

# 2019 General & Special Education Conference

## San Diego

PRE-K THROUGH 12TH GRADE

A Professional  
Continuing Education Event

**May 8, 9 & 10, 2019**

Wednesday, Thursday  
& Friday

### CONFERENCE LOCATION:

Town & Country Resort  
& Convention Center-San Diego



Western Washington University  
College Credits (graduate level)

19.5 OSPI Clock Hours (CECHs)

Professional CE Hours:



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## San Diego, California

CHOOSE FROM 18 INTENSIVE  
FULL-DAY COURSES

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

Zones of Regulation®

Dyslexia & Related Reading Disorders

Autism & Behavior Management

Anxiety and Mindfulness

Behavioral Challenges in the Classroom

Improving Students' Motivation

Severe Multiple Disabilities

Executive Function in the Classroom

...And MUCH More



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## Concurrent Full-Day Courses – San Diego All courses begin at 8:00 AM and end at 4:00 PM.

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

### DAY ONE: WEDNESDAY MAY 8, 2019

**Emotions, Learning & Executive Functions PreK- 21yrs**  
**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 5)

**Managing Behavior & Students’ Emotions K-21yrs**  
**Course #2 – Achieve Success with Defiant, Emotional, & Disengaged Students** by MaryAnn Brittingham, MS, Family and Child Counseling, Pine Bush, NY (pg 6)

**Severe Disabilities Including Autism All Ages**  
**Course #3 – Communication & Learning Strategies for Children who Face Significant Challenges: Including Severe Multiple Disabilities, Physical Disabilities and Children on the Autism Spectrum- Part 1** by Linda Burkhart, BS, Special Education Consultant, Technology Integration Specialist, Eldersburg, MD (Day 1) (pg 7)

**Dyslexia & Related Reading Disabilities K-3rd Grade**  
**Course #4 – Dyslexia: Overview, Identification, Instruction & Intervention- Part 1** by Tim Odegard, PhD, Developmental Cognitive Psychologist, Middle Tennessee State University and Jennifer Flipse, PhD, Middle Tennessee State University (Day 1) (pg 8)

**Promoting Executive Function PreK-21yrs**  
**Course #5 – Promoting and Coaching Executive Functioning in the Classroom- Part 1** by Shannon Kuschel, MS, LPC, PCET, NILD, Suffolk, VA (Day 1) (pg 9)

**Reducing Behavior Issues & Anxiety Birth– 8th Grade**  
**Course #6 – Combining Sensory and Mindfulness Strategies to Reduce Behavior Issues and Anxiety- Part 1** by Bek Miremis, OTR/L, Seattle, WA (Day 1) (pg 10)

### DAY TWO: THURSDAY MAY 9, 2019

**Improving Students’ Attention & Memory K- 21yrs**  
**Course #7 – Capturing and Sustaining Learners’ Attention and Constructing Durable Long-term Memory** by Dr. Judy Willis, MD, MEd, Board-Certified Neurologist, Santa Barbara, CA (pg 11)

**Improving Students’ Motivation K-21yrs**  
**Course #8 – Achieve Success with “I DON’T CARE” Students: Inspiring the Unmotivated** by MaryAnn Brittingham, MS, Family and Child Counseling, Consultant, Pine Bush, NY (pg 12)

**Severe Disabilities Including Autism All Ages**  
**Course #9 – Communication & Learning Strategies for Children who Face Significant Challenges: Including Severe Multiple Disabilities, Physical Disabilities and Children on the Autism Spectrum- Part 2** by Linda Burkhart, BS, Special Education Consultant, Technology Integration Specialist, Eldersburg, MD (Day 2) (pg 13)

**Dyslexia & Related Reading Disabilities K- 3rd Grade**  
**Course #10 – Dyslexia: Overview, Identification, Instruction & Intervention- Part 2** by Tim Odegard, PhD, Developmental Cognitive Psychologist, Middle Tennessee State University and Jennifer Flipse, PhD, Middle Tennessee State University (Day 2) (pg 14)

**Promoting Executive Function PreK- 21yrs**  
**Course #11 – Promoting and Coaching Executive Functioning in the Classroom- Part 2** by Shannon Kuschel, MS, LPC, PCET, NILD, Suffolk, VA (Day 2) (pg 15)

**Reducing Behavior Issues & Anxiety Birth- 8th Grade**  
**Course #12 – Combining Sensory and Mindfulness Strategies to Reduce Behavior Issues and Anxiety- Part 2** by Bek Miremis, OTR/L, Seattle, WA (Day 2) (pg 16)

### DAY THREE: FRIDAY MAY 10, 2019

**Behavior Challenges of Students with Autism 3yrs-21yrs**  
**Course #13 – The Challenge of Challenging Behaviors! Understanding and Effectively Addressing the Behavioral Challenges of Students with Autism Spectrum Disorder** by Susan K. Lewis Stokes, MA, CCC-SLP, Autism Consultant, Bloomington, IN (pg 17)

**Crisis Management 2nd Grade-21yrs**  
**Course #14 – Getting Through a Crisis without Making it Worse: ACT instead of React** by MaryAnn Brittingham, MS, Family and Child Counseling, Consultant, Pine Bush, NY (pg 18)

**Severe Disabilities Including Autism All Ages**  
**Course #15 – Communication & Learning Strategies for Children who Face Significant Challenges: Including Severe Multiple Disabilities, Physical Disabilities and Children on the Autism Spectrum- Part 3** by Linda Burkhart, BS, Special Education Consultant, Technology Integration Specialist, Eldersburg, MD (Day 3) (pg 19)

**Dyslexia & Related Reading Disabilities K-3rd Grade**  
**Course #16 – Dyslexia: Overview, Identification, Instruction & Intervention- Part 3** by Tim Odegard, PhD, Developmental Cognitive Psychologist, Middle Tennessee State University and Jennifer Flipse, PhD, Middle Tennessee State University (Day 3) (pg 20)

**Neuroscience & Education PreK- 21yrs**  
**Course #17 – Mind the Gap! Neuroscience & Education** by Shannon Kuschel, MS, LPC, PCET, NILD, Suffolk, VA (pg 21)

**The Zones of Regulation® PreK-21yrs**  
**Course #18 – 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, Minneapolis, MN (pg 22)

## 2019 Distinguished Faculty



**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 creating 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 6, 12 & 18.*



**Linda Burkhardt, BS**, is an internationally known leader in the field of assistive technology for children who face severe challenges. She has developed numerous adapted devices, activities, and innovative implementation strategies. Linda is the author of several books and software titles on topics of adapted play, assistive technology and augmentative communication. She has been teaching, training, consulting and working directly with individuals who face significant multiple challenges for over 44 years. Linda was a classroom teacher for 15 years. Then for eight years, she worked as an augmentative communication and assistive technology specialist for the Center for Technology in Education - a joint project between the Johns Hopkins University and the Maryland State Department of Education. Currently, Linda works as an assistive technology and communication integration specialist, trainer, and private consultant. Disclosure: Financial- Linda is self-employed and receives speaking, consulting and publishing fees. Nonfinancial- Linda provides consultation to AT and ACC companies regarding developing products that may be accessed via switch scanning. *Linda Burkhardt's full course descriptions are on pages 7, 13 & 19.*



