our AAC users! Participants will receive a link to download the Communication Circles book, CD, and more supports.

Course Objectives – participants will be able to:

Describe 3 myths of AAC and explain why they are not true

Identify a student who is a good match for a Communication Circle, and specify why

Demonstrate use of descriptive teaching to use common vocabulary words to describe academic terms

Summarize the meaning of RPM-GO

Describe at least three activities for helping students rehearse vocabulary, using light and/or high tech materials

Plan at least two activities to help students practice and model language use with an AAC device

Discuss at least two tools (light or high tech) to support data collection for students who use AAC

Plan follow-up for a student or classroom, using the RPM-GO approach

Course #27 Schedule Friday, March 9, 2018

8:00-9:00	Overview: AAC All Day (Myths and Full Language)	12:00-1:00	Lunch – On Your Own
9:00-10:00	Intro to Communication Circles	1:00-2:00	RPM-GO: Model, Practice, Generalize!
10:00-10:15	Break	2:00-2:45	Data Collection and Assessment
10:15-11:00	Descriptive Teaching Approach	2:45-3:00	Break
11:00-12:00	RPM- GO: Overview & Rehearse	3:00-4:00	Plan Your Follow-Up!
		4:00	Complete Program Evaluations



COURSE #28 FRIDAY, MARCH 9, 2018

Promoting Social-Emotional Learning for Young Children with Disabilities

by Kathleen Meeker, PhD, Shawna Harbin, MEd & William L. White, EdS, Univ of WA

DAY 3

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

Target Age Range: Birth through 2nd Grade

Course Description: Social skills are important in early childhood and beyond, but some children need extra support to make friends, regulate their emotions, and solve problems. The purpose of this course is to help educators identify evidence-based practices that support ALL young children's social emotional competence, including children with disabilities, from birth through age 8. Research on the importance of social-emotional competence will be discussed, and participants will apply their knowledge to real-life scenarios, videos, and discussions. Presenters will discuss strategies for building classroom community,

teaching children how to recognize and deal with emotions, how to make and keep friends, and how to solve common social problems. Examples of teachers' use of the strategies in classrooms to support children with disabilities will be presented. Presenters will review common barriers to implementing strategies in the classroom and discuss ways to overcome those barriers. Specific curriculum modifications, embedded learning opportunities, and techniques for increasing participation across the early childhood period will be generated.

Course Objectives – participants will be able to:

Describe the importance of social-emotional competence for overall well-being and school success

Discuss the development of social-emotional competence for young children with disabilities

Apply an intentional teaching framework to the promotion of social skills and emotional competencies in inclusive settings

Describe and plan strategies for teaching emotional regulation and modifying instruction to meet individual needs

Describe and plan strategies for teaching friendship skills and modifying instruction to meet individual needs

Describe and plan strategies for teaching problem-solving skills and modifying instruction to meet individual needs

Course #28 Schedule Friday, March 9, 2018

8:00-9:00	Introduction to Social-Emotional Competence	11:00-12:00	Teaching Children to Regulate Emotions
9:00-10:00	Understanding Social-Emotional Competence in Inclusive Settings	12:00-1:00	Lunch – On Your Own
10:00-10:15	Break	1:00-2:00	Teaching Friendship Skills
10:15-11:00	Intentional Teaching: Modifying the Curriculum to Meet the Needs of Children with Disabilities	2:00-2:45	Teaching Problem-Solving Skills
		2:45-3:00	Break
		3:00-4:00	Pulling it All Together
		4:00	Complete Program Evaluations



COURSE #29 FRIDAY, MARCH 9, 2018

“All Dressed Up with Someplace to Go”: Assisting Students to Transition from School to the World of Work by Richard Pimentel, BS and Milt Wright, MA

DAY 3

Target Audience: General Education Teachers, Special Education Teachers, Case Managers, Social Workers, School Counselors, Job Coaches, Occupational Therapists, Instructional Assistants and Paraprofessionals, ELL Teachers, Autism Specialists, Transition Specialists and other educators involved in transition from school to work

Target Age Range: 10th Grade through 21 years

Course Description: In this fast-paced, highly interactive course, Mr. Pimentel will share his unique history and perspective as an early disability civil rights leader, job development and transitional employment program designer and international consultant to employers and educators on hiring and supervising persons with disabilities. Mr. Pimentel

and Mr. Wright will review the “best practices” that are successfully being used by thousands of transition and employment specialists throughout the field. Delivered in the “train-the-trainer” style, they will discuss creative job search strategies, workplace evaluation for job placement opportunities, and innovative resources for career development.