**Jennifer Flipse, PhD**, is the Director at the Tennessee Center for the Study and Treatment of Dyslexia at Middle Tennessee State University where she also serves as adjunct graduate faculty. She holds a PhD in literacy studies with a concentration in literacy measurement and analysis from Middle Tennessee State University. Additionally, Jennifer has been a secondary ELA classroom educator and RTI interventionist, and she is a Certified Academic Language Practitioner. 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. Flipse is employed by Middle Tennessee State University. There are no nonfinancial relationships to disclose. *Dr. Flipse's full course descriptions are on pages 8, 14 & 20.*



**Shannon Kuschel, MS, LPC, PCET**, is the Research & Development Coordinator for the National Institute for Learning Development and an adjunct professor in the School of Psychology & Counseling at Regent University. She earned a Master of Science degree in psychology from Palm Beach Atlantic University, is a Licensed Professional Counselor in the state of Virginia, and a Professionally Certified Educational Therapist. She is currently pursuing a PhD in Education with concentrations in Educational Psychology & Special Education. She has spent more than 20 years working with children, their families, and schools specializing in ADHD, dyslexia and other learning differences, as well as trauma and grief recovery. She has worked as a private practice therapist, school counselor, director of academic support, head of school, and researcher in Florida and Virginia. Her work utilizes a multi-disciplinary approach, integrating roles of clinician, educational therapist, educator and researcher. Research interests include cognitive development, learning development and disorders, cognitive and learning interventions with diverse populations, and neuropsychology and its practical application to education. Her current research interest focuses on the role of the cerebellum in learning disabilities, processing speed and academic fluencies, including functional neuroimaging as a method of investigation. Disclosures: Financial- Shannon is employed by the National Institute of Learning Development and the Feuerstein Instrumental Enrichment Program. There are no nonfinancial relationships to disclose. *Shannon Kuschel's full course descriptions are on pages 9, 15 & 21.*



**Leah Kuypers, MEd, OTR/L**, earned a Bachelor 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](http://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 22.*



**Bek Miremis, MOTR/L**, is an occupational therapist who specializes in holistic pediatric therapy. She achieved her Bachelor of Science in psychology and Master of Occupational Therapy, and has since been working in pediatrics in a variety of settings. She has worked in public schools, private schools, birth to three centers, outpatient therapy centers, and currently runs her own private practice providing structural therapy for babies and children. She also teaches live continuing education classes throughout the US. Disclosures: Financial- Bek is employed by The Magical Ones and she receives speaker fees. There are no nonfinancial relationships to disclose. *Bek's full course descriptions are on pages 10 & 16.*



**Timothy Odegard, PhD**, is a professor of psychology and holds the Katherine Davis Murfree Chair of Excellence in Dyslexic Studies at Middle Tennessee State University, leading the efforts of the Tennessee Center for the Study and Treatment of Dyslexia. As a developmental cognitive psychologist, his research focuses on memory and language. His research in reading is focused in three areas: identification of children who struggle with reading, intervention for students who struggle to read, and teacher training. He is also a trained educator who has worked with students with reading disabilities. He has completed a two-year dyslexia specialist training program at Texas Scottish Rite Hospital for Children in Dallas. He serves as the associate editor of *Annals of Dyslexia* and on the editorial board of *Perspectives on Language and Literacy*. 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 8, 14, & 20.*



**Susan K. Lewis Stokes, MA, CCC-SLP** has specialized in the area of autism spectrum disorder as both a speech-language pathologist and autism consultant for over 30 years. She frequently provides trainings and support related to all aspects of autism spectrum disorder to various groups and school districts across the country, Mexico and Canada, with a particular focus in the use of various modes of technology as instructional and support strategies. Susan also provides coaching and training to develop individual school and/or district-wide teams based on a coaching model utilizing evidence-based practices to develop sustainability in meeting the overall programming needs of students with autism spectrum disorder. Disclosure: Financial- Susan is self-employed and receives speaking and consulting fees. *Nonfinancial- There are no nonfinancial relationships to disclose. Susan's full course description is on page 17.*



**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 5 & 11.*



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

**WEDNESDAY**



**COURSE #1 WEDNESDAY - MAY 8, 2019**

**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

**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 four 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, May 8, 2019**

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; complete evaluations



**COURSE #2 WEDNESDAY - MAY 8, 2019**

**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 course 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

Identify the components of a win-win classroom

Describe the four goals of misbehavior

Identify your response style

Adequately demonstrate skills to avoid turning conversations into arguments

List four techniques to address attention-seekers and power-seeking students

Adequately discuss the difference between interventions and consequences

**Course #2 Schedule Wednesday, May 8, 2019**

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	Meeting the needs of attention-seeking behavior
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Four goals behind misbehavior	3:00-4:00	Respond to power-seeking students
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 #3 WEDNESDAY - MAY 8, 2019 PART ONE**

**Communication & Learning Strategies for Children who Face Significant Challenges: Including Severe Multiple Disabilities, Physical Disabilities and Children on the Autism Spectrum**

by Linda Burkhart, BS, Special Education Consultant, Technology Integration Specialist

DAY 1



**Target Audience:** Special Education Teachers, Speech-Language Pathologists, Assistive Technology Specialists, Classroom Teachers, Occupational Therapists and Assistants, Autism Specialists, and other related professionals who work with students with significant disabilities.

**Target Age Range:** The information in this course will cover strategies for children of all ages with significant disabilities including autism.

**Course Description:** (3-day course description)- Children who face significant physical and multiple challenges as well as those children on the more severe end of the autism spectrum often struggle to access communication, interaction and learning. Some of these children may have very little control of moving their bodies. Others have difficulty taking in and processing sensory information from their environment. Many find communication and interaction challenging. This three-day course will address questions such as: What are we learning from brain research that can help us understand how children learn? How do we motivate children and provide opportunities for active learning? What strategies help give these children a sense of control and facilitate interaction and communication? How does the child on the severe end of the autism spectrum perceive the world and how does this impact learning and communication? How do you teach motor skills for accessing communication devices and computers to children with severe physical challenges, while not holding back communication and

language development? How does Cortical Visual Impairment impact learning? How do you provide a comprehensive adapted communication-learning environment for children who face such significant challenges? This course will discuss the concept of providing a receptive aided-language learning environment, and demonstrate how learning alternative and augmentative forms of communication can and should parallel the developmental process that typical children go through in learning speech. We will also take a brief look at Pragmatic Organization Dynamic Display (PODD) Communication books developed by Gayle Porter, in Melbourne, Australia. (Please note: This is not an official Introductory PODD course.) This course is for anyone working with young children or children functioning at young levels, who have difficulty learning, communicating and interacting with others. This includes children with significant physical and multiple challenges and/or young children on the more severe end of the autism spectrum. *See pages 13 & 19 for information about days 2 and 3 of this 3-day course.*

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

Explain the concept of dynamic assessment and how to integrate dynamic assessment into the teaching/ learning process when working with children who present significant multiple challenges

Discuss how the brain develops and describe implications for teaching and learning for those students who are developing differently

Explain how the field of augmentative and alternative communication is shifting in regard to students with the most complex and multiple challenges and complex communication needs

Describe how to utilize what is known about how typical children learn language and apply these principles to creating a multi-modal communication learning environment for children who face complex communication challenges

Briefly explain how the use of Pragmatic Organization Dynamic Display (PODD) provides an appropriate tool for children at the beginning stages of language development and describe how to implement this in natural contexts

Describe current neurological research for children who are on the severe end of the autism spectrum, and explain strategies for developing receptive understanding, cognitive processing, expressive language and social connections

Discuss characteristics, challenges and strategies specific to teaching children who have severe sensory processing and attention challenges such as Angelman Syndrome and Pitt-Hopkins Syndrome

Discuss characteristics, challenges and strategies specific to teaching children who face severe physical and multiple challenges

**Course #3 Schedule Wednesday, May 8, 2019**

8:00-9:00	Multi-modality communication and adaptations; dynamic assessment process	12:00-1:00	Lunch-On your own
9:00-10:00	Adaptations; rich neural networks and cognitive schemas	1:00-2:00	PODD
10:00-10:15	Break	2:00-2:45	Current understandings about autism
10:15-11:00	Myth of the representational hierarchy; shifts in AAC	2:45-3:00	Break
11:00-12:00	Multi-modal communication - creating an aided-language learning environment	3:00-4:00	Severe sensory processing, attention & physical challenges; complete evaluations

**COURSE #4 WEDNESDAY - MAY 8, 2019 PART ONE****Dyslexia: Overview, Identification, Instruction and Intervention**

by Timothy Odegard, PhD &amp; Jennifer Flipse, PhD, 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.

See pages 14 & 20 for information about days 2 and 3 of this 3-day course.

**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 #4 Schedule Wednesday, May 8, 2019**

8:00-9:00	Building blocks of reading	1:00-2:00	Overview of dyslexia <i>continued</i>
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 #5 WEDNESDAY - MAY 8, 2019 PART ONE**  
**Promoting and Coaching Executive Functioning in the Classroom**  
 by Shannon Kuschel, MS, LPC, PCET, NILD, Suffolk, VA

DAY 1

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



**Target Age Range:** Pre-kindergarten through 21 years

**Course Description:** Successful learning, and ultimately the application of learning to academics, vocational and social demands, is highly dependent upon well-developed executive functioning (EF) skills. Several research studies suggest that well-developed EF skills are more predictive of academic success than psychometric measures of intelligence. The mastery of processes such as goal setting, planning, organizing, task-initiating, sustaining attention, shifting flexibly, holding/manipulating information in working memory, inhibiting impulses and self-monitoring provides a valuable entry point for improving academic performance, motivation, effort, persistence and self-efficacy.

Although parents and teachers expect children to use EF skills to negotiate many of the demands of childhood and adolescence, ironically EF skills are rarely explicitly taught, practiced or coached. Thankfully, these cognitive skills can be spurred to development with instruction and repeated practice provided in the classroom and generalized to life-long learning experiences. This course will not only increase your understanding of EF skills, but will also provide you with practical ways to promote and coach their development.

*See page 15 for information about day 2 of this 2-day course.*

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

Explain why executive functions are now more important than ever in the 21st century classroom

Identify the key components of executive functioning

Describe the process of executive functioning development

Identify your own learning style and executive functioning profile, and explain the steps to facilitating executive

functioning in students

Describe specific strategies to foster metacognition, self-efficacy, motivation, and persistence

Collaboratively discuss how to create a classroom culture that promotes executive functioning development

Demonstrate specific classroom strategies that utilize and develop student executive functioning skills

**Course #5 Schedule Wednesday, May 8, 2019**

8:00-9:00	Why are executive functions now more important than ever?	1:00-2:00	Fostering metacognition, self-efficacy, motivation, and persistence in students
9:00-10:00	Eleven executive functions that are essential to academic, social, and vocational success	2:00-2:45	Creating a classroom culture that promotes the use and development of executive functions
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	The process of executive functioning development	3:00-4:00	Specific classroom strategies that promote the use and development of executive functions
11:00-12:00	Steps to facilitate executive functioning development in students	4:00	Complete program evaluations
12:00-1:00	Lunch – On your own		



**COURSE #6 WEDNESDAY - MAY 8, 2019 PART ONE**

**Combining Sensory and Mindfulness Strategies to Reduce Behavior Issues and Anxiety** by Bek Miremis, OTR/L, Seattle, WA

DAY 1

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



**Target Age Range:** Birth through 8th grade

**Course Description Day One:**

**Sensory Processing and Integration Strategies**

Our modern world is busy, and many of us experience anxiety. Our kids are no exception. They are often overwhelmed, and some of them have special conditions that make it even harder to integrate their experiences and create a coherent response. The result is an epic level of sleep and behavioral issues in our children, in both general and special education. This two-day course posits that sensory strategies combined with mindfulness practice will reduce these feelings of unrest and improve children's comfort and improve their ability to learn.

Sensory processing and integration are terms used a lot, but what do they mean? What do people mean when they call someone a "sensory kid?" If we have kids that seem to be sensory seekers or avoiders, is that a bad thing? What can we do about it? Day one of this two-day course will focus on sensory processing and integration examples and strategies that may be used in therapy and in the classroom.

*See page 16 for information about day 2 of this 2-day course.*

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

Define sensory processing and integration	Differentiate between "sensory" and "behavior" issues
Demonstrate behavioral manifestations of "sensory kids"	Demonstrate sensory strategies for the classroom
Distinguish between "sensory kids" and expected developmental behavior	Describe how mindfulness and sensory strategies are mutually beneficial

**Course #6 Schedule Wednesday, May 8, 2019**

8:00-9:00	Sensory processing and integration	12:00-1:00	Lunch - On your own
9:00-10:00	Behavioral manifestations of "sensory kids"	1:00-2:00	Is it sensory or is it behavior? <i>continued</i>
10:00-10:15	Break	2:00-2:45	Sensory strategies used in the classroom
10:15-11:30	"Sensory kids" and expected developmental behavior	2:45-3:00	Break
11:30-12:00	Is it sensory or is it behavior?	3:00-4:00	Mindfulness and sensory strategies
		4:00	Complete program evaluations

**COURSE #7 THURSDAY - MAY 9, 2019****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 will discover how to promote predictions so that all students remain active participants. Through the combination of curiosity and prediction you will 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 #7 Schedule Thursday, May 9, 2019**

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; complete program evaluations

**COURSE #8 THURSDAY - MAY 9, 2019****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”

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

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

List four strategies for positive relationships with underperforming students

Adequately describe how to replace judgment with compassion

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

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

**Course #8 Schedule Thursday, May 9, 2019**

8:00-8:30	Overview of course/questions	11:00-12:00	Helping students to change their behavior
8:30-9:00	Who controls your mood?	12:00-1:00	Lunch - On your own
9:00-10:00	Superpowers, kryptonite, and student engagement	1:00-2:00	Relationship/connection/team building
10:00-10:15	Break	2:00-2:45	Procrastination
10:15-11:00	Three key areas where more patience will make a difference	2:45-3:00	Break
		3:00-4:00	Giving students and educators HOPE
		4:00	Complete program evaluations



**COURSE #9 THURSDAY - MAY 9, 2019 PART TWO**  
**Communication & Learning Strategies for Children who Face Significant Challenges: Including Severe Multiple Disabilities, Physical Disabilities and Children on the Autism Spectrum**  
 by Linda Burkhart, BS, Special Education Consultant, Technology Integration Specialist

DAY 2

**Target Audience:** Special Education Teachers, Speech-Language Pathologists, Assistive Technology Specialists, Classroom Teachers, Occupational Therapists and Assistants, Autism Specialists, and other related professionals who work with students with significant disabilities



**Target Age Range:** The information in this course will cover strategies for children of all ages with significant disabilities including autism.