Course Objectives – participants will be able to:

Demonstrate the ability to utilize reasonable accommodation requirements in the employment selection, interviewing, and supervision process as mandated by the Americans with Disabilities Act as Amended

Demonstrate exercises that teach self-esteem and self-advocacy to students in transition from school to work

Describe hiring and diversity goals for employers that are designed to create greater opportunities for students to transition from school to work

Demonstrate simple techniques to create and promote common sense reasonable accommodations for students with emotional and behavioral challenges

Demonstrate interactive exercises designed to reveal the negative impact employers’ attitudes, fears and assumptions about persons with disabilities can have on school to work transition opportunities

Design an exercise for students to talk about their disability to an employer and engage in the “interactive communication process” when requesting a reasonable accommodation on the job or in the evaluation-selection process

Describe 3 effective strategies to work with students to effectively partner with employers

Translate educational accommodations into employment accommodations

Describe attributes and skills that successful employees with disabilities have in common, and how educators can assist in teaching and developing these skills and attitudes

Describe the five steps to accessing the hidden job market to increase the likelihood of students being hired

Describe the new roles of parental support for school-to-work transition and independent living success for their children

Course #29 Schedule Friday, March 9, 2018

8:00-9:00	Reasonable Accommodation, Diversity and <i>Best Practices</i> Job Development Strategies		Self-advocacy; Translating Educational Accommodations into Employment Accommodations
9:00-10:00	Addressing Employer Fears, Concerns, Attitudes and Stereotypes about Special Needs Employment Transition	2:00-2:45	Taking Emotion Out of Emotional Disability; A Practical Approach to Emotional & Behavioral Challenges for Students in Employment Transition
10:00-10:15	Break		
10:15-11:00	Developing Students’ Attitudes & Skills for Success	2:45-3:00	Break
11:00-12:00	Accessing the “Hidden Job Market”	3:00-4:00	Surviving Bullying Attitudes and Low Expectations; The Value of Diversity in Corporate America
12:00-1:00	Lunch – On Your Own		
1:00-2:00	Increasing Students’ Self-Esteem and	4:00	Complete Program Evaluations



COURSE #30 FRIDAY, MARCH 9, 2018

Evaluating and Enhancing Children’s Phonological Systems: An Update-

Part 2 by Barbara Williams Hodson, PhD, SLP, Distinguished Professor Emerita, Wichita State University

DAY 3

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

Target Age Range: Preschool to any age if intelligibility is an issue



Course Description: The focus of this two-day course is on expediting intelligibility gains in children with severely impaired phonological systems (including those who have been labeled as having Childhood Apraxia of Speech). Procedures will be explained so that Speech-Language Pathologists will know how to identify phonological deviations, clarify speech “acquisition norms,” determine severity ratings, select optimal phonological pattern targets, understand phonological pattern cycles, and document progress. A number of exercises will be provided to help attendees understand how to implement and adapt phonological intervention. Because children with highly unintelligible speech often experience difficulties in the domain of early literacy,

information about evaluating and enhancing metaphonological skills also will be discussed. In addition, assessment results and outcome data for a preschool client with highly unintelligible speech (along with video clips) will be provided to exemplify evidence-based practices. Adaptations for Spanish-speaking children also will be explained and a video will be shown. Attendees are invited to bring along information about a child with highly unintelligible speech from their caseloads to share client examples.

This is Day 2 of this 2-day course. See page 28 for information on Day 1.

Course Objectives – participants will be able to:

Document progress

Write objectives for facilitating emergence of phonological patterns

Complete a phonological screening exercise

Specify activities to enhance a child’s metaphonological skill

Course #30 Schedule Friday, March 9, 2018

8:00-9:00	Metaphonology (Awareness) & Literacy; Literacy--Issues, Acquisition, & Major Needs	1:00-2:00	Other Clients Including Spanish-Speaking Children
9:00-10:00	Client Example: Client Screening Exercise; Pretreatment Information (age 3;6:years; months)	2:00-2:45	Major Considerations & Recommendations- Children with Highly Unintelligible Speech [part 1]
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Phonological Remediation Goals & Target Patterns for Four Cycles; Video Over Time	3:00-4:00	Major Considerations & Recommendations- Children with Highly Unintelligible Speech [part 2]
11:00-12:00	Phonological Assessment Results & Evidence-Based Treatment Outcomes		Questions & Discussions
12:00-1:00	Lunch – On Your Own	4:00	“Wrap-up” & Complete Program Evaluations



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 fishmongers 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:



Sheraton
HOTELS & RESORTS

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 **\$179** per night

plus taxes. To book your discounted hotel room online, go to: <https://www.starwoodmeeting.com/events/start.action?id=1706084403&key=1F228275> Discounted rooms are limited, so book early. Make your reservation by February 13, 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 Sheraton Seattle Hotel's phone number: 1-888-627-7056 (mention: **"2018 General & Special Education Conference room block"** 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.

PURCHASE ORDERS: are accepted. Please register online and upload your PO 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 March 1, 2018. After March 1, 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 March 1, 2018.

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



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 43. 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. Thirty, 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, school nurses, 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 who 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 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.

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 Credits and WWU 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 direct contact hours per day (up to 19.5 contact hours for this 3-day event). Boards and associations do not allow credit for breaks or lunch. 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.



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. 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, course evaluations and make payment at the conference. For additional details, visit the conference website.

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).

STARS PROFESSIONAL DEVELOPMENT Hours:

All 30 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, School Counselors, Special Education Teachers, Classroom Teachers, School Nurses, 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."

Keep this form 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 & OCCUPATIONAL THERAPY ASSISTANTS:

Rehab Seminars is an American Occupational Therapy Association Approved Provider (#6274). Courses offered for AOTA CEUs include course # 1, 3, 4, 7, 8, 11, 14, 16, 17, 18, 21, 22, 26, 27, 28 & 29. 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 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. Full attendance is required for each course;

no partial credits will be offered for partial course attendance.

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.



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. Courses 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, 3, 7, 8, 10, 11, 13, 17, 18, 21, 24, 28 & 29.

Courses NOT offered for NBCC-approved Clock Hours are course #: 2, 4, 5, 6, 9, 12, 14, 15, 16, 19, 20, 22, 23, 25, 26, 27 & 30.

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 2018 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 also 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.

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 their courses and submit completed course evaluation forms at the end of each day. 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 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. For those in partial attendance (arrive late or leave early), your certificate of course completion will reflect partial credit.

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 info@rehabseminars.org.

OTHER PROFESSIONS:

Each course qualifies for 6.5 hours of instructional content as required by many national and state licensing boards and professional organizations (up to 19.5 hours for this three day event). Keep your course outline and certificate of course completion and contact your board or organization for specific requirements.



**Registration Form- 2018 General & Special Education Conference- WSCC- SEATTLE
March 7, 8, & 9, 2018**

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. 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: _____
(Where credit card statement is mailed) City State Zip