**Course Description:** (3-day course description)- Children who face significant physical and multiple challenges as well as those children on the more severe end of the autism spectrum often struggle to access communication, interaction and learning. Some of these children may have very little control of moving their bodies. Others have difficulty taking in and processing sensory information from their environment. Many find communication and interaction challenging. This three-day course will address questions such as: What are we learning from brain research that can help us understand how children learn? How do we motivate children and provide opportunities for active learning? What strategies help give these children a sense of control and facilitate interaction and communication? How does the child on the severe end of the autism spectrum perceive the world and how does this impact learning and communication? How do you teach motor skills for accessing communication devices and computers to children with severe physical challenges, while not holding back communication

and language development? How does Cortical Visual Impairment impact learning? How do you provide a comprehensive adapted communication-learning environment for children who face such significant challenges? This course will discuss the concept of providing a receptive aided-language learning environment, and it will demonstrate how learning alternative and augmentative forms of communication can and should parallel the developmental process that typical children go through in learning speech. We will also take a brief look at Pragmatic Organization Dynamic Display (PODD) Communication books developed by Gayle Porter, in Melbourne, Australia. (Please note: This is not an official Introductory PODD course.) This course is for anyone working with young children or children functioning at young levels, who have difficulty learning, communicating and interacting with others. This includes children with significant physical and multiple challenges and/or young children on the more severe end of the autism spectrum. *See pages 7 & 19 for information about days 1 and 3 of this 3-day course.*

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

Discuss characteristics, challenges and strategies specific to teaching children with Rett Syndrome and/or individuals with severe apraxia/dyspraxia

Explain the inborn motivational drive for social connection and discuss effective strategies for tapping into this drive for learning

Describe the inborn motivational cognitive drive and how it may be effectively tapped to increase motivation for learning

List characteristics of students who have cortical visual impairment along with other multiple disabilities, and describe useful strategies to help develop vision and communication skills

Explain the inborn motivational drive for autonomy and sense of self and discuss effective strategies for increasing motivation, cognitive engagement, and active participation in the learning process

Discuss considerations, adaptations and strategies for creating and implementing augmentative communication systems for children who have cortical visual impairments

**Course #9 Schedule Thursday, May 9, 2019**

8:00-9:00	Rett Syndrome and/or individuals with severe apraxia/dyspraxia	12:00-1:00	Lunch - On your own
9:00-10:00	Inborn motivational drives; motivational drive 1: cognitive curiosity “the need to know”; modeling AAC to increase cognitive motivation	1:00-2:00	Strategies for enhancing attention to communication, interaction, and receptive language development
10:00-10:15	Break	2:00-2:45	Considerations for children who have cortical visual impairment in addition to significant motor challenges
10:15-11:00	Motivational drive 2: drive for autonomy and sense of self; adapting materials to increase active learning; modeling AAC to enhance autonomous motivation	2:45-3:00	Break
11:00-12:00	Motivational drive 3: drive for social connection; modeling AAC for social motivation	3:00-4:00	Characteristics of cortical vision impairment with suggested communication strategies
		4:00	Complete program evaluations



**COURSE #10 THURSDAY - MAY 9, 2019 PART TWO**

**Dyslexia: Overview, Identification, Instruction and Intervention-** by Timothy Odegard, PhD & Jennifer Flipse, PhD, 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:**

**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.

*See page 8 & 20 for information about days 1 and 3 of this 3-day course.*

**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 #10 Schedule Thursday, May 9, 2019**

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		
10:00-10:15	Break	2:00-2:45	Planning intervention based on assessment
10:15-11:00	Screening for dyslexia	2:45-3:00	Break
11:00-12:00	Drilling to deficit	3:00-4:00	Case study: planning intervention
12:00-1:00	Lunch-On your own	4:00	Complete program evaluations



**COURSE #11 THURSDAY - MAY 9, 2019 PART TWO**  
**Promoting and Coaching Executive Functioning in the Classroom**  
 by Shannon Kuschel, MS, LPC, PCET, NILD, Suffolk, VA

DAY 2

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



**Target Age Range:** Pre-kindergarten through 21 years

**Course Description:** Successful learning, and ultimately the application of learning to academics, vocational and social demands, is highly dependent upon well-developed executive functioning skills. Several research studies suggest that well-developed EF skills are more predictive of academic success than psychometric measures of intelligence. The mastery of processes such as goal setting, planning, organizing, task initiating, sustaining attention, shifting flexibly, holding/manipulating information in working memory, inhibiting impulses and self-monitoring provides a valuable entry point for improving academic performance, motivation, effort, persistence and self-efficacy.

Although parents and teachers expect children to use EF skills to negotiate many of the demands of childhood and adolescence, ironically EF skills are rarely explicitly taught, practiced or coached. Thankfully, these cognitive skills can be spurred to development with instruction and repeated practice provided in the classroom and generalized to life-long learning experiences. This course will not only increase your understanding of EF skills, but will also provide you with practical ways to promote and coach their development.

*See page 9 for information about day 1 of this 2-day course.*

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

Describe how to use an executive functioning assessment and other materials instrumental in coaching executive functioning development with students

Discuss the keys to successful enhancement of student motivation

Discuss the value of correspondence training and keys to success in its use in coaching students

Discuss the characteristics of effective executive functioning coaches

Discuss the value of goal setting and keys to success in its use in coaching students

Demonstrate how to develop personal goals related to becoming effective executive functioning coaches specific to classroom or other learning environments

Describe self-regulated learning and the importance of motivation in the learning process

**Course #11 Schedule Thursday, May 9, 2019**

8:00-9:00	Review materials used in coaching executive functions with students	12:00-1:00	Lunch - On your own
9:00-10:00	Keys to success in correspondence training when coaching executive functioning development	1:00-2:00	Keys to success for enhancing student motivation
10:00-10:15	Break	2:00-2:45	Characteristics of effective EF coaches
10:15-11:00	Keys to success in goal setting when coaching executive functioning development	2:45-3:00	Break
11:00-12:00	Self-regulated learning and motivation	3:00-4:00	EF coaching <i>do's and don'ts</i>
		4:00	Complete program evaluations



**COURSE #12 THURSDAY - MAY 9, 2019 PART TWO**  
**Combining Sensory and Mindfulness Strategies to Reduce Behavior Issues and Anxiety** by Bek Miremis, OTR/L, Seattle, WA

DAY 2

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



**Target Age Range:** Birth through 8th grade

**Course Description Day Two:**  
**Mindfulness, Foundations and Strategies**

Our modern world is busy, and many of us experience anxiety. Our kids are no exception. They are often overwhelmed, and some of them have special conditions that make it even harder to integrate their experiences and create a coherent response. The result is an epic level of sleep and behavioral issues in our children, in both general and special education. This two-day course posits that sensory strategies combined with mindfulness practice will reduce these feelings of unrest and improve children's comfort and improve their ability to learn. In day two of

this course, discover the merits of a mindfulness practice. Mindfulness is an ancient and effective way to be present with the current moment. It is a non-religious way of meditating that has been proven effective for people across the age span in reducing anxiety and improving quality of life. We will explore what mindfulness is and how children and students can benefit from it. In fact, you will also discover how you can benefit from it.

*See page 10 for information about day 1 of this 2-day course.*

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

Define and describe "mindfulness"	Demonstrate the self-practice of mindfulness exercises
Adequately describe the mechanisms and science of mindfulness	Demonstrate three ways to implement mindfulness in the classroom or home environment
Describe how mindfulness relates to sensory processing	Demonstrate how to write mindfulness into IEPs and behavior plans

**Course #12 Schedule Thursday, May 9, 2019**

8:00-9:00	What is mindfulness?	1:00-2:00	Ways to implement mindfulness in the classroom or home
9:00-10:00	Mechanisms and science of mindfulness	2:00-2:45	How to write mindfulness into IEPs and behavior plans
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	How mindfulness relates to sensory processing	3:00-4:00	Case examples
11:00-12:00	Self-practice of mindfulness, exercises	4:00	Complete program evaluations
12:00-1:00	Lunch-On your own		





**COURSE #13 FRIDAY - MAY 10, 2019**  
**The Challenge of Challenging Behaviors! Understanding and Effectively Addressing the Behavioral Challenges of Students with Autism Spectrum Disorder**

by Susan K. Lewis Stokes, MA, CCC-SLP, Autism Consultant, Bloomington, IN

DAY 3

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

**Target Age Range:** 3 years through 21 years

**Course Description:** Students with autism spectrum disorder can exhibit behavioral challenges as a result of their distinct learning differences. This training will teach participants how to reframe their thinking in addressing challenging behaviors exhibited by a student with ASD by understanding the behavior as a feature or characteristic of the student’s neurobiological disability of ASD. Many students with ASD are restricted from inclusive opportunities with their peers due to challenging behaviors, and typical behavior management systems relying upon consequence and rewards are generally not effective in changing behavior. It is critical to develop the understanding that students with ASD often exhibit challenging behaviors resulting from increased anxiety because they don’t know how to make better responsive choices. Numerous, practical examples and resources of evidence-based practices,

designed to foster positive student behavioral change will be shared during this training. A particular focus on identifying positive behavioral interventions and supports (PBIS) to prevent the occurrence of challenging behaviors in students with ASD will be shared as “best practices” behavior intervention programming. A unique educational planning guide designed to assist teams in identifying the source of challenging behaviors in relation to the features and characteristics of ASD will be reviewed. It is important for participants to consider that there is no single “standard way” to address challenging behaviors sometimes exhibited in students with ASD. Rather each behavioral intervention plan should be designed to meet the individualized interests, needs, learning styles, and processing skills of the student with ASD.

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

Develop an understanding of the function of behaviors in students with ASD in relation to the neurological features and characteristics of ASD

Describe the behavioral impact of three core characteristics of ASD

Describe a system for identifying the source of challenging behaviors in relation to the features and characteristics of ASD and identify subsequent evidence-based practices as positive behavioral interventions and supports to foster positive student behavioral change

List two web-based evidence-based practice resources specific to students with ASD

Identify two evidence-based practices used as positive behavioral intervention and supports to reduce the occurrence of challenging behaviors for students with ASD

Describe three ways to incorporate evidence-based practices for specific students as positive behavioral intervention and supports to reduce the occurrence of challenging behaviors for students with ASD

**Course #13 Schedule Friday, May 10, 2019**

8:00-9:00	Understanding the ASD iceberg	1:00-2:00	Visual supports and video modeling as PBIS to address the learning, thinking, and processing needs
9:00-10:00	Functional Behavioral Assessments (FBA); Behavioral Intervention Plans (BIP) and Positive Behavioral Interventions and Supports (PBIS) specific to ASD	2:00-2:45	Visual supports and video modeling as PBIS to address the social relation and communication needs
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Case Studies and evidence-based practices; web-based resources specific to ASD	3:00-4:00	Visual supports and video modeling as PBIS to address the sensory / self regulation needs; restricted and repetitive patterns of behaviors and rigid inflexible thinking; complete program evaluations
11:00-12:00	Evidence-based practices as Positive Behavioral Interventions and Supports (PBIS): Visual supports and video modeling		
12:00-1:00	Lunch - On your own		



**COURSE #14 FRIDAY - MAY 10, 2019**

**Getting Through a Crisis without Making it Worse: ACT instead of React**

by MaryAnn Brittingham, MS, Family and Child Counseling, Pine Bush, NY

DAY 3

**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, Math Teachers, Instructional Assistants and Paraprofessionals

**Target Age Range:** 2nd grade through 21 years

**Course Description:** On occasion, teachers and students may find themselves involved in unexpected emotionally charged situations in the classroom. These situations often take us by surprise, and therefore, we may react instead of responding with skills. In order to respond with skills, we need to manage our own emotions before speaking. This ensures that the interaction with the student begins productively and ends successfully.

When students and teachers are unable to appropriately deal with their anger and the circumstances that caused it, they become victims and are controlled by the people or situations that made them angry. They do not take responsibility for their actions and never really discover what

is truly under their angry feelings. The goal of this course is to empower students and staff to manage their anger and resolve conflicts. Most teachers are irritated by the behavior of challenging students. Yet few teachers are trained to understand and acknowledge these expected counter-aggressive feelings. When a conflict develops, teachers are less likely to perceive accurately, think clearly and reason coherently. Though competent teachers rarely initiate conflicts with students, they often keep them alive through their unintended, counter-productive reactions. This course aims to go beyond management skills and instead dives into therapeutic responses. The goal of our responses should be to defuse an escalating situation, build trust and repair relationships.

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

Describe the impact of stress in both your own lives and in the lives of your students

Describe the basis of anger

Describe strategies to identify and manage counter-aggression in a conflict

Describe how to develop mindful practices to improve emotional regulation

Adequately explain the conflict cycle and the role you play in the cycle

Describe strategies to improve your attending and communication skills

**Course #14 Schedule Friday, May 10, 2019**

8:00-9:00	Stress and its impact on our personal and professional lives	12:00-1:00	Lunch - On your own
9:00-10:00	Understanding perceptions and judgements	1:00-2:00	Double struggle, counter-aggression and mindfulness
10:00-10:15	Break	2:00-2:45	How to step out of the conflict cycle; first seek to understand
10:15-11:00	What is anger, and what is underneath anger?	2:45-3:00	Break
11:00-12:00	The conflict cycle	3:00-4:00	Develop your communication skills
		4:00	Complete program evaluations



**COURSE #15 FRIDAY - MAY 10, 2019 PART THREE**

**Communication & Learning Strategies for Children who Face Significant Challenges: Including Severe Multiple Disabilities, Physical Disabilities and Children on the Autism Spectrum** by Linda Burkhart, BS, Special Education Consultant, Technology Integration Specialist

DAY 3

**Target Audience:** Special Education Teachers, Speech-Language Pathologists, Assistive Technology Specialists, Classroom Teachers, Occupational Therapists and Assistants, Autism Specialists, and other related professionals who work with students with significant disabilities.



**Target Age Range:** The information in this course will cover strategies for children of all ages with significant disabilities including autism.