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 7, 2018	DAY 2: THURSDAY, MARCH 8, 2018	DAY 3: FRIDAY, MARCH 9, 2018
<input type="checkbox"/> Course #1 - How Emotions Impact Learning & Exec. Functions by Dr. Willis, MD	<input type="checkbox"/> Course #11 - Attention & Long-term memory Dr. Judy Willis, MD	<input type="checkbox"/> Course #21 - School Based Mental Health Services by Dr. Mazza
<input type="checkbox"/> Course #2 - The Magic is in the Instruction by Dr. Anita Archer	<input type="checkbox"/> Course #12 - Reading Foundation Skills by Dr. Anita Archer	<input type="checkbox"/> Course #22 - Writing Foundations by Dr. Anita Archer
<input type="checkbox"/> Course #3 - Defiant, Emotional & Disengaged Students by MaryAnn Brittingham	<input type="checkbox"/> Course #13 - Inspiring the Unmotivated by MaryAnn Brittingham, MS	<input type="checkbox"/> Course #23 - Tasks before Apps:Tech Rich Classrooms by Monica Burns, EdD
<input type="checkbox"/> Course #4 - Supporting Access to AAC & AT - Part 1 by Karen Kangas, OTR/L	<input type="checkbox"/> Course #14 - Supporting Access to AAC & AT - Part 2 by Karen Kangas, OTR/L	<input type="checkbox"/> Course #24 - ABCs of Autism and Sexuality by Stephanie Mitelman, MA
<input type="checkbox"/> Course #5 - Dyslexia: Building Blocks of Reading - Part 1 by Dr Odegard & Dr Cooper	<input type="checkbox"/> Course #15 - Dyslexia: Identification of Skill Deficits - Part 2 - Dr Odegard & Dr Cooper	<input type="checkbox"/> Course #25 - Dyslexia: Interventions- Part 3 by Dr Odegard & Dr Cooper
<input type="checkbox"/> Course #6 - Life Skills-Severe Disorders by Kathy Morris, MEd	<input type="checkbox"/> Course #16 - What to do after the Meltdown by Kathy Morris, MEd	<input type="checkbox"/> Course #26 - Minimize Challenging Behaviors by Kathy Morris, MEd
<input type="checkbox"/> Course #7 - Promote Independence for Students with Disabilities by Patrick Mulick	<input type="checkbox"/> Course #17 - The Zones of Regulation® by Leah Kuypers, OTR/L	<input type="checkbox"/> Course #27 - AAC All Day Long! by Dr. Musselwhite & Jane Odom, MEd
<input type="checkbox"/> Course #8 - Counseling Students with ASD by Chris M. Abildgaard, NCSP	<input type="checkbox"/> Course #18 - Executive Function & Social Skills by Chris Abildgaard, NCSP	<input type="checkbox"/> Course #28 - Promoting Social-Emotional Learning by Dr. Kathleen Meeker, Shawna Harbin & William White
<input type="checkbox"/> Course #9 - Equity in Math for PreK-8th grade - Part 1 by Anne Gallagher, MS	<input type="checkbox"/> Course #19 - Equity in Math for PreK-8th grade - Part 2 by Anne Gallagher, MS	<input type="checkbox"/> Course #29 - Transition from School to Work by Dr. Pimentel & Milt Wright, MA
<input type="checkbox"/> Course #10 - Role of School Nurse in SpecEd by Annie Hetzel, MSN & K. Beeson	<input type="checkbox"/> Course #20 - Phonological Remediation- Part 1 by Dr. Barbara Hodson	<input type="checkbox"/> Course #30 - Phonological Remediation- Part 2 by Dr. Barbara Hodson

FEE SUMMARY:

Check One

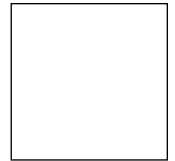
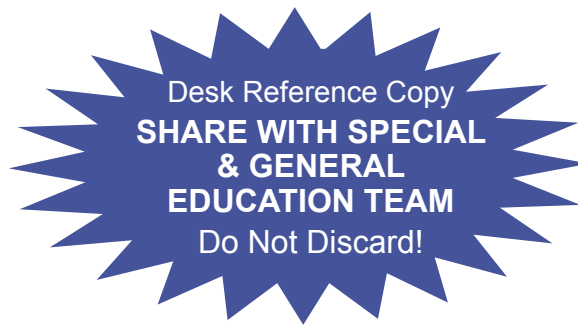
	Registration Fee By March 1, 2018	Registration Fee After March 1, 2018
<input type="checkbox"/> One Day Registration Fee.....	<input type="checkbox"/> \$235.00	<input type="checkbox"/> \$265.00
<input type="checkbox"/> Two Day Registration Fee	<input type="checkbox"/> \$399.00	<input type="checkbox"/> \$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, 2018. **TOTAL FEE PAID** _____

Registration less a 20% processing fee is refundable if cancellation occurs on or before March 1, 2018. After March 1, 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 - 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

**2018 General & Special
Education Conference -SEATTLE
March 7, 8, & 9, 2018**

**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 – 2:45 Sign-in: Concurrent courses continue

2:45 – 3:00 Afternoon Break

3:00 – 4:00 Concurrent courses continue

**4:00 Complete and turn in your evaluation form
(Note: Break times may vary slightly. See individual course schedules.)**



Phone: 360-379-6994

Fax 360-379- 5271