**Course Description:** (3-day course description)- Children who face significant physical and multiple challenges as well as those children on the more severe end of the autism spectrum, often struggle to access communication, interaction and learning. Some of these children may have very little control of moving their bodies. Others have difficulty taking in and processing sensory information from their environment. Many find communication and interaction challenging. This three-day course will address questions such as: What are we learning from brain research that can help us understand how children learn? How do we motivate children and provide opportunities for active learning? What strategies help give these children a sense of control and facilitate interaction and communication? How does the child on the severe end of the autism spectrum perceive the world and how does this impact learning and communication? How do you teach motor skills for accessing communication devices and computers to children with severe physical challenges, while not holding back communication and

language development? How does Cortical Visual Impairment impact learning? How do you provide a comprehensive adapted communication-learning environment for children who face such significant challenges? This course will discuss the concept of providing a receptive aided-language learning environment, and demonstrate how learning alternative and augmentative forms of communication can and should parallel the developmental process that typical children go through in learning speech. We will also take a brief look at Pragmatic Organization Dynamic Display (PODD) Communication books developed by Gayle Porter, in Melbourne, Australia. (Please note: This is not an official Introductory PODD course.) This course is for anyone working with young children or children functioning at young levels, who have difficulty learning, communicating and interacting with others. This includes children with significant physical and multiple challenges and/or young children on the more severe end of the autism spectrum. See page 7 & 13 for information about days 1 and 2 of this 3-day course.

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

Describe the motor-cognitive learning process for developing automaticity of motor skills

Describe the juggling act for children who have severe multiple challenges, and explain the importance of parallel programming in learning access skills including switch access and eye-gaze

Describe strategies for teaching a yes/no response for the specific purpose of partner-assisted scanning as an alternative access method to pointing

Explain the first few steps of the “Stepping Stone to Switch Access” (Burkhart) progression for learning to use a single switch for cause/effect, multiple purposes and multiple locations

Describe how to increase cognitive engagement and control through application of steps 3-4 of the “Stepping Stone to Switch Access” (Burkhart) progression

Discuss steps 5-8 of the “Stepping Stone to Switch Access” (Burkhart) progression for providing “failure-free with feedback” learning opportunities, and then moving on to targeting, increasing accuracy, and automaticity

Discuss specific strategies for teaching literacy to individuals who use switch access, and who also face vision challenges

Briefly discuss considerations for teaching individuals how to use eye-gaze access to computers and speech-generating devices

**Course #15 Schedule Friday, May 10, 2019**

8:00-9:00	Motor/cognitive learning for access: pointing, switch access, and eye-gaze parallel programming	11:00-12:00	Stepping stones to switch access— steps 3-4: increasing cognitive engagement
9:00-10:00	Learning the access method of partner-assisted scanning as an alternative to pointing and access to AAC; teaching “yes and no” movements for access	12:00-1:00	Lunch - On your own
10:00-10:15	Break	1:00-2:00	Stepping stones to switch access— steps 5-8: failure-free, targets, increasing accuracy, and automaticity
10:15-11:00	Motor/cognitive learning for switch access; Anat Baniel—9 essential stepping stones to switch access—steps 1-2: cause/effect and expanding	2:00-2:45	Tips for literacy learning with additional complexities of the need for switch access and vision challenges
		2:45-3:00	Break
		3:00-4:00	Motor/cognitive learning for high tech eye-gaze access; tips, hints and tricks for getting started; complete program evaluations



**COURSE #16 FRIDAY - MAY 10, 2019 PART THREE**

**Dyslexia: Overview, Identification, Instruction and Intervention-** by Timothy Odegard, PhD & Jennifer Flipse, PhD, 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.

*See pages 8 & 14 for information about days 1 & 2 of this 3-day course.*

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

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

Demonstrate an ability to plan a decoding and spelling lesson

Demonstrate an ability to plan a fluency lesson

Demonstrate an ability to set goals for progress monitoring

Demonstrate an ability to plan lessons to address background knowledge

Demonstrate an ability to plan a vocabulary lesson

**Course #16 Schedule Friday, May 10, 2019**

8:00-9:00 Intervention for phonological awareness, letter knowledge, and phonics

9:00-10:00 Intervention for decoding & spelling

10:00-10:15 Break

10:15-11:00 Intervention for fluency

11:00-12:00 Progress monitoring

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

1:00-2:00 Intervention for comprehension: background knowledge

2:00-2:45 Intervention for comprehension: vocabulary knowledge

2:45-3:00 Break

3:00-4:00 Tools to use

4:00 Complete program evaluations



**COURSE #17 FRIDAY - MAY 10, 2019**  
**Mind the Gap! Neuroscience & Education**  
by Shannon Kuschel, MS, LPC, PCET, NILD, Suffolk, VA

DAY 3

**Target Audience:** Special Education Teachers, General Education Teachers, Resource Room Teachers, School Psychologists, Occupational Therapists, Physical Therapists, Speech-Language Pathologists, Principals/Administrators, Math & Reading Teachers, ELL Teachers, Autism Specialists, Instructional Assistants and Paraprofessionals

**Target Age Range:** Pre-kindergarten to 21 years

**Course Description:** Building a bridge between new advances in neuroscience and education is a logical and worthwhile goal in theory; however, is it a feasible one? Making this connection a reality in the real world of educational practice can seem like a complicated matter. We will discuss goals, challenges and strategies for translating and integrating knowledge from salient cognitive and

neuroscience research into everyday practical use in the classroom. This course will explore important themes for educators from the neuro- and cognitive sciences, discuss learning mechanisms that contribute to brain development and efficient learning, and review the Brain-Targeted Teaching Model.

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

Adequately discuss the unique roles of the neuroscientist and educator as it relates to promoting student learning

Incorporate learning mechanisms in instructional delivery and classroom practices

Provide examples of the intersection of neuroscience and education

Collaboratively discuss goals, challenges and strategies for bridging neuroscience and education

Discuss the impact of neuroimaging on teaching methods

Adequately describe the Brain-Targeted Teaching Model, explain how it relates to their classroom or learning environment, and demonstrate the ability to develop goals for implementation

Describe important themes from neuro and cognitive sciences that educators should know

Discuss learning mechanisms that contribute to brain development and effective classroom learning

**Course #17 Schedule Friday, May 10, 2019**

8:00-9:00	The roles of neuroscientist and educator —how they intersect in teaching and learning	1:00-2:00	Explore important themes from neuro and cognitive sciences that educators should know
9:00-10:00	Examples of neuroscience and education intersection	2:00-2:45	Discuss learning mechanisms that contribute to brain development and effective classroom learning
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	The impact of neuroimaging on teaching	3:00-4:00	Review the Brain-Targeted Teaching Model and how it relates to your classroom
11:00-12:00	Goals, challenges and strategies for bridging neuroscience and education	4:00	Complete program evaluations
12:00-1:00	Lunch - On your own		



**COURSE #18 FRIDAY - MAY 10, 2019**

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

DAY 3

**Target Audience:** Occupational Therapists, Speech-Language Pathologists, General and Special Education Teachers, School Counselors, Case Managers, Autism Specialists, Social Workers, School 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 Zones of Regulation presentation provides teachers and therapists 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
- Describe sensory integration and its impact on modulation and regulation
- Outline executive functions that frequently impact self-regulation
- Define emotional regulation to include social cognition's role in emotional expression
- 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 two strategies to identify level of alertness in self and others
- 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
- 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
- Identify two examples of how to integrate the Zones into your practice and how to generalize skills across settings

**Course #18 Schedule Friday, May 10, 2019**

8:00-9:00	Introduction to self-regulation	12:00-1:00	Lunch - On your own
9:00-10:00	Components of self-regulation: sensory processing, executive functioning, emotional regulation and social cognition; how we view behavior	1:00-2:00	Continued exploration of lessons, including adaptations and expansions
10:00-10:15	Break	2:00-2:45	Discovering tools to support regulation of each Zone
10:15-11:00	Introduction to The Zones of Regulation framework	2:45-3:00	Break
11:00-12:00	Exploration of Zones lessons	3:00-4:00	Supporting implementation in various settings, including school-wide, classroom, small groups, individual and home; questions and complete program evaluations



## LOCATION:

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

at: **500 Hotel Circle North, San Diego, CA 92108**. There are a variety of points of interest nearby to suit every taste. These thrills are just minutes from the resort including Old Town San Diego, San Diego Zoo, Balboa Park, Mission Bay, SeaWorld and numerous other attractions. The 27-hole championship Riverwalk Golf Club is located adjacent to the resort and the Fashion Valley shopping district, an upscale, open-air shopping area with 200 places to dine and shop is easy walking distance from the Town & Country Resort. There is a trolley station on site to make traveling easier and more accessible for guests. For directions to the hotel, go to: <https://www.destinationhotels.com/town-country/hotel/directions>

**FROM THE AIRPORT:** The San Diego Airport is the international airport serving the San Diego area. Getting to the Town & Country resort: Shuttle service is available at the Transportation Plazas across from Terminals 1 and 2. From Terminal 1, cross the skybridge and take the escalators or the elevators to street level. From Terminal 2, use the pedestrian crosswalk conveniently located outside the Terminal 2 Baggage Claim Area to access the

Transportation Plaza. A Customer Service Representative will place you with the first available shuttle unless you specify a particular shuttle company. The Town & Country Resort is located 4.9 miles from the San Diego Airport.

**HOTEL - Town & Country Resort:** A block of discounted rooms is reserved at the recently renovated **Town & Country Resort** where the conference will take place. The discounted room rates are: **\$167** per night plus taxes for single and double occupancy; **\$197** for triple occupancy, and **\$217** for quad occupancy. Discounted rooms have been reserved in the Royal Palm Tower and Garden Rooms. To book your discounted hotel room online, go to: <https://book.passkey.com/e/49706446>

Discounted rooms are limited, so book early. Make your reservation by **April 19, 2019** to receive the discounted room rate; reservations made after the cut-off date will be based on availability at the Hotel's prevailing rates. The Town & Country Resort's phone number is **1-800-772-8527** (mention: **"2019 General & Special Education Conference"** to receive the group discounted rate).

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



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

**CONFERENCE TARGET AUDIENCE:** Professionals working with general education students, special needs students, students with learning differences, and at-risk students (Pre-Kindergarten through 21 years) in public and private schools, private practices, hospitals, outpatient clinics, home health, and other educational settings. Courses offered at the conference are specifically designed for: general classroom teachers, special education teachers, autism specialists, superintendents, principals, directors, resource room teachers, ELL teachers, speech-language pathologists, occupational therapists, physical therapists, assistive technology specialists, school psychologists, counselors, social workers, Title 1 teachers, professional development staff, paraprofessionals and other educators. Concurrent courses are offered, allowing you to better meet your professional needs.

### **CONFERENCE REGISTRATION:**

Visit: [www.rehabseminars.org](http://www.rehabseminars.org) to register online, or mail registration forms to: Rehab Seminars, 500 Goss Road, Port Townsend, WA 98368, or fax form to (360) 379-5271. For a registration form, go to page 27. A registration confirmation will be emailed to the "email of record" within 24 hours. If you do not receive your confirmation email within 24 hours of registering, please call Rehab Seminars at (360) 379-6994 to confirm that your registration was received and processed.

**REGISTRATION PAYMENTS:** Rehab Seminars accepts Purchase Orders, Checks, Visa, MasterCard and American Express for tuition payments. Make checks payable to **Rehab Seminars**.

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

**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 May 1, 2019.

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

**TUITION FUNDING:** Possible school funding sources include various government grants, Parent-Teacher Organizations, and school improvement funds, to name a few. Consult with your employer for state and federal funds available for tuition reimbursement. For tips to gain support to attend the conference from your employer, and to download a sample letter of support, visit our website at [www.rehabseminars.org](http://www.rehabseminars.org).

**CANCELLATION POLICY:** Registration less a 20% processing fee is refundable if cancellation occurs on or before May 1, 2019. After May 1, 2019, 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.

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


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

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



**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.

**PROGRAM CHANGES:** Rehab Seminars reserves the right to make necessary changes in speakers or schedules. Any speaker or scheduling change will be posted on our website at: [www.rehabseminars.org](http://www.rehabseminars.org) and attendees registered for the course in which a change has occurred will be notified by email, phone or US mail.

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

**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.

**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.

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

**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 service is provided in the conference area.

### CONTINUING EDUCATION

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



#### AMERICAN PSYCHOLOGICAL ASSOCIATION:

Rehab Seminars is approved by the American Psychological Association to sponsor continuing education for psychologists. Rehab Seminars maintains responsibility for this program and its content. The following courses are offered for 6.5 CE Credits (Intermediate Level): Course # 1, 2, 5, 6, 7, 8, 11, 12, 13, 14, 17, & 18.



#### 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.



#### 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.

## ASHA CEUS SPEECH-LANGUAGE PATHOLOGISTS:

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



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

## CALIFORNIA SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY AND HEARING AID DISPENSERS BOARD

has approved Rehab Seminars to provide continuing professional development (PDP #308).



## OCCUPATIONAL THERAPISTS & OCCUPATIONAL THERAPY ASSISTANTS:

Rehab Seminars is an American Occupational Therapy Association Approved Provider (#6274). Courses offered for **AOTA CEUs include course # 1, 2, 3, 5, 6, 7, 9, 11, 12, 13, 15, 17, & 18.** Full-day course attendance qualifies for 6.5 contact hours or .65 CEUs (3-day attendance is offered for up to 1.95 AOTA CEUs) in the category of Domain of OT and Occupational Therapy Process (Level: Intermediate). Partial credit will be issued for partial attendance. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA.



## NATIONAL BOARD FOR CERTIFIED COUNSELORS:

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

**Courses offered for NBCC-approved Clock Hours are courses #: 1, 2, 5, 6, 7, 8, 11, 12, 13, 14, & 18.**

**Courses NOT offered for NBCC-approved Clock Hours are course #: 3, 4, 9, 10, 15, 16, and 17.**



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

This program has been approved by NASW Washington State Chapter for 19.5 contact hours (6.5 contact hours per day) for licensed Social Workers, Marriage and Family Therapists and Mental Health Counselors. Provider number is #1975-286

## TEXAS EDUCATION AGENCY:

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

## OSPI CLOCK HOURS (CECHS):

Washington State Clock Hours have been approved through the **Washington Speech-Language-Hearing Association** for sponsorship. Individuals wishing to receive OSPI continuing education clock hours must sign an OSPI Clock Hour registration form when signing-in at this conference each day and pick up the "Continuing Education Clock Hour Credit In-service Registration Form". There is a \$20.00 fee for OSPI Clock Hours.

## CRITERIA OF COURSE COMPLETION

Documenting CE Hours: All attendees must sign in at the general registration booth at the conference each morning and after lunch, each day. Attendees must participate in the conference and submit a completed course evaluation form. Participants seeking college credit or contact hours must complete the appropriate participant forms. Staff will be available at general registration for assistance in locating the appropriate CE registration booth at the conference.

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

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

## COLLEGE CREDITS



## WESTERN WASHINGTON UNIVERSITY COLLEGE CREDITS CSD 503 - Professional Development in CSD:

This course provides conference-based opportunities for practicing professionals to engage in learning about current research and treatment strategies on a variety of special education issues, including communication disorders. The courses are intended for the professional development of the conference attendee. The WWU credits may not be used as elective credits in a graduate degree program. Prerequisites & Notes: Entry level degree in professional area of specialization. Credits: 2 (graduate level); Grade Mode: S/U. WWU registration form, written assignment and instructions for registering for credits will be available at the WWU registration booth at the conference, and at the conference website: [www.rehabseminars.org](http://www.rehabseminars.org). The cost is \$101 for 2 college credits (\$50 per credit) with payment being made to WWU, at the conference. You must attend and meet completion requirements for the entire three-day conference, and submit the completed written assignment, registration form and make payment **at the conference**. For additional details, visit the conference website.

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

**Please provide a registration form for each person attending. Visit our website at: [www.rehabseminars.org](http://www.rehabseminars.org) to register online,**  
 or mail registration forms to: Rehab Seminars 500 Goss Road, Port Townsend, WA 98368, or fax form to (360) 379-5271.  
 PURCHASE ORDERS are accepted. Please print legibly.

Name: \_\_\_\_\_  
First Middle Last

Street Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Day Phone: \_\_\_\_\_ Evening Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Position: \_\_\_\_\_ Employer/District: \_\_\_\_\_

Email: \_\_\_\_\_ 2nd Email: \_\_\_\_\_  
(Email of Record: Required for confirmation)

Payment Type:  Check  Visa  MasterCard  Purchase Order #: \_\_\_\_\_

Credit Card Number: \_\_\_\_\_

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

Street Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
(Where credit card statement is mailed)

**CHOOSE YOUR COURSES.** Please choose ONE 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 Courses are held from 8:00 AM to 4:00 PM.

- |   |   |  |
|---|---|--|
| <b>DAY 1: WEDNESDAY, MAY 8, 2019</b>  | <b>DAY 2: THURSDAY, MAY 9, 2019</b>   | <b>DAY 3: FRIDAY, MAY 10, 2019</b>   |
| <input type="checkbox"/> <b>Course #1</b> - How Emotions Impact Learning & Exec. Functions by Dr. Willis, MD<br><input type="checkbox"/> <b>Course #2</b> - Defiant, Emotional & Disengaged Students by MaryAnn Brittingham, MS<br><input type="checkbox"/> <b>Course #3</b> - Severe Multiple Disabilities-Part 1 by Linda Burkhardt, BS (day 1 of this 3-day course)<br><input type="checkbox"/> <b>Course #4 - Dyslexia:</b> Building Blocks of Reading -Part 1 by Dr. Odegard & Dr. Flipse (day 1 of this 3-day course)<br><input type="checkbox"/> <b>Course #5</b> - Promoting and Coaching Executive Functioning in the Classroom -Part 1 by Shannon Kuschel, MS (day 1 of this 2-day course)<br><input type="checkbox"/> <b>Course #6</b> - Sensory and Mindfulness Strategies to Reduce Anxiety- Part 1 by Bek Miremis, OTR/L (day 1 of this 2-day course) | <input type="checkbox"/> <b>Course #7</b> - Attention & Long-term Memory by Dr. Judy Willis, MD<br><input type="checkbox"/> <b>Course #8</b> - Success with "I Don't Care" Students by MaryAnn Brittingham, MS<br><input type="checkbox"/> <b>Course #9</b> - Severe Multiple Disabilities-Part 2 by Linda Burkhardt, BS (day 2 of this 3-day course)<br><input type="checkbox"/> <b>Course #10 - Dyslexia:</b> Identification of Skill Deficits -Part 2 by Dr. Odegard & Dr. Flipse (day 2 of this 3-day course)<br><input type="checkbox"/> <b>Course #11</b> - Promoting and Coaching Executive Functioning in the Classroom- Part 2 by Shannon Kuschel, MS (day 2 of this 2-day course)<br><input type="checkbox"/> <b>Course #12</b> - Sensory and Mindfulness Strategies to Reduce Anxiety- Part 2 by Bek Miremis, OTR/L (day 2 of this 2-day course) | <input type="checkbox"/> <b>Course #13</b> - Behavioral Challenges of Students with Autism by Susan K. Lewis Stokes, MA, CCC-SLP<br><input type="checkbox"/> <b>Course #14</b> - Getting Through a Crisis without Making it Worse by MaryAnn Brittingham, MS<br><input type="checkbox"/> <b>Course #15</b> - Severe Multiple Disabilities-Part 3 by Linda Burkhardt, BS (day 3 of this 3-day course)<br><input type="checkbox"/> <b>Course #16 - Dyslexia:</b> Interventions- Part 3 by Dr. Odegard & Dr. Flipse (day 3 of this 3-day course)<br><input type="checkbox"/> <b>Course #17</b> - Mind the Gap! Neuroscience & Education by Shannon Kuschel, MS<br><input type="checkbox"/> <b>Course #18</b> - Zones of Regulation® by Leah Kuypers, MEd, OTR/L |

<b>FEE SUMMARY:</b>	<b>Registration Fee</b>	<b>Registration Fee</b>
<b>Check One</b>	<b>By May 1, 2019</b>	<b>After May 1, 2019</b>
<input type="checkbox"/> One Day Registration Fee .....	<input type="checkbox"/> \$235.00 .....	<input type="checkbox"/> \$265.00
<input type="checkbox"/> Two Day Registration Fee .....	<input type="checkbox"/> \$399.00 .....	<input type="checkbox"/> \$440.00
<input type="checkbox"/> Three Day Registration Fee .....	<input type="checkbox"/> \$499.00 .....	<input type="checkbox"/> \$525.00

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

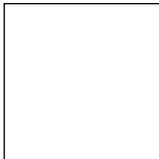
To receive your group discount, registration forms must be sent in together.

Group discount does not apply to one day registrations. No group discounts after May 1, 2019. **TOTAL FEE:** \_\_\_\_\_

Registration less a 20% processing fee is refundable if cancellation occurs on or before May 1, 2019. After May 1, 2019, 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.



Desk Reference Copy  
**SHARE WITH SPECIAL  
& GENERAL  
EDUCATION TEAMS**  
Do Not Discard!



**2019 GENERAL & SPECIAL EDUCATION  
CONFERENCE-SAN DIEGO**

*Circulate to:*

- \_\_\_ General Education Teachers K-12,  
Special Education Teachers, Resource Room  
Teachers and Autism Specialists
- \_\_\_ Speech-Language Pathologists, Occupational  
Therapists, & 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

**2019 General & Special  
Education Conference  
San Diego**

**May 8, 9 & 10, 2019  
Town & Country Resort**

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

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

7:00 – 8:00	Registration – Sign-in
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.  
See individual course schedules.)

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